

Pupil premium strategy statement: Carlinghow Princess Royal J. I. & N. School

1. Summary information					
School	Carlinghow Princess Royal J. I. & N. School				
Academic Year	2017-18	Total PP budget	£219,622	Date of most recent PP Review	October 2018
Total number of pupils	361	Number of pupils eligible for PP	163	Date for next internal review of this strategy	N/A

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	45%	71%
% making progress in reading	45%	78%
% making progress in writing	45%	71%
% making progress in maths	45%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Early Years / KS1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	PP children don't all have the same opportunities or resources to support reading writing and maths at home which impacts on attainment in school and progress.
C.	The low starting point and experiences for the vast majority of our children mean we need to accelerate progress for children to achieve the expected level in phonics.
D.	Due to high pupil mobility and low starting points we need additional quality staff to support their learning.
E.	To provide the children with a rounded education we need to provide them with opportunities and experiences that they will not get at home, to ensure we improve their; social skills, life skills, self-esteem and confidence.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP are below the national target for all children of 96%. This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes					
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A.	Improve oral language skills for pupils eligible for PP in Early Years.	Pupils eligible for PP in Early Years / KS1 make rapid progress by the end of the year so that all pupils eligible for PP achieve age related expectations.
B.	Higher rates of progress across school for all pupils.	Pupils eligible for PP with a particular focus on reading. Pupils eligible for PP make as much progress as 'other' pupils identified, across school in maths, reading and writing. Measured in Y1, 3, 4, and 5 by teacher assessments and successful moderation practices established across the partnerships and measured nationally at Y2 and Y6.
C.	To ensure that the gap to national for phonics is diminished.	The attainment of children in Years 1 and 2 will ensure that, at Y1 the gap to national has been diminished and that in Y2 all PP children have achieved the expected standard.
D.	To strengthen the existing staffing structure by appointing suitable staff to offer additional support staff in each Key Stage to provide additionally and focussed support for PP.	The gap for PP children will be diminished allowing the children to achieve their full potential by the time they leave Y6 and ensure they are secondary ready.
E.	PP children will be provided with experiences that provide them with a broad and balanced curriculum to succeed in life.	To raise the children's self-esteem which in turn impacts on their learning as this is what they need to ensure school is a positive experience and helps to raise standards.
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 4% or below. Overall PP attendance improves from 94.4% to 96% in line with 'other' pupils nationally.

5. Planned expenditure					
Academic year		2017/18			
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.					
i. Quality of 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?
A) Improved oral language skills in EY/KS1 B. Improved progress for all PP pupils	Appoint a suitably qualified Speech and language specialist from the NHS Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP money in longer term change which will help all pupils. Many different evidence sources, e.g. EY profile, school data, local authority data, ROL, show that speech and language development is poor and needs focussed support and development. Following in house monitoring there is a greater need for this and we are wanting to appoint an additional member of staff ASAP. ELG suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Appoint a suitable qualified member of staff from the NHS, who will be monitored and supported by the SENCO Use INSET days to deliver training.	SENCO	Jan 2018 Speech & Language Therapy Service from Locala - £2,595 2 ETAs delivering Speech & Language Therapy programmes in school - £13,845
To ensure all staff are secure and accurate in the knowledge and expectation of ARE levels in Writing and Numeracy.	Y1-6 to attend CPD on writing and numeracy portfolio of work at ARE.	Due the low attainment of PP pupils we need to ensure all staff are secure in their understanding and expectation for ARE at the end of each year	For all staff to attend and feedback to be given and gap tasks to be completed.	KS leads	Termly
The children are able to make progress and are focused on their targets.	Working with 1:1 or small groups of children to raise levels of attainment by focusing on specific targets	Our data and national data shows that PP children are underperforming therefore they need additional support	Monitoring through learning, pupil progress meetings and phase meetings.	Key stage leads, AHT	ETAs - £72,840

	Use of AT, TB, CD, KG & DS) to provide quality support				
Attainment is raised in KS1 and KS2. Higher % of pupils achieving ARE.	To provide additionally to the KS1 and KS2 team. To monitor progress through, moderation (internal and external) pupil progress meetings and (subject and KS leads).	The school is well staffed with HT, DHT, AHT X2 and KS lead. We have to further strengthen school. To ensure stability and guidance to enhance teaching and learning.	Through KS meetings and regular reports to the HT/DHT to monitor progress as well as pupil progress meetings.	AHT	Half termly 2 Assistant Headteachers - £23,258
Total budgeted cost					£112,538
ii. 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?
An increased % of children achieve ARE based on their starting point. To narrow the gap for disadvantaged pupils.	Additional support/staff to boost Y6 children.	Due to high number of SEN children and the increased challenges and changes in the curriculum the children need additional support to meet ARE.	Pupil progress meetings, phase meetings and drop-ins will ensure children and attainment are closely monitored.	AHT KS2	Half termly 2 After School Booster Clubs - £1,261
Accelerated progress means children are in line with national ARE.	Additional teacher to boost children following the significant staff changes and impact on learning.	The low results at the end of KS1 due to staff mobility mean these children need additional support to achieve ARE by the end of the year.	Pupil progress meetings, phase meetings and drop ins will ensure children and attainment are closely monitored.	KS lead and KS2 AHT	Half termly Deputy Headteacher - £13,564
Targeted children to achieve the expected standard in phonics and that they can apply the phonics to	Additional TA to boost children following the significant staff changes and impact on learning.	To focus on reading and phonics. Phonics will focus on those who did not achieve the national expectation in the Year 2 re-takes.	KS leader to ensure targeted readers are supported on a regular basis to ensure they meet ARE expectations. Pupil progress meetings and drop ins.	KS Coordinator	Half termly ETA - £14,311

