

Pupil Premium Strategy Statement (Updated 2022-23)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Carnagill Primary School, Catterick Garrison
Number of pupils in school	154 (+ 6 in Nursery)
Proportion (%) of pupil premium eligible pupils	Disadvantaged – 13 pupils Service – 112 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23 , 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023 and updated for next academic year
Statement authorised by	Louise Newport
Pupil premium lead	Louise Newport
Governor / Trustee lead	Grahame Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005 DPP £35,840 SPP
Recovery premium funding allocation this academic year	£2,755
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	£56,600

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged Pupil Premium/Recovery Premium

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

Service Pupil Premium

- *Pastoral care is the prime factor in supporting SPP children*
- *Clear transition arrangements are in place to support children to settle and be ready for transfer to another school*
- *Mental health and well being support is key to the support offered*
- *Thrive approach used to support Teachers, Ts and parents understand their children and have actions to put in place*
- *Families supported to become part of the community*

Challenges

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

Challenge number	Detail of challenge
1	Gaps in children's development which has been exasperated by the pandemic for disadvantaged children
2	Support from home can be limited
3	A high proportion of children who are eligible for pupil premium are not achieving age related expectations
4	A high proportion of DPP and SPP pupils have difficulties with behaviour for learning, emotional regulation, mental health and well being and social/communication skills
5	Children who are entitled to the service pupil premium have moved schools' multiple times and have accessed different curriculums, often in different countries
6	Children's life experiences and knowledge of the world around them and linked vocabulary can be limited.

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
Gaps in children's learning and development will be reduced	In class monitoring and assessment monitoring shows less gaps in children's learning across the curriculum (focus on English, Maths and Science)
Parents are supported to help their children in their learning and behaviour for learning	Parents use the support available via Seesaw and respond to their children's work. Homework is uploaded via Seesaw and parents comment
An increase in the proportion of pupil premium children achieving at least expected standard in English and Maths	In class monitoring and data sets will show that disadvantaged pupils are improving. This also links with the increase in the attainment of more able pupils
Children's attitude to learning is improving and children are well supported to regulate their emotions	The Learning Mentor supports individuals and groups to have positive behaviour for learning skills and can regulate their emotions and behaviour. All staff use Thrive to support children and plan work/activities to support their development and emotional well being

Activity in this academic year (2022-23)

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

Disadvantaged Pupil Premium and Recovery Premium

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD sessions to develop structure of lessons with pace, challenge, high quality questioning and modelling	Rosenshine's principles of teaching are key to ensuring precision in teaching, building on from prior knowledge and ensuring lessons are appropriate to need.	1,3,4,5,6
<i>Read Write Inc Introduction across the school to support phonics development. Deputy Headteacher time to monitor provision and support staff. Resources to support delivery across school, including intervention time. All adults lead groups (including Headteacher) to provide smaller groups</i>	Targeted phonics program will ensure consistency across school in approach and support children with gaps in phonics development and those who have moved from different curriculums	1,2,3,4

<i>which can be targeted at a challenge level. Training for all staff given to ensure consistency</i>		
<i>The curriculum and assessment of the whole curriculum responds to the needs of the pupils, the context the school is in and the life experiences of the pupils</i>	The curriculum must be well planned, well sequenced, focused on knowledge and vocabulary acquisition and be progressive across school as set out in the OFSTED Framework	1,3,5,6

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

Budgeted cost: £26,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide same day intervention for PP pupils to pick up on misconceptions (Catch up time)</i>	Same day intervention (catch up) in small groups or with individuals with a focus on responding to feedback has more sustained engagement with work closely matched to learner's needs	1,2,3,4
<i>In class support from trained Teaching Assistants using Maximising the impact of Teaching Assistants approach and meta-cognition through high quality CPD</i>	Appropriately trained Teaching Assistants can have a positive impact on pupil attainment.	1,3,4,5
<i>Read Write Inc interventions across the school during the afternoon sessions</i>	Read Write Inc is recommended as a program to develop children's reading skills. We want to ensure that all children can read by the end of KS2. Read write Inc program includes same day interventions	1,3,4,5
<i>Speech, language, communication and interaction interventions focus on the social use of communication</i>	Children have reduced levels of speech and communication skills and the support offered currently by the LA focuses on supporting these gaps pupils have and training supplied for Early Talk Boost, Talk Boost, Socially speaking and Talkabout	1,3,4,5,6

Total Spend DPP/Recovery Premium -£30,250

Service Pupil Premium

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, language, communication and interaction	Children have reduced levels of speech and communication skills and the support offered currently by the LA focuses on supporting these gaps pupils have and training supplied for Early Talk Boost, Talk Boost, Socially speaking and Talkabout	1,3,4,5,6
<i>Use of Seesaw</i>	Parental engagement supports children's progress. It is important at times of deployment ,that the serving parent is able to keep in touch with school and their child's learning Seesaw provides a platform to enable this to happen	2
<i>Thrive approach introduced and embedded</i>	Children can access learning if they are in the 'right place' for learning. Trauma and life experiences can significantly impact children's readiness to learn and school require an assessment tool to be able to put in place targeted support for pupils.	4,5
<i>Parents meetings and information provided to improve support parents can give at home</i>	If parents do not understand how to help their children at home this will be detrimental to their progress. EEF state parental engagement can result in 4 months progress being made	2
<i>Learning Mentor Support</i>	Children require additional support to engage with learning and support during times of deployment, postings and unsettling family times. The Learning Mentor works with individual children, groups and whole classes with emotional regulation, nurturing groups, friendship groups and PSHE activities. Thrive assessments/profiles and Thrive work is required for some pupils.	2,4,5
<i>Pastoral support for pupils across school</i>	Teaching Assistants available in all classes every morning when children enter school for check ins and pastoral wellbeing discussions. Daily meet and greet with staff in the playground supports the identification of pupil need	2,4,5
<i>Intervention and catch up sessions for pastoral and social/communication</i>	TAs are trained in speech, language and communication interventions and deliver these as required	4,5
<i>SENCO release time to support SEN provision across school, to access the appropriate external support and to complete ECHAR and review processes prior to postings</i>	Parents require support for shaping their child at home and completing ECHAR paperwork. Living in our Shoes report indicates that provision for SEN service pupils is critical to ensure that their life chances are not impacted due to multiple deployments	1,2,3,4,5

