

School overview

Metric	Data
Pupils in school	329
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£234,255
Covid recovery premium allocation this academic year	£23,345
Total funding	£257,600
Published date	25.9.23
Review date	15.1.24
Statement authorised by	Helen McGovern
Pupil premium lead	Helen McGovern
Local Governing Body Chair	Alex Monk

Disadvantaged pupil progress scores for the academic year 2022-23

Measure	Score
Reading	To be published later this term
Writing	To be published later this term
Maths	To be published later this term

Disadvantaged pupil performance overview of the academic year 2022-23 Reading, Writing and Maths combined

Measure	Score
Meeting expected standard at KS2	63%
Achieving high standard at KS2	14%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1 Promote good progress and outcomes by adapting teaching to respond to the strengths and needs of all pupils in Maths and English</p> <p>Teaching and Learning Toolkit impact: +8</p>	<ul style="list-style-type: none"> ▪ Ensure high quality teaching and planning is effective to ensure pupils make good progress ▪ Ensure staff are confident using Insight assessment toolkit and ongoing assessments to track and monitor attainment and progress of pupils eligible for pupil premium ▪ Staff to use Provision Mapper to monitor progress of interventions and ensure pupil profiles and EHCP provision is appropriate ▪ Plan CPD and in-class coaching for individuals ▪ Additional teachers plan and deliver targeted and adapted teaching to smaller groups
<p>Priority 2 Pupils are encouraged to aspire and achieve; to become independent, positive learners through an ambitious curriculum alongside a wide range of cultural capital opportunities</p> <p>Teaching and Learning Toolkit impacts: +2, +4, +5 Brilliant Club cited to be an effective use of PP funding by Ofsted</p>	<ul style="list-style-type: none"> ▪ Ensure pupils have access to a broad and ambitious curriculum which offers access to a wide range of cultural experiences and opportunities, including: <ul style="list-style-type: none"> ❖ Homework books, discounted SATs books, individual revision subscriptions, after school homework clubs, individual chromebooks, uniform, heavily subsidised in-school and out of school events and trips ❖ Heavily subsidised or free after school clubs ❖ Subsidised instrumental tuition by music specialist teacher ❖ Specialist drama teacher teaching lessons and delivering an after school club ❖ 14 pupils to take part in the Brilliant Club programme; an award-winning university access programme in which PhD and post-doctoral researchers work as tutors in school to develop pupils' university-preparedness skills and knowledge

Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ The pandemic closures impacted more significantly on disadvantaged than non-disadvantaged pupils ▪ Economic deprivation impacts on families depriving them of the opportunities and experiences their peers enjoy, e.g. private tutors, homework resources, revision toolkits; lack of space at home to study, school logo/non-logo uniform, visits to galleries, museums, holidays abroad etc
Projected spending	£156,144

Teaching priorities for current academic year

Aim	Target	Target date
Pupils make good progress and have good outcomes as a result of high quality teaching and appropriate adaptations	<ul style="list-style-type: none"> ▪ Sustain 2022-23 outcomes: <ul style="list-style-type: none"> ❖ Pupils eligible for pupil premium achieve at or above national averages compared to non-disadvantaged peers ❖ Achieve in line with their in-school non-disadvantaged peers ❖ Achieve above their national disadvantaged peers 	July 2024

Targeted academic support for current academic year

Measure	Activity
Priority 1 Speech and language interventions are in place EEF Teaching and Learning Toolkit impact: +5	<ul style="list-style-type: none"> ▪ Oral language and other interventions for pupils with low language and communication skills ▪ Review speech and language provision and resources ▪ New SEND Assistant support and monitor of staff with planning, modelling and coaching
Priority 2 Ensure that pupils at the early stages of reading gain phonics knowledge and language comprehension through an embedded and rigorous phonics programme EEF Teaching and Learning Toolkit impact: +4, +3	<ul style="list-style-type: none"> ▪ Whole school focus on phonics catch-up and other targeted intervention programmes ▪ Teachers and TAs teach early reading lessons and phonics sets ▪ Support staff to receive individual and group coaching ▪ New phonics home readers purchased ▪ Home reading subscription to the Bug Club to ensure banded home readers are aligned with in-school teaching
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Very high % of pupils entering Year 3 and mid-year, with very low language, communication and literacy (phonics, reading and writing) skills ▪ Impact of pandemic on disadvantaged pupil outcomes and progress ▪ Impact of social and economic deprivation and pressures on family circumstances and incomes (see above under Strategy aims)
Projected spending	£94,456

Wider strategies for current academic year

Measure	Activity
Priority 1 National tutoring funding is used effectively and has impact EEF Teaching and Learning Toolkit impact +4	<ul style="list-style-type: none"> ▪ The national tutoring funding to be used in-school effectively to target pupils at risk of under-performing; covid recovery premium funding to be used to fund the in-school contribution
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ The EEF report acknowledged the impact of the pandemic indicating the learning gap between rich and poor pupils had grown by almost 50% between March and July 2020 ▪ National figures in 2021-22 show only 43% of disadvantaged pupils met the expected standard in RWM combined. Given Carterhatch Junior School has a high % of disadvantaged pupils, this presents challenges to be addressed and overcome which Carterhatch pupils did, they out-performed their national disadvantaged peers in 2021-22 and in 2022-23
Projected spending	£7,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and learning	<ul style="list-style-type: none"> ▪ Staffing capacity - release of staff to coach individuals alongside cover organisation ▪ Recruitment of experienced leading teachers/senior leaders 	<ul style="list-style-type: none"> ▪ SEND Assistant employed ▪ Employment of unqualified specialist music teacher
Targeted support	<ul style="list-style-type: none"> ▪ Training of staff to deliver high quality programmes 	<ul style="list-style-type: none"> ▪ Experienced SENDCo to support and monitor alongside inducted newly appointed SEND Assistant ▪ Senior Leadership Team and other experienced practitioners knowledge and commitment and coaching experience

Review: 2022-23 aims and outcomes

Aim	Outcome
Staff have high expectations and Quality First Teaching is in place impacting on pupil outcomes and progress	<ul style="list-style-type: none"> ▪ Very positive end of KS2 outcomes and progress sustained ▪ 63% of disadvantaged pupils met the expected standard in RWM combined, in line with their in-school non-disadvantaged pupils ▪ 14% met the higher standard, in line with their in-school non-disadvantaged peers at 14% ▪ For the second year running pupils out-performed their national disadvantaged peers. Only 44% met the expected standard and 3% were working at the higher standard ▪ Pupils were significantly higher in Writing and Maths as well as in RWM combined when compared to national disadvantaged peers.
National tutoring funding is used effectively and has impact	<ul style="list-style-type: none"> ▪ Pupil outcomes and progress are positive ▪ High pupil attendance at targeted interventions after school
Develop pupils' communication, language and literacy skills	<ul style="list-style-type: none"> ▪ Disadvantaged pupils were in line in Reading and Writing compared to their non-disadvantaged in-school peers ▪ They out-performed their non-disadvantaged peers in Reading at the higher standard
Raise pupils' and parents' aspirations and independence	<ul style="list-style-type: none"> ▪ High attendance levels at after school academic and sports clubs ▪ Parent satisfaction high

2023	Reading		Writing		Maths		Combined	
	Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis
In-school Dis/Non-Dis	Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis
Expected Standard	67% 60%	69%	80% 58%	86%	92% 59%	100%	63% 44%	66%
Higher standard	24%	17%	18%	20%	31%	37%	14% 3%	14%

National figures