

Carnagill CP Pupil Premium Strategy Statement 2019-2022



School overview

| Metric | Data |
|---|-------------------------------|
| School name | Carnagill Primary School |
| Pupils in school | 183 |
| Proportion of disadvantaged pupils | 27 |
| Pupil premium allocation this academic year | 38,580 |
| Academic year or years covered by statement | 2019-22 |
| Publish date | 13 th January 2019 |
| Review date | 13 th January 2020 |
| Statement authorised by | Louise Newport |
| Pupil premium lead | Lauren Stephens |
| Governor lead | Grahame Shepherd |

Disadvantaged pupil progress scores for last academic year (prior to Covid)

| Measure | Score |
|-------------|-------|
| Reading KS2 | -1.27 |
| Writing KS2 | -3.82 |
| Maths KS2 | -1.47 |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|---|
| Meeting expected standard at KS2 | Reading 57% Writing 43% Maths 43% Combined 43% |
| Achieving high standard at KS2 | Reading 14% Writing 0% Maths 29% |

Desired Outcomes

- o Attainment at the end of EYFS, KS1, KS2 and all year groups will be at least in line with national averages.
- o In class monitoring and data sets will show disadvantaged pupils are improving. This also links with the increase in more able pupils.
- o Progress for DPP children shows the gap between DPP children's progress and all children has diminished.
- o In class monitoring shows that behaviour for learning is improved and impacting on outcomes.
- o Due to improved attendance, disadvantaged pupils will have a better access to quality first teaching. This, in turn, will impact on their outcomes.

Strategy aims for disadvantaged pupils

1. Quality Teaching for current academic year

| Priorities | Activity | Staff Lead | Cost |
|---|--|--|---|
| Priority 1 – Provision for DPP children quality of teaching, catch up, challenge time for the more able and interventions is appropriately monitored by the DPP Leader | DPP Leader has additional responsibility and TLR 3 to monitor the provision for DPP children in class and at catch up time. Feedback is provided to members of staff. Half termly monitoring to be fed back in SLT meetings and to governing body. | L.Stephens (DPP Leader) | HLTA time – = £400 |
| Priority 2 – Smaller classes in upper KS2 | Both Year 5/6 have smaller class sizes for the academic year to improve the quality of teaching in upper KS2, increasing the amount of high quality feedback and one to one attention learners receive. | L.Newport (HT) | Additional Teacher in UKS2 0.4FTE = £11,000 2019-20 only |
| Priority 3 – DPP children's progress is tracker appropriately to ensure personalised support | Use of Insight by DPP Leader to use as a starting point for discussion with staff on DPP progress Improved assessment and tracking systems ensures that all staff are aware of the progress DPP children are making Assessment leader and DPP Leader to monitor progress of groups. Pupil Progress Meetings to ensure staff are held to account | F.Shaw (Assessment) L.Stephens (DPP Leader) | Insight Tracking £1,000 |
| Projected spending total 2020-21 | £1,400 | | |

2. Targeted academic support for current academic year

| Priorities | Activity | Staff Lead | Cost |
|---|---|---|--|
| Priority 1 – Improved progress of DPP children will result in higher levels of attainment. Gaps between DPP children's progress and other children will be diminished. | Implement Catch up/challenge time to close the gaps in learning as they occur within English and Maths sessions (Same day catch up). • Employ Teaching Assistants to: 1. Target DPP children. 2. Allow the teacher additional contact time with DPP children. DPP Leader monitoring catch up time and catch up diaries. | L.Stephens(DPP Leader) | DPP Catch up time. 4 xTA's x 10 hours = £14,400 |
| Priority 2 Teaching Assistants are used effectively, understand their role and how best to support DPP children. | TAs in each class during the morning sessions TA training following on from Maximising the Impact of Teaching assistants training – to focus on next steps in the provision for DPP children and how to use Insight Tracker gaps analysis to support in class, during catch up and intervention time. SLT to monitor the provision and deployment of TAs. | F.Shaw (TA Training) L.Stephens (DPP Leader) | Morning Class TAs funded from DPP 4 x15hours = 22,264 |
| Projected spending total | £36,664 | | |

3. Wider strategies for current academic year

| Priorities | Activity | Staff Lead | Cost |
|---|---|------------|------|
| Priority 1 – DPP children can access the same experiences as other children | <p>Visitors termly for launch pad days subsidised. Trips subsidised if the trip is over £10 ore child or if the parent applies for support with funding Residential support of 50%</p> <p>Children who are disadvantaged have less opportunities to go beyond the locality of the school. This provides the children with greater opportunities to develop skills and their learning.</p> | L.Newport | £500 |
| Projected spending total | £750 | | |

Monitoring and Implementation

| Area | Challenge | Action |
|------------------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development. | Use of inset days and staff meeting time. Who: TA's and Teachers |
| Targeted support | Ensuring time for subject leaders to attend network meetings to bring back support and advice for other staff. | Ensure that relevant information is fed back to staff and that staff implement these. Who: TA's and Teachers |
| Wider strategies | Engaging the families facing the most challenges. Attendance working towards 95% | Working closely with LA and other schools in attendance issues. Use of the Learning Mentor. |

Review: last year's aims and outcomes

| Priority | Outcome |
|----------|---------|
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Barriers to future attainment (for pupils eligible for PP)

| | |
|----|--|
| 1. | A high proportion of DPP children are not achieving age related expectations and make lower rates of progress than their peers. (Reading, Writing and Maths) |
| 2. | DPP children have low starting points at entry to the school and some have lower aspirations than their peers |
| 3. | Behavioural and emotional issues |
| 4. | Higher levels of emotional need and behaviour issues result in lower than acceptable behaviour for learning |
| 5. | Lower attendance levels for DPP children is at risk of being lower than their peers |

Data from FFT

Expected Standard **KS1** Attainment

| Reading | Carnagill NOT DPP | Carnagill DPP | National |
|----------------|----------------------|------------------|----------|
| 2016 | | 83 | 78 |
| 2017 | 82 | 75 | 79 |
| 2018 | 74 | 75 | 79 |
| 2019 | 70 | 100 | 79 |

| Writing | Carnagill NOT DPP | Carnagill DPP | National |
|----------------|----------------------|------------------|----------|
| 2016 | | 67 | 70 |
| 2017 | 75 | 25 | 72 |
| 2018 | 62 | 75 | 74 |
| 2019 | 61 | 0 1 child | 73 |

| Maths | Carnagill NOT DPP | Carnagill DPP | National |
|--------------|----------------------|------------------|----------|
| 2016 | | 83 | 67 |
| 2017 | 75 | 50 | 79 |
| 2018 | 76 | 75 | 80 |
| 2019 | 61 | 0 1 child | 79 |

Expected Standard **KS2** Attainment

| Reading | Carnagill NOT DPP | Carnagill DPP | National |
|----------------|----------------------|------------------|----------|
| 2016 | | | |
| 2017 | 70 | 67 | 78 |
| 2018 | 38 | 60 | 80 |
| 2019 | 58 | 57 | 78 |

| Writing | Carnagill NOT DPP | Carnagill DPP | National |
|----------------|----------------------|------------------|----------|
| 2016 | | 25 | 79 |
| 2017 | 40 | 67 | 82 |
| 2018 | 23 | 60 | 83 |
| 2019 | 83 | 43 | 83 |

| Maths | Carnagill NOT DPP | Carnagill DPP | National |
|--------------|----------------------|------------------|----------|
| 2016 | | 25 | 76 |
| 2017 | 60 | 83 | 81 |
| 2018 | 31 | 40 | 81 |
| 2019 | 75 | 43 | 84 |