

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carr Head Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Governing Board
Pupil premium lead	Angeli Slack
Governor / Trustee lead	Aly Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,365
Recovery premium funding allocation this academic year	£ 1,703
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 71,068

Part A: Pupil premium strategy plan

Statement of intent

At Carr Head Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

20% of our pupils in receipt of pupil premium have identified special educational needs and just over 11% have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We recognise that all pupils benefit from high quality teaching every day and we ensure our strategy provides for this with appropriate CPD for teaching staff and further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed average progress and attainment.

At Carr Head we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children across EYFS and KS1. We have established a successful support programme for our most vulnerable children. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced pastoral lead who works with in school.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and visits. Our Pastoral Lead actively engages with families to encourage and support good attendance in school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring staff use evidence-based whole-class teaching interventions.
2	SEMH needs prevent pupils accessing the curriculum offer successfully.
3	Financial limitations of the family.
4	Poor attendance or punctuality impacts on time in school.
5	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Ensure that all relevant staff have the subject knowledge required to effectively teach the progression of skills across each year group.</p> <p>Rosenshine's principles are applied throughout school.</p>	<p>For our disadvantaged pupils:</p> <p>Achieve at least national average progress scores in KS2 Reading with lowest confidence mark at least 0;</p> <p>Achieve at least national average progress scores in KS2 Writing with lowest confidence mark at least 0;</p> <p>Achieve at least national average progress scores in KS2 Mathematics with lowest confidence mark at least 0;</p> <p>Achieve at least national average expected standard in Y1 PSC.</p>
<p>Ensure that the provision to address SEMH meets the needs of the most vulnerable pupils, enabling them to access quality first teaching.</p>	<p>Exclusions are in line with or below national averages.</p> <p>Reduction in episodes of crisis for identified pupils.</p> <p>Identified pupils are able to self-regulate and return to learning without disrupting learning of others.</p> <p>Adults in school use trauma-informed approaches to support SEMH.</p> <p>Children demonstrate resilience and positive behaviour for learning.</p>

<p>Ensure all pupils are able to access wider opportunities within the curriculum, including but not limited to residential trips.</p>	<p>No pupil is prevented from attending residential or day visits due to funding concerns;</p>
<p>Non-covid absences are minimised for all pupils.</p>	<p>Improve attendance of identified disadvantaged pupils to above 90% (Targeting those pupils with PA) Improved punctuality of identified disadvantaged pupils is in line with their peers</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Releasing DHT to provide CPD and follow up support for classroom staff as part of a pincer movement – building on best practice resulting in quality first teaching alongside trauma informed routines and interactions.</p> <p>Empowering teachers to take risks in developing own practice based on recent CPD.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1</p> <p>2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention support provided by the class teacher – cover provided by HLTA staff</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1</p>
<p>Small group academic tutoring (max 3 in a group)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>From 1.4.21 - employ a Pastoral Manager and Counsellor to provide bespoke guidance and support for classroom staff to meet the SEMH needs of the most vulnerable children across school. Introduction of group play therapy as well as extending our capacity to offer 1:1 counselling.</p> <p>Deployment of support staff in response to need.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf</p>	<p>2</p>
<p>Financial support provided for most disadvantaged pupils to enable access to trips/ residential stays promoting the development of cultural capital</p>	<p>EEF Outdoor Adventure Learning Closing the Disadvantaged Gap</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak. Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p>	<p>2 3 4</p>

Total budgeted cost: £ 74,127

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Ensure all relevant staff have received paid-for training to deliver Letters and Sounds effectively.	The standard of phonics lessons has improved for those staff that attended the CPD. Prior to lockdown (March 2020), the number of pupils on track to meet the expected standard in Y1 was in line with national for all pupils. Y2 (Dec 2020) 73% met the standard Y2 (June 2021) 89% met the standard Y1 (June 2021) 86% met the standard
Ensure that all relevant staff have the subject knowledge (specifically sentence structure including GPS) required to effectively teach the progression of writing skills across each year group.	This is ongoing as part of the SDP. Lockdown has again affected the standards in writing for all pupils, especially the most disadvantaged. This will be addressed as part of the recovery curriculum and covid catch up provision for all.
Ensure all pupils are able to access wider opportunities within the curriculum, including but not limited to residential trips.	The ability to access different elements of school has improved the cultural capital for the most disadvantaged pupils. Unfortunately, covid restrictions limited access to residential visits so we are considering alternatives. The use of PP funding to enable pupils to access enhancements will remain for the foreseeable future.

Externally provided programmes

Programme	Provider
End of year assessments in reading, maths, punctuation and grammar across KS2.	NFER

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Amalgamated into the overall provision.
What was the impact of that spending on service pupil premium eligible pupils?	Improved behaviour for learning in KS1.