improve their reading. For these children to make 2 years reading age progress.					
Improve engagement through their reading journals and improved writing. Improvement in comprehension, inference and deduction with an improvement in test results at the end of each year group. Guided reading to be effective and raise and key stage. Standards in reading across the school.	Books at appropriate interest and age related level. Engaging boys. Guided reading books	Across the school our reading results are lower than national and therefore we need to invest time and resources to help narrow the gap.	Reading records will provide evidence for phase leaders to track progress and impact. This will also be monitored through progress meetings and phase meetings as well as SLT monitoring	KS lead	Literacy Resources - £4,820
For all children PP to achieve as well as all other groups of children	For SENDCO to work with families and other agencies to identify the additional external support that is required	We have 17 families who have EHCPs 5 LAC, 5 CP, 12, CIN. These families need considerable additional support to enable them to succeed in school.	Through core group meetings and reviews of EHCS will be used to monitor the impact of the support as well as PPM to monitor children's progress in class.	CP	This will be reviewed July 2018 £1952 (contribution towards Assistant Headteacher's time)
Total budgeted cost					£35,908
iii. Other approaches					
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?

<p>Children's attendance to be above national average of 96%</p>	<p>Learning Mentor lead employed to monitor pupils and follow up quickly on absences. Use of APSO to work with specific families and school to improve attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school. Continuing to address attendance is a key step to raising attainment and progress.</p>	<p>Thorough briefing of APSO about existing absence issues. Learning Mentor, APSO, and Head Teacher etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>PCM</p>	<p>Jan 2018</p> <p>Educational Teaching Manager (Behaviour & Attendance) - £1,622</p> <p>Safeguarding Support Officer - £8,149</p> <p>Attendance & Pupil Support Officer - £2,633</p>
<p>For children to be able to access the curriculum at all times and for timely interventions to be provided where necessary.</p>	<p>Our learning mentor team to work with children on developing their social and emotional attitudes to learning and where necessary provide additional support with their learning allowing the children to access the curriculum and make good progress.</p>	<p>We have a lot of children with EHCP (17) and those with a lot of emotional needs that require additional support to allow them to access all areas of the curriculum. We serve a deprived area being in the bottom 5% of the IDACI. Due to the high level of deprivation we need to provide our children with additional support that nurtures them and allows them to flourish and grow into the wonderful young people that we see in school. Without it their life experiences would be greatly limited and their ability to succeed in life compromised. We need to ensure they are ready for the next stages of their education and aware of the opportunities that are there for them and that if they work and attend there are rewards. They also need to be aware of the dangers that life presents and how to deal with them.</p>	<p>We will have weekly meetings with the learning mentors as well as feedback from class teachers about the impact and effect. Due to the high levels of deprivation this is available for all children to ensure they succeed in life.</p>	<p>AHT</p>	<p>At least half termly but there are weekly meetings and changes will be made when required.</p> <p>2 Learning Mentors £50,026</p>

<p>We want to provide a breakfast for those children who have no food at home to ensure they have the food they need to ensure they can concentrate and learn.</p>	<p>For those families that work and need to leave their children earlier we charge £2 for breakfast club and for those who would like their child to have a breakfast we charge £1.</p>	<p>Due to the high levels of deprivation we know a lot of children do not have a breakfast before they come to school. We have 143 pupils on FSM and we need to ensure they have a breakfast and a nurturing environment before school starts.</p>	<p>There will be a half termly review to look at the number of children accessing breakfast club and looking at the number of children who are FSM and the impact it has.</p>	<p>AW</p>	<p>We will look at costs and the effectiveness / impact of breakfast club for the school.</p> <p>2 Breakfast Club Staff £8,746</p>
Total budgeted cost					£71,176
6. Additional detail					
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p> <p>The school may have further pupil premium funding adjustments during the academic year. The school's pupil premium strategy statement will be reviewed accordingly.</p>					