

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Carterknowle Junior School
Pupils in school	224
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£47 075
Academic year or years covered by statement	2019-22
Publish date	23 October 2020
Review date	22 October 2021
Statement authorised by	Alison Warner
Pupil premium lead	Helen Haynes
Governor lead	Alison Warner

## 2019 Disadvantaged pupil progress scores

Measure	Score
Reading	-2.3
Writing	-2.77
Maths	-1.58

## Strategy aims for disadvantaged pupils

### 2019 Outcomes for pupils in our school receiving the Pupil Premium Grant

#### 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 identify gaps in core subjects and help children to catch up quickly, particularly those who are disadvantaged, of lower ability or have SEND, using time productively.
Priority 2	To provide successful remote education so that children who have to be at home do not fall further behind.
Priority 3	For pupils to be motivated to attend school well.
Barriers to learning these priorities address	Attendance of individual children and lack of engagement with home learning.
Projected spending	£47 075

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 022
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)	Sept 2022
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%.	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Purchase of additional resources, provision of small group 'catch up' provision, 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"> <li>- 1:1 and small group support</li> <li>- Additional support for individuals/small groups of pupils during English and maths lessons</li> </ul>
Priority 2	Provision of high quality remote education offer is in place that meets DfE criteria that is monitored by a senior leader.
Barriers to learning these priorities address	Encouraging children to read both widely and often and to learn times tables and spellings.

Projected spending	£37 075 of the allocation
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### Wider strategies for current academic year

Measure	Activity
Priority 1	Pay for residential visits (as permitted by the DfE), 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 additional cover staff to provide release time.
Wider strategies	Engaging families in the take up of extra activities	Business manager and early intervention lead to work closely with parents and children.

### Review: last year's aims and outcomes

In March 2020 the country went into lockdown. This review is therefore of the 2019 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

	<p>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.</p>
Progress in Maths	<p>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.</p>
Attendance	<p>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%.)</p>