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**Pupil premium strategy statement: Carbeile Junior School**

**39% of pupils at Carbeile attract Pupil Premium funding.**

**Intent: to address social disadvantage by addressing gaps in pupils’ knowledge and skills**

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| 1. **Summary information** | | | | | |
| **School** | Carbeile Junior School | | | | |
| **Academic Year** | 2021/22 | **Total PP budget (2021-22)** | £156,070 | **Date of most recent PP Review** | August 2021 |
| **Total number of pupils** | 367 | **Number of pupils eligible for PP (FSM)**  **Number of pupils eligible for PP (Services)** | 88  46 | **Date for next internal review of this strategy** | August 2022 |

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| 1. **Current attainment** | | |
| **Attainment for: 2018-19 (85 pupils) Whole school (no data available for 2019-20 or 2020-21)** | *Pupils eligible for PP (LA Y6)* | *Pupils not eligible for PP (LA Y6)* |
| **% achieving expected standard or above in reading, writing and maths** | 74% (45%) | 72% (67%) |
| **% achieving expected standard or above in reading** | 83% (58%) | 84% (77%) |
| **% achieving expected standard or above in writing** | 89% (66%) | 88% (82%) |
| **% achieving expected standard or above in maths** | 86% (62%) | 80% (81%) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Social barriers and emotional intelligence – more vunerable to abuse e.g. county lines | | |
|  | | Attitudes to learning | | |
| **C.** | | Poor reading skills (especially comprehension) and poor vocabulary | | |
| **D.** | | Lack of aspiration | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E.** | | Attendance | | |
| **F.** | | Parental engagement – lack of support with home learning, including reading at home and lack of access to books or the internet at home. Lack of attendance at parent meetings and school events. | | |
| **G.** | | Narrow experiences outside school – cultural capital | | |
| **H.** | | Impact of Covid-19 | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.  The most vulnerable children are safeguarded  Children’s basic needs are met | | Children retain more friendships  Children have less fall-outs  Children need less support in class time to resolve friendship issues  Safeguarding is outstanding and all training is up to date for all staff  Children do not struggle to concentrate in lessons due to hunger |
|  | Children demonstrate excellent attitudes to learning in all lessons | | Children talk about school with enthusiasm – Pupil conferencing  Children use Learning powers to good effect in lessons – Lesson visits/drop ins  Children are engaged and there is no low level disruption in lessons  Children talk about their personal targets with excitement  Children set/attempt challenging targets |
|  | PP children’s reading and writing improves in line with non-PP children | | PP children make better progress in reading so that their writing is influenced by this  PP children can achieve well in spelling  Children enjoy reading and can talk enthusiastically about a book they are enjoying  Attitudes to writing are improved.  PP children achieve in line with non-PP children. |
|  | Children have high aspirations and are ambitious | | Children talk about their future with enthusiasm  Children talk about academic targets with excitement  Children attempt challenging targets  Children speak ambitiously about their future at Secondary school and work.  Children are resilient to failure |
|  | The attendance of PP children improves | | Reduce the number of persistent absentees among pupils eligible for PP  EWO involvement will not be needed  Attendance for the children is consistently at least in line with national at 96%  The gap in attendance between FSM children and others is narrowed |
|  | Children read more regularly at home and access the library more frequently. Children have the facilities available to do their home learning online | | Parents understand the importance of reading at home.  The number of children reading 3 times a week increases.  Children borrow library books weekly.  Children use Bug Club to access online books.  Parents attend parent meetings |
|  | Children are offered experiences by school (subsidised if necessary) | | Children gain experiences outside school.  The experiences have an impact on their vocabulary  Children acquire the cultural capital they need to succeed in life. |
|  | Gaps in learning due to Covid-19 are filled and children’s attainment is good | | Children make good progress and 75% meet age related expectations by the end of the school year. |

