

Carville Primary School

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Carville Primary School				
Academic Year	2020-21	Total PP budget (20/21)	£143,155	Date of most recent PP Review	January 2020 census
Total number of pupils	191	Number of pupils eligible for PP	105 (54%) Sept 2020 – 112 (64%)	Date for next internal review of this strategy	September 2021

2. Current attainment – Data is from Summer 2019 as this is the most up to date published data		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving <u>at least</u> expected standard in reading, writing and maths (RWM combined)	38%	56% (71%)
% achieving <u>at least</u> expected standard in reading	50%	56% (78%)
% achieving <u>at least</u> expected standard in writing	63%	89% (83%)
% achieving <u>at least</u> expected standard in grammar, punctuation and spelling	56%	73% (83%)
% achieving <u>at least</u> expected standard in mathematics	56%	89% (83%)
Average scaled score: reading	100.6	100.9 (106.1)
Average scaled score: mathematics	100.6	104.1 (105.4)
Progress measure: reading	-1.01	LA -0.09
Progress measure: writing	+0.47	LA +0.06

Progress measure: mathematics		-2.10	LA -0.01
3. Internal tracking data captured in December 2019			
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% on track to achieve <u>at least</u> expected standard in reading		46%	68%
% on track to achieve <u>at least</u> expected standard in writing		26%	52%
% on track to achieve <u>at least</u> expected standard in maths		41%	68%
% on track to achieve <u>at least</u> expected standard in reading, writing and maths (RWM combined)		23%	52%
4. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	School Context of Deprivation: Our school deprivation means that there are large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.4 (decile 1). We have an IMD of 37.5 decile 2. 75% of pupils live in the 20% most deprived areas nationally. None of our pupils live in the least deprived areas nationally. A large number of families not in receipt of Pupil Premium are 'just about managing' and face significant financial pressures.		
B.	Social Care Needs: Our school has a large number of families supported historically or currently as vulnerable families. Many of our families need support from school to help them to address their needs and support their children's learning this results in varying degrees of academic support at home.		
C.	Attainment on-entry: <u>All</u> of the children enter nursery with knowledge and skills below those expected for their age, many significantly below. Each cohort has differing aspects of low on entry data within the prime areas. We currently have 2 children who are not yet toilet trained.		
D.	SEND: School Data Pack 2020 identified 30% of pupils receiving SEN support which is higher than the national average. A further 2% of pupils have an EHCP. Currently the % of pupils across the school identified with SEND is 32%. We currently have 3 EHCP in school and SEND cohorts vary across classes. 48% of the current Y6 cohort are SEND – 6 of these children are pupil premium		

E.	<p>Stability: In 2020 Carville Primary School had 64% which is significantly lower than the national average. This means a much higher rate of pupils entering/leaving school throughout the year than nationally. Pupils entering often have complex vulnerabilities, typically pupils who leave tend to do so due to improved personal circumstances and are often those who have better attainment and progress. High mobility impacts on the attainment, progress and well-being of not only the pupils transferring, but also those remaining in school.</p>
<p>External barriers <i>(issues which also require action outside school, such as low attendance rates)</i></p>	
F.	<p>Attendance: Overall attendance for the school year 2019/20 was only measured for Terms 1-2 due to the COVID19 pandemic. It showed an overall absence rate of 6.19% (93.21% overall attendance) For FSM6 pupils at 6.8% overall absence (93.2% attendance). Poor attendance rates, and particularly high persistent absence rates, of PP pupils reduces their school hours potentially resulting in them making less progress and have lower levels of attainment.</p>

5.Desired outcomes <i>(Based on Whole School Objectives)</i>		Success criteria
A.	To raise achievement in reading for all pupils, particularly the most able and those in receipt of Pupil Premium through consistent challenge in all lessons (our current year 6 class has a 52% FSM6 entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
B.	To improve the quality of teaching in mathematics in order to raise achievement in mathematics for all pupils including the most able and those in receipt of Pupil Premium, so that more pupils achieve highly from their varied starting points (our current year 6 class has a 52% FSM6 entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
C.	To reduce persistent absence rates for all pupils (including those in receipt of PP).	Overall persistent absences rates for pupils eligible for PP will improve to in line with national and in line with other groups. There will be a decrease in the numbers of persistent absentees among pupils eligible for PP to in line with national and comparable to other groups.

5. Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To continue to improve the progress and attainment of pupils in EYFS and Year 1.</p> <p>To increase the percentage of PP pupils in KS1 and KS2 reaching and exceeding expected standard in reading, writing, maths, GPS and combined subjects.</p> <p>To ensure all PP pupils make at least expected progress including the more able.</p> <p>To narrow the gap between PP and NPP.</p> <p>To increase PP average scale score so that it is closer to the national other pupils.</p>	<p>Pupil progress meetings hold teachers accountable for the achievement of all disadvantaged.</p> <p>Disadvantaged pupils receive regular and high quality feedback on their progress and this is routinely followed up.</p> <p>Professional development for teachers/monitoring always has a focus on disadvantaged pupils and their needs.</p> <p>Partnership work e.g. Shine Alliance, NTLT, Wallsend Children's Community, Family Gateway etc. regularly monitored for impact.</p> <p>Non class based Deputy Head Teacher to support inclusion and teaching and learning across school through Quality First Teaching. For the first term there will be two qualified teachers in Y6 team teaching the class, with a view to extending this at key points in the year from Spring 1. This will enable thorough ongoing assessment for learning and instant feedback.</p> <p>Additional focused support for Year 2 targeted for phonics and reading</p> <p>Focused Leadership and Management time for Narrowing the Gap and standards, teaching and learning led by Deputy Head, supported by a newly appointed SLT member with responsibility for curriculum and assessment in addition to a TLR holder Mathematics</p> <p>Focused support from Deputy Headteacher for managing transition to EYFS unit provision. Timetabled TA support to provide additionality for interventions (e.g. LEAPS, SALT)</p>	<p>Due to circumstances arising following the COVID19 pandemic, there is no published school data for summer 2020.</p> <p>Data drawn from the school's internal tracking data (as of December 2019) indicates that more non-disadvantaged children perform better across all subjects.</p> <p>The school has been unable to use end of Key Stage formal assessments to assess progress and attainment.</p> <p>Year 1 children did not take the phonics screening check. Though they will take this in Autumn 2, the proportion of children who will achieve the expected standard is likely to be lower.</p> <p>In addition, 58% of children the year 2 are PP, 52% in Y6 are PP.</p> <p>The figure for PP will increase significantly (by at least 12%) as there has been a large number of families making successful applications for FSM following the COVID19 crisis.</p> <p>In addition, 42% of the PP children in Y2 are SEND, and 25% of the PP children in Y6 are SEND</p>	<p>Termly assessment weeks. Data input and analysis.</p> <p>Half termly pupil progress meetings.</p> <p>Performance management targets linked to whole school objectives.</p> <p>Lesson observations and learning walks.</p> <p>Regular moderation of pupils work internally and externally.</p> <p>Book scrutiny</p> <p>SLT support for EYFS unit working</p>	<p>Mr Harker (Headteacher)</p> <p>Mr Qualters (Deputy Headteacher)</p> <p>Miss Watt (Curriculum and assessment lead practitioner)</p> <p>Mr Storey (TLR Maths)</p>	<p>Weekly senior leadership meetings.</p> <p>EYFS Team meetings</p> <p>Half termly Pupil progress meetings.</p> <p>Termly data input and analysis.</p> <p>Headteachers reports to full governing body – half termly.</p> <p>July 2020 final data review and evaluation.</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To continue to improve the progress and attainment of pupils in EYFS and Year 1.</p> <p>To increase the percentage of PP pupils in KS1 and KS2 reaching and exceeding expected standard in reading, writing, maths, GPS and combined subjects.</p> <p>To ensure all PP pupils make at least expected progress including the more able.</p> <p>To narrow the gap between PP and NPP.</p> <p>To increase PP average scale score so that it is closer to the national other pupils.</p>	<p>Non class based Deputy Head Teacher to support inclusion and teaching and learning across school through Quality First Teaching.</p> <p>For the first term there will be two qualified teachers in Y6 team teaching the class, with a view to extending this at key points in the year from Spring 1. This will enable thorough ongoing assessment for learning and instant feedback.</p> <p>Additional focused TA support in Year 2</p> <p>Use ongoing assessment for learning to implement teacher targeted intervention and support in KS1 and KS2 aimed at closing the gap and maximising attainment. Delivered by TA staff within the classroom or in discussion with the class teacher or SENDCo.</p> <p>Continue focussed support staff led interventions across the school in Speech and Language (BLAST), SALT supported interventions, Dyslexia Team support programmes and some nurture / THRIVE intervention</p> <p>Staff to attend identified CPD to incorporate inclusive practice into quality first teaching (particularly around language and dyslexia).</p> <p>PP Lead / SENDCO to monitor and support evaluation of specific interventions.</p> <p>Attendance at North Tyneside PP network meetings and dissemination of learning.</p> <p>Additional teacher targeted interventions, in-class support and after school tuition sessions for KS2 literacy and numeracy.</p>	<p>Data as above.</p> <p>Additional support for pupils at the end of key stage1 and 2 will prepare them for the nature of assessment at this key point and enable them to develop effective strategies to evidence their learning and manage time.</p> <p>Focused interventions allow additional practise of key skills beyond the daily teaching of mathematics and literacy.</p> <p>High number of LACT and dyslexia referrals have highlighted common approaches that can be incorporated into QFT.</p>	<p>Termly assessment weeks. Data input and analysis.</p> <p>Half termly pupil progress meetings.</p> <p>Performance management targets linked to whole school objectives.</p> <p>Lesson observations and learning walks.</p> <p>Regular moderation of pupils work internally and externally.</p> <p>Book scrutiny</p>	<p>Mr Harker (Headteacher)</p> <p>Mr Qualters (Deputy Headteacher)</p> <p>Miss Watt (Curriculum and assessment lead practitioner and English lead)</p> <p>Mr Storey (TLR Maths)</p> <p>Mr Qualters (SENDCO)</p>	<p>Weekly senior leadership meetings.</p> <p>Half termly Pupil progress meetings.</p> <p>Termly data input and analysis.</p> <p>Headteachers reports to full governing body – half termly.</p> <p>July 2021 final review and evaluation.</p>

