**Carlinghow Primary Academy **

**Pupil Premium 2020/21 – Impact Report**

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on ‘Ever 6’ as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period.

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| **Disadvantaged pupils** | **Pupil Premium per pupil** |
| **Pupils in Year groups R – 6 recorded as ‘Ever 6’ Free School Meals** | £1,320 |
| **Looked After Children (LAC)** | £1,900 |
| **Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order** | £1,900 |
| **Service Children** | £300 |

For the period 1st September 2020 to 31st August 2021 Carlinghow Primary Academy received Pupil Premium funding of **£182,930**

**Our Pupil Premium initiatives have included:**

• Salary costs for the Pastoral Team, including Team Manager and a Learning mentor.

* Subscription to Child Protection Management Online System (CPOMS) for tracking and monitoring vulnerable pupils

• Deployment Teaching Assistants with a key focus on English and Maths intervention support

• Targeted support from Teaching Assistants to support curriculum access with associated linking salary costs

Training for all staff on ensuring high quality teaching and interventions.

• Staffing costs for the school breakfast club

• Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including the Year 6 residential

 • Purchase of resources to support intervention and bespoke needs, including provision of school uniform and free school milk and access to counselling.

**Impact Summary**

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| **Results 2021 EYFS – GLD** | **School %****2021** |
| **All Pupils (34)** | 65% |
| **Disadvantaged (14)** | 64% |

* PP GLD is in line with their peers.

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| **Results 2021 Phonics** | **Phonics Y1** |
| **All Pupils (38) (Y1)** | 37% |
| **Disadvantaged** **(18)** | 22% |

* **PP pass rate is 15% behind peers. Phonics in Year 2 is a focus of next year’s PP work.**

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| **Results 2021 KS1** | **2021** |
| **EXP +** | **GDS** |
| **READING** | **School All Pupils (38)** | 63.4% | 15.8% |
| **School Disadvantaged (16)** | 50.1% | 6.3% |
| **Progress** | 5 Steps +93.8% | 6 steps +81.3% |
| **WRITING** | **School All Pupils (38)** | 65.8% | 7.9% |
| **School Disadvantaged (16)** | 56.3% | 6.3% |
| **Progress** | 5 Steps +81.3% | 6 steps +68.8% |
| **MATHS** | **School All Pupils (38)** | 73.1% | 18.4% |
| **School Disadvantaged (16)** | 68.8% | 6.3% |
| **Progress** | 5 Steps +93.8% | 6 steps +93.8% |
| **RWM****Combined** | **School All Pupils (38)** | 65.8% | 7.9% |
| **School Disadvantaged (16)** | 50% | 6.3% |

* Pupil Premium children’s attainment is 13% below for reading, 9% below for writing and 5% below for Maths.
* There are excellent levels of progress shown for all pupil premium children and their combined figures are within 2 percent of their peers.

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| **Results 2021 KS2** | **2021** |
| **EXP +** | **GDS** |
| **READING** | **School All Pupils (51)** | 63.4% | 11.8% |
| **School Disadvantaged (28)** | 60.7% | 10.7% |
| **Progress Al Pupils**  | 5 Steps +89.3% | 6 steps +85.7% |
| **WRITING** | **School All Pupils (51)** | 53% | 5.9% |
| **School Disadvantaged (28)** | 46.4% | 7.1% |
| **Progress** | 5 Steps +85.7% | 6 steps +82.1% |
| **MATHS** | **School All Pupils (51)** | 64.7% | 9.8% |
| **School Disadvantaged (28)** | 60.7% | 7.1% |
| **Progress** | 5 Steps +82.1% | 6 steps +71.4% |
| **R,W,M****Combined** | **School All Pupils (51)** | 57% | 5.9% |
| **School Disadvantaged (28)** | 35.7% | 7.1% |

* Pupil Premium children’s attainment is 3% below for reading, 6% below for writing and 4% below for Maths.
* There are excellent levels of progress shown for all pupil premium children; their writing progress has been better than their peers and their combined figure is greater.

**2020/21 targets (set on the Pupil Premium 2020/21 action plan) mapped against the seven building blocks identified by the DfE and NFER as being successful in raising disadvantaged pupil’s attainment.**

Clear Responsive Leadership = 1%

Whole School Ethos of Attainment for All = 2%

Data Driven & Responding to Evidence = 4%

Addressing Behaviour & Attendance = 22%

Deploying Staff Effectively = 52%

High Quality Teaching for All = 16%

Meeting Individual Learning Needs = 3%

**Pie chart shows the distribution of funding in relation to the seven building blocks identified by the DfE and NFER as being successful in raising disadvantaged pupil’s attainment**

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**Next Steps**

During the next academic year (September 2021 to August 2022) the school is estimated to receive £190,920 and will continue to use the Pupil Premium grant to support individual and group intervention work in order to maintain the achievement of our KS1 pupils and continue to diminish the difference towards national standards in KS2. KS1 & 2 will receive an additional focus in recognition of the recovery programme. Additional staff will be deployed to provide an increased number of interventions including the Nuffield Early Language Intervention.

Next steps include the embedding the quality of reading and writing teaching and thus impacting positive on outcomes. We will ensure our new and existing staff are suitably trained to deliver the Read Write Inc. programme to rapidly improve reading outcomes across school. In KS2 we will continue with the development of embedding VIPERS and the power of reading programme to enhance children’s existing reading skills and broaden their vocabulary thus impacting positive on reading and writing outcomes. We will continue to meet the ever changing and growing SEMH needs of our PP children through addressing behaviour and attendance through breakfast clubs, CPOMS, Behaviour system, learning mentor. Our Pastoral team will seek to re-establish links with parents and ensure a holistic approach to supporting the needs of our PP children.