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| 1. **Planned expenditure IMPLEMENTATION** | | | | | | | | | | |
| **Academic year** | | **2021/22** | | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | |
| 1. **Quality of teaching for all – we know that if we provide high-quality teaching that is effective for disadvantaged learners then we are providing effective teaching for all** | | | | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| 1. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | | There is a comprehensive SMSC programme that is delivered to all children. The focus is discussed in assemblies.  RSHE is delivered weekly and recorded in the class floor book.  All classes have a ‘Worry Box’ and a ‘Bubble book’ so that they can let the teacher know if they need support.  Buddies and Sugar Smart Leaders on both playgrounds  Access to lunchtime club  Rabbit Rangers  MKC Heroes club  Breakfast bars available in the school office for children who have not had breakfast in the morning | SMSC and RSHE lessons allow a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.  Buddies check the playground for anyone who is on their own and help children to sort out minor disputes.  Lunchtime club allows an alternative to the playground for children who may feel overwhelmed.  Research shows that contact with animals can be a calming influence.  A child’s ability to concentrate will be hampered if they are hungry. | | SMSC and RSHE lessons continue to be taught by the class teacher.  Pupil conferencing  Refer to Thrive practitioner for children with particular needs  Train Buddies and Sugar Smart playground leaders  TAs run lunchtime club  TW to run Rabbit Rangers  MKC Heroes activities to be logged.  Office to continue to have a stock of cereal bars that can be accessed by class TAs as needed. | | Jenna Margetts  Carys Owen  Cheryl Rooney/Louise Battersby  Caroline Sales/Tom James  Tina Westlake  Richard Long  Tracey Cullerton and Sue Charman | | Ongoing but by July 2022 | |
| 1. Children talk with enthusiasm about learning and attitudes to learning in lessons are excellent. | | Use of learning powers vocabulary by all staff.  Learning powers shared in every lesson.  Behaviour policy followed.  Awards given for good attitudes to learning.  Assemblies encourage good attitudes to learning. | Children who show good attitudes to learning make better progress. | | Lesson visits  Pupil conferencing  Assemblies  Detailed induction for new staff. | | Caroline Sales  Verity Shaw | | July 2022 | |
| 1. PP children’s reading and writing improves in line with non-pp children. | | Quality first teaching with intervention classes taught by a teacher  Daily readers  Reading area in every classroom  Books will be celebrated and enjoyed in school  Clive Pigg (Storyteller) will come into school.  Children will be encouraged to read 3 times a week and get a raffle ticket to win a book.  Volunteers will read with individual children who are not at expected standard and do not get support with reading at home.  Bug Club used for home reading  Talk 4 Writing will be used to teach English lessons.  CodeX intervention. Children who are not on track to meet age related expectations will gain support from interventions (Thrive, 1:1 target time).  Books will be on display in the classrooms and work on the walls will show the children’s own writing.  Phonics screening as part of Year 3 baselining. | If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.  Reading needs to be prioritised to allow pupils to access the full curriculum offer  The gap between PP children and others has narrowed, however the gap in reading is still 9%. In writing the gap is only 1%.  When children read daily their reading improves.  Assessment outcomes will be accurate and swiftly addressed. | | Quality of teaching is monitored in regular learning walks and lesson visits.  Expectation for all classrooms to have a reading area  Pupil progress meetings will review intervention given (daily readers) and progress made.  Code X will be monitored and its impact assessed.  Drop ins will show books are celebrated  Book looks will show clear progress from Elicitation task to Invent  Results from phonics screening acted upon.  Percentage of children reading 3 times a week in each class to be displayed on classroom doors. | | Caroline Sales  English lead- Mike Nicholson | | July 2022 | |
| 1. Children have high aspirations and are ambitious | | iPupils identified  Wide range of after-school clubs offered  Learning powers – resilience, perseverance, growth mindset. | Children who are ambitious are more likely to be successful  iPupils need to be given opportunities to be challenged | | Identify iPupils and arrange a range of opportunities/ trips and visits.  Ensure that a good range of clubs are offered and encourage PP to attend. | | Caroline Sales | | July 2022 | |
| 1. The attendance of PP children improves | | Topics will interest all children and especially PP children.  Weekly class attendance award in assembly.  Attendance celebrated in awards assemblies. All children with 100% attendance each week receive a raffle ticket.  Teacher (CO) has whole school responsibility for monitoring attendance.  CS to monitor attendance of PP children.  Share statistics about attendance with parents in newsletters. | Attendance and lateness have an impact on learning and mean learning is missed.  When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. | | Topic maps will be shared with parents and be interesting.  Weekly in assemblies | | Caroline Sales | | July 2022 | |
| 1. Parents are more engaged with school and with their child’s learning   Children read more regularly at home and access the library more frequently. | | Reading corner books continually updated with more appealing books  Timetable the library to ensure all classes visit regularly | Children will be enthusiastic to read the new appealing books.  Many FSM children do not get support with reading at home. This not only means that they make slower progress but they also do not get a reading ticket for the raffle. The aim is to increase the profile of reading and encourage children to read 3 times a week. Children not supported with reading at home will be listened to by a teacher, TA or volunteer. | | All classes visit the library once a week.  Reading corners will be monitored. | | Caroline Sales | | July 2022 | |