Total budgeted cost: £38,540

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 2021-2022 academic year.

Priority 1 - To further strengthen the ethos, values and vision of the school

Actions

- Staff CPD on developing the ethos, vision and values and how this would be evident in the classrooms and in the teaching
- School Improvement Adviser support to evidence this across school
- Values displayed around school and referred to in class, assemblies and in lessons
- School assemblies have a focus each term linked to a value to support children's understanding
- Development of non-negotiables for classrooms and in teaching sessions

Impact:

- Classrooms, lessons and curriculum all link directly to the school context and values
- All staff now work within the school ethos, aims and vision and all can articulate this
- The children are developing their understanding of our school strengths and values

Priority 2 - To further develop and define the school's vision and intent for the curriculum

Actions

- CPD sessions on how to develop subject leaders' intent, implementation and impact documents to reflect the context and values
- Subject leader development of the curriculum, including long-term, medium-term plans, progression of knowledge and vocabulary
- CPD sessions on developing the teaching of the curriculum – focus of learning rather than task
- CPD – development of knowledge organisers

Impact:

- All subject leaders can articulate the school context, vision and the values and relate this directly to their subject
- Curriculum plans are in place with clear progression documents – subject leaders have a clear overview
- Knowledge Organisers developed to further enhance the curriculum for 2022-23
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Priority 3 - To prioritise language development, vocabulary and early reading

Actions

- Read Write Inc scheme in EYFS and KS1 (some children in KS2 as needed) introduced
- Trial of new spelling scheme and Literacy/Language in KS2
- Vocabulary CPD for all staff
- Vocabulary – taught in all lessons and evident in classrooms – staff developed this over the year
- School Improvement Adviser support to focus on learning over task
- Language development work in EYFS to support pupils with low starting points (continue through school)

Impact:

- 68% of pupils in Year 1 achieved the expected standard in June 2022 (prediction at September 2021 was around 50%)

- Children in KS1 (and those in KS2 still accessing Read Write Inc) – progress has been rapid for many pupils and others have made expected levels of progress – see RWI trackers
- Vocabulary now a key feature in every lesson with children starting to use tier 2 and 3 vocabulary.
- Progress in reading for DPP pupils across school is high with 86% (24% of these pupils make accelerated progress). This is slightly lower than all pupils (93% expected progress, 21% accelerated)

Priority 4 - To secure modelling and meta-cognition as key approaches to inspire and challenge learners

Actions:

- Meta-cognition training – Teachers and TAs
- Modelling CPD – in English, Maths and wider curriculum
- School improvement adviser support and feedback
- Introduction/trial of Literacy and Language scheme to embed high quality modelling

Impact

- Modelling in lessons is challenging and uses improved vocabulary
- Meta-cognitive approaches are used by all staff to support children across the curriculum
- Modelling in English is beginning to have an impact on pupil's writing
- 90% of DPP pupils made at least expected progress in writing (19% made accelerated progress). This is in comparison to non DPP pupils making 89% at least expected progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk Boost	Speech and Language UK
Socially Speaking	Learn Develop Achieve
Thrive	Thrive Approach
Read Write Inc	Ruth Miskin

Service pupil premium funding Review

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Teaching assistants support for pastoral and emotional well-being check ins and intervention</p> <p>Learning Mentor to support children at times of parental deployment, moving area due to military postings</p> <p>Additional administrator time to support transfer of records when children arrive and leave the school</p> <p>Additional SENCO time for moved in reviews and assessment for military children with SEND</p>

	<p>Introduction of Thrive to assess all children in school on their personal development</p> <p>Intervention/catch up time given to children as they arrive at school to support assessment and to enable the children to access the appropriate level work on entry</p> <p>Assessment system to enable quick snapshot for children with high mobility</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service pupils settle well at Carnagill School (parental comments and surveys)</p> <p>Pupils emotional development improves during their time at Carnagill</p> <p>Learning Mentor role is vital and children and parents talk positively about the support received</p> <p>Service pupils know who can help and support them at different times – TAs/Learning Mentor</p> <p>Military children have records that move from Carnagill to their next school</p> <p>SEN children transition well to the school and have the appropriate support in place. Parental comments are positive about the difference that Carnagill School has made on their children's lives</p> <p>Military children are in the right place for learning and less incidents of negative behaviour are recorded as a result</p>

Further information

Recovery/catch up premium has been used towards the cost of Read Write Inc resources to ensure that teaching is targeted and support in place for parents. Intervention time is then given as required to support greater levels of progress. Read Write Inc approach will ensure consistency across teaching and progression towards KS2. Gaps in phonic ability in reading and writing is evident from the pandemic and is a clear focus of the school to support children's recovery curriculum.

Daily same day catch up premium is provided to ensure that misconceptions are tackled prior to the next lesson.