

Pupil Premium Strategy Statement

1. Summary information					
School	Carleton Rode CEVA Primary School				
Academic Year	2021-22	Total PP budget C/f figure	£12,415 £12,255	Date of most recent PP Review	n/a
Total number of pupils	54	Number of pupils eligible for PP	9	Date for next internal review of this strategy	December 2022

2. Current attainment & progress of Y6 in 2019 SATs (there were no Y6 SATs in 2020 due to Covid-19 so we have kept 2019 data here)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	25%	75%
% average progress in reading	-3.7	0.32
% average progress in writing	-4.25	0.27
% average progress in maths	0.83	0.37
Average scaled score in reading	96.5	105.5
Average scaled score in maths	101.8	106.1
% reaching a higher level of attainment in reading, writing and maths	0	13%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Attainment in maths is weaker for PP children in Year 6, 4 and 1.
B.	Attainment in writing is weaker for PP children in year 6, 4 and 1.
C.	Attainment in reading is weaker for PP children in year 6, 4 and 1.
D.	Children with PP may face a barrier around access to trips/clubs.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	The attendance of a few PP children was well below the NA last academic year.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the attainment and progress of PP children in maths, particularly those in year 6, 4 and 1.	PP children to achieve equal or better attainment and progress as 'other' pupils.
B.	Increase the attainment and progress of PP children in writing, particularly those in year 6, 4 and 1.	PP children to achieve equal or better attainment and progress as 'other' pupils.
	Increase the attainment and progress of PP children in reading, particularly those in year 6, 4 and 1.	PP children to achieve equal or better attainment and progress as 'other' pupils.
D.	All PP children who wish to attend clubs or who go on trips that require a parent/carer contribution or need resource/equipment, will be supported.	Clubs which incur a charge will be offered to all PP families and places taken up. Children will have accessed all trips etc.
E.	Improved attendance and wellbeing.	Attendance will improve for this group. Parents & Carers of all PP children will be kept fully informed about their child's attendance and the reasons for good attendance. All attendance will be closely monitored and reported to FGB each half-term. Referrals to the Attendance Service will be made if necessary. Parents and carers will continue to be strongly discouraged from taking short unauthorised leave during term time. Support in place to support well being.

5. Planned expenditure**Academic year****2021-22**

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?
a. Attainment in maths is weaker for PP children in Year 6, 4 and 1. b. Attainment in writing is weaker for PP children in Year 6, 4 and 1. c. Attainment in reading is weaker for PP children in Year 6, 4 and 1.	Staff in house training on quality feedback.	Feedback identified as having high impact EEF +6 Mastery learning EEF +5	Marking and feedback policy updated with teachers, time to work together on what it looks like. Books monitored and findings fed back to staff.	CW and teachers CW and subject leads.	Every half term.

Total budgeted cost

£ 0

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?
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<p>a. Attainment in maths is weaker for PP children in Year 6, 4 and 1.</p> <p>b. Attainment in writing is weaker for PP children in Year 6, 4 and 1.</p> <p>c. Attainment in reading is weaker for PP children in Year 6, 4 and 1.</p> <p>e. Improve wellbeing</p>	<p>TT Rockstars</p> <p>Times tables Olympics</p> <p>Power of Reading Phonics intervention</p>	<p>Good quality teaching with feedback EEF +6</p> <p>Digital technology EEF +4</p> <p>Supporting Year 4 children to achieve the Times Tables test is done at speed and uses inverse operations.</p> <p>Reading comprehension strategies EEF +6</p> <p>Collaborative learning EEF +5</p> <p>Small group tuition EEF +4</p> <p>Phonics EEF +5</p> <p>Feedback EEF +6</p> <p>Teaching Assistant Interventions EEF +4</p> <p>Counselling support for individuals.</p>	<p>TT Rockstars in place and being used.</p> <p>To monitor the introduction on TT Olympics and to celebrate with the children during assembly.</p> <p>Every class from Year 2 up to be using the Power of Reading to support the writing.</p> <p>Phonics taught in small groups related to the phase they are on.</p> <p>Interventions for Maths and Writing</p>	<p>Teachers and subject leads</p>	<p>Regular monitoring.</p> <p>Every half term.</p>
Total budgeted cost					<p>£425 resources</p> <p>£12439 interventions</p> <p>£2272 counselling</p>
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?
<p>D. All PP children who wish to attend clubs or who go on trips that require a parent/carer contribution or need resource/equipment, will be supported.</p>	<p>Access to clubs and assistance with trips & resources/equipment e.g. uniform/bookbags etc.</p>	<p>Research shows that PP children cannot always access the basics let alone the 'extras' others can. We want all our PP children to have the same chances as our non-PP children. This strategy has been successful in the past.</p>	<p>Ensure all PP children/families are fairly and equitably offered all opportunities non-PP children are. Monitor uptake and collate feedback/soft data outcomes.</p>	<p>SLT</p>	<p>To monitor every half term.</p>

E. Improved attendance	Continue to follow up immediately on any absences. Follow all attendance procedures/policy. Hold individual meetings with families to re-explain detrimental effect of unauthorised absence.	Attainment and progress rates can only be improved if children attend school. NfER briefing for school leaders identifies addressing attendance as a key step to securing improvements.	Ensure attendance policy and procedure is all clear, transparent and ensure it is well-communicated to all families. Ensure staff trained to alert office/ executive headteacher to PP absences that morning so swift contact can be made with parents/carers. Work with families to ensure positive, strong relationships around attendance. Liaise with attendance service to ensure support and advice is sought if needed.	Executive Headteacher	
Total budgeted cost					£ 520 trip
Total budgeted cost					£ 15656

6. Review of expenditure

In 2020/21 due to the pandemic, we carried forward £12,255 of unspent money. Many of the programs we would have run were hampered by class bubbles. We ensured the children had access to laptops.