| 1. Children are offered experiences by school (subsidised if necessary). | | Trips and visits are planned regularly into the curriculum for each year group.  Development of cultural capital to be a school focus this year. | The narrowness of children’s cultural experience has a huge impact on their vocabulary, which in turn impacts on their progress in reading comprehension. | | Pupil Premium children will be subsidised to allow them to attend. | | Caroline Sales | | July 2022 | |
| 1. Children catch up missed learning. | | Recovery lessons will be taught to fill gaps in learning where necessary. | A broad and balanced curriculum should be taught with a focus on basic skills. | | All staff produce a Medium Term plan for each term.  Discussions in Pupil Performance meetings about progress and gaps in learning.  Attainment will be closely monitored each term. | | Caroline Sales | | December 2021 | |
| 1. **Targeted support** | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** |
| 1. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Some PP children will attend Thrive sessions with a trained Thrive practitioner. | | | Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. | | Timetable of support. | | Cheryl Rooney, Louise Battersby | | July 2022 |
| 1. Children talk with enthusiasm about learning and attitudes to learning in lessons are good. | Individuals demonstrating poor attitudes to learning are identified.  Barriers to improvement are investigated.  Good communication with parents. | | | Children will a poor attitude to learning will make less progress. | | Pupil performance meetings will monitor this.  Regular parent meetings and learning hours.  Pupil conferencing | | Caroline Sales | | July 2022 |
| 1. PP children’s reading/writing improves in line with non-pp children | Year 6 boosters for reading.  Writing book looks  Individual children have 1:1 reading time with TAs/volunteers.  Pupil Conferencing focused on children making insufficient progress.  Teachers will code lolly sticks to target questions at PP children.  Teachers will deploy support staff to work with PP more regularly in lessons.  Some children will receive extra daily reading with a TA.  All teachers have a class book and read it daily. | | | When children read daily they gain in confidence.  Children are more inspired to read and write.  Children who read confidently are more likely to succeed across the curriculum. | | The books used in class will be of more interest to boys – super heroes, action etc.  Children who have daily reading – progress will be seen at pupil performance meetings.  Children will look to read more at ‘free time’.  Children can talk about their class book.  Children will begin to enjoy reading as a past time and not just when asked.  Regular staff meeting time for moderation.  PP lesson visits.  Attitudes to writing will improve. | | Caroline Sales | | July 2022 |
| 1. Children have high aspirations and are ambitious. | Organise for the FSM children to take part in activities to aim to raise aspirations.  iPupils who are also PP are identified and given opportunities to develop their skills and talents.  Science lunchtime club for PP  children | | | Children who are ambitious are more likely to be successful  iPupils need to be given opportunities to be challenged  Children are given opportunities to investigate scientifically and be inspired | | Identify iPupils and arrange a range of opportunities/ trips and visits.  Liaise with science leader | | Caroline Sales  Lewis Webb | | July 2022 |
| 1. The attendance of PP children improves | EWO will be involved with families whose attendance falls below 87%.  CO will monitor children who are consistently falling below 90%.  Awards are given to children who have ‘good’ attendance.  100% attendance rewards | | | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.  Children enjoy receiving awards and will often try harder when an award is being offered. | | Attendance of all children will be monitored weekly and half termly.  Any absence will be addressed immediately.  Attendance of PP children will be monitored termly  A corridor display will celebrate good attitudes to learning  The class with the best weekly attendance will get a certificate and extra playtime. | | Caroline Sales  Carys Owen | | July 2022 |
| 1. Parental engagement improves   Children read more regularly at home and access the library more frequently. | Individual PP children who do not read at home will be identified and the class TA and/or a volunteer will read with them.  Extra reading opportunities in school will be provided.  Use of the library will be monitored.  Use of Year 6 reading buddies at lunchtime | | | There is a gap between the attainment of Pupil Premium children and others in Year 6 SATS results 2019 (9%) | | CS to monitor the number of PP children not reading 3 times each week.  PP Champion to read with selected FSM children regularly and check book level is appropriate  Volunteers to read with FSM children.  JM to monitor library use.  CS to monitor parent attendance at parent meetings  Teachers to phone all PP children’s parents with an appointment for parent meetings | | Caroline Sales | | July 2022 |
| 1. Children are offered experiences by school (subsidised if necessary). | PP children are identified and subsidised for trips if necessary.  The residential trip to Porthpean for year five children will be subsidised for PP children as necessary | | | The narrowness of children’s cultural experience has a huge impact on their vocabulary, which in turn impacts on their progress in reading comprehension. | | Pupil Premium children will be subsidised to allow them to attend. | | Caroline Sales | | July 2022 |
| 1. Children catch up missed learning. | Focus on PP children in recovery lessons.  Interventions put in place as needed | | | Disadvantaged children may not have done as much home learning as others and may therefore need more support to catch up. | | CS to monitor PP children’s progress.  Pupil conferencing with PP children  Organise interventions to fill gaps | | Caroline Sales | | December 2021 |

**Impact:** Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life. Pupils consistently achieve highly, particularly the most disadvantaged.