Total budgeted cost					£50,860
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce persistent absence (PA) rates for all pupils including those in receipt of PP.	<p>Maintain and fully fund the free breakfast club.</p> <p>Termly certificates for pupils above 95% attendance.</p> <p>Annual awards for improved and excellent attendance</p> <p>Administrative Attendance Lead to support raising attendance.</p> <p>Half termly letters sent out to for pupils with attendance below 96% and attendance improvement plans for those with under 93% attendance (PA).</p> <p>Maintain focussed leadership and management time to support attendance priority.</p> <p>Weekly meetings between DH and school administrator to discuss PA, referrals for PNWL etc. School administrator completes weekly RAG attendance sheet to enable tracking of pupils at risk of PA.</p>	<p>Free breakfast club operates from 8.10am every morning for pupils aged 5 years and above. An average of approximately 30% of PP pupils attend regularly.</p> <p>Overall attendance for the school year 2019/19 showed FSM6 pupils at 5.1% overall absence (94.9% attendance). Persistent absence for the PP cohort was 14.7%, slightly higher than the school overall (12.8%). Poor attendance rates, and particularly high persistent absence rates, of PP pupils reduces their school hours potentially resulting in them making less progress and have lower levels of attainment.</p>	<p>Monitor the number of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>Daily/weekly review of attendance.</p> <p>Headteachers half termly report to Governors.</p>	<p>Mr Harker (Headteacher)</p> <p>Mr Qualters (Deputy Headteacher)</p> <p>Miss McAvoy (School administrator)</p>	<p>Weekly meetings with breakfast club supervisors.</p> <p>Attendance is monitored weekly and half termly.</p> <p>Governors half termly meetings.</p>

Ensure equal access to an enriched curriculum	<p>Despite reduced access to Educational visits under current restrictions, where visits do take place, funding will covers costs for Educational visits (residential visits and day visits) and visitors including but not limited to: Mastery Programme with Burnside Business and Enterprise College and other primary schools; Ocean Youth Trust North sailing visit; Outdoor Education provision with NEST; additional swimming lessons; Forest School; Curriculum Enrichment; after-school provision, including homework club.</p> <p>Theatre groups and specialist visitors to school (artists in residence, historians, World of Work, etc.)</p>	Enriched curriculum increases engagement. This impacts on attendance, attainment and progress. We are determined that disadvantage will not be a barrier to accessing a broad and deep range of experiences.	Opportunities for curriculum enrichment is offered to all children as a matter of routine.	<p>Mrs Emmerson (SBM)</p> <p>Mr Harker (Headteacher)</p> <p>Mr Qualters (Deputy Headteacher)</p> <p>Subject leads</p>	Ongoing. Reviewed regularly in line with budget.
Support the emotional development of most vulnerable pupils.	<p>Thrive Approach in the Early Years setting and used to identify and support vulnerable pupils across school.</p> <p>Early Help Assessment prioritised and specific time given within DHT timetable</p>	Early intervention, in a familiar environment, with professionals working closely together will improve the effectiveness of this support.	Vulnerable pupils identified by professionals in school and appropriate support planned and provided.	Mental Health Champion (Mr Qualters - DHT) monitoring provision	Ongoing, feedback from Early Help Assessments and review meetings
Total budgeted cost					£48,939

6. Review of expenditure	
Previous Academic Year	
Desired outcome <i>Whole School Objectives</i>	Success criteria
To raise achievement in reading for all pupils, particularly the most able and those in receipt of Pupil Premium through consistent challenge in all lessons (our 2019/20 year 6 class had a 68% FSM)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
Due to the COVID-19 pandemic resulting in school closures, we have been unable to assess attainment and progress for children in Ys 2 and 6 as SATS did not take place	

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<p>Data for attendance was only measured for the first two terms in 2019-20 due to school closures.</p> <p>Data from the previous year indicates that PA rates were slightly higher for PP (14.7%) children than non-PP children (12.8%)</p>	