

Pupil premium strategy statement



School overview

Metric	Data
School name	Carterknowle Junior School
Pupils in school	215
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£48 500
Academic year or years covered by statement	2019-21
Publish date	22 October 2019
Review date	21 October 2020
Statement authorised by	Alison Warner
Pupil premium lead	Helen Haynes
Governor lead	Jenny Bywaters

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.3
Writing	-2.77
Maths	-1.58

Strategy aims for disadvantaged pupils

Outcomes for pupils in our school receiving the Pupil Premium Grant Academic Year 2018 - 2019

At the end of Key Stage 2:

Percentage of pupil attainment from a cohort of 11 pupils.
(Unvalidated data)

2019 KS2 outcomes (11 pupils)	Score
Meeting expected standard at KS2 in reading	54.5%
Achieving high standard at KS2 in reading	18.2%
Meeting expected standard at KS2 in writing	72.7%
Achieving high standard at KS2 in writing	9.1%
Meeting expected standard at KS2 in maths	72.7%
Achieving high standard at KS2 in maths	36.4%

Measure	Activity
Priority 1	To further raise standards in reading, particularly for disadvantaged children, by prioritising reading and changing homework requirements.
Priority 2	To ensure that pupils, particularly disadvantaged children, embed maths key concepts in their long-term memories and apply them fluently.
Priority 3	Further improve attendance and further reduce persistent absence.
Barriers to learning these priorities address	Attendance of individual children and lack of engagement with home learning.
Projected spending	£48 500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Attendance	Improve attendance of disadvantaged pupils by reducing the absence rate by at least 0.7% to 4.2% and the persistent absence rate by at least 1.0% to 7.1%.	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Purchase of phonically decodable books, provision of small group 'catch up' phonics, reading CPD for staff delivered as identified, engaging story times and book areas, support for parents.</p> <p>Provision of additional teacher or teaching assistant time for tier 2 provision such as:</p> <ul style="list-style-type: none"> - 1:1 and small group reading - Additional support for individuals/small groups of pupils during English and maths lessons
Priority 2	Purchase of new 'White Rose' resources, maths CPD delivered by Maths SLE as identified, sharper assessment and clearly planned use of spaced and retrieval practice.

	Provision of additional teacher or teaching assistant time for tier 2 provision such as: <ul style="list-style-type: none"> - maths 'booster' group - same day intervention
Barriers to learning these priorities address	Encouraging children to read both widely and often and to learn times tables and spellings.
Projected spending	£38 500 of the allocation

Wider strategies for current academic year

Measure	Activity
Priority 1	Pay for residential visits, educational day trips and visitors to school for pupils currently eligible for free school meals
Priority 2	Provide free music lessons, breakfast club, after-school club, holiday club and after school activities on an individual needs basis and provide each child eligible for pupil premium with a voucher for a free six week block of after school activities
Barriers to learning these priorities address	Take up of school activities
Projected spending	£10 000 of the allocation

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Staff training meetings and INSET mapped strategically over the year. Senior leaders meet weekly to review staff needs.
Targeted support	Ensuring enough time for reading, writing and maths leaders to deliver action plans	Employment of part-time HLTA to provide release time.
Wider strategies	Engaging families in the take up of extra activities	Business manager and PE lead to work closely with parents and children.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	In reading 54.5% of disadvantaged pupils attained the expected standard, a fall from 66.7% in 2018. 18.2% of disadvantaged pupils attained greater depth within the expected standard. This is 1.2% higher than the national average for disadvantaged pupils and a rise

	from 0% in 2018. The average scaled score in reading for disadvantaged pupils increased from 98.4 in 2018 to 102.4 in 2019. The progress score improved by 2.95 from -5.25 in 2018 to -2.3 in 2019.
Progress in Writing	In writing 72.7% of disadvantaged pupils attained the expected standard, an increase of 6% from 2018. 9.1% of disadvantaged pupils attained greater depth within the expected standard. This is 1.9% below the national average for disadvantaged pupils, but a rise from 0% in 2018. The progress score fell slightly from -2.35 in 2018 to -2.77 in 2019.
Progress in Maths	In maths in 2019 improvement was evident in the outcomes for disadvantaged pupils, with an increase of 17% from 2018 results to attain 72.7% at the expected standard. A rise from 0% in 2018 to 36.4% in 2019 at greater depth within the expected standard is 5.4% above the outcomes for national 'others'. The average scaled score in mathematics for disadvantaged pupils increased from 99.9 in 2017 to 103.7 in 2019, which is higher than the score for disadvantaged children nationally. The progress score improved by 3.06 from -4.64 in 2018 to -1.58 in 2019.
Attendance	The absence rate for disadvantaged children in school fell by 0.3% to 4.9% in 2018-19 and the persistent absence rate fell by 0.2% to 8.1%. (The national absence rate in 2017-18 for all pupils was 4.2% and the persistent absence rate was 8.7%; the national absence rate in 2017-18 for non-disadvantaged pupils was 3.7% and the persistent absence rate was 5.8%.)