



**Carlton Junior & Infant School Pupil Premium Expenditure**  
**Sept '17 – Aug '18**

Amount of pupil premium Funding received in financial year 2017/2018	<b>£77,880</b>		
Number of eligible pupils in 2017/2018	Ever 6: Funding based on 59 children	LAC: 0	Service Families: 0
Pupil Premium Spent on:	Rationale/reasons for this approach	Intended Outcomes	Impact
Teaching & Learning			
<u>Key Stage Leaders</u>  <b>£9027</b>	<p>To allow experienced senior leaders leadership time to develop quality first teaching. Close monitoring of teaching and learning to support teachers. Target Teachers = RI teachers/RQTs</p> <p>The Sutton Trust's report states "The effects of high quality teaching area especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers".</p>	<p>Consistency in teaching and learning across all teachers in Key Stage 1 &amp; 2 and Early Years.</p> <p>Quality first teaching for all children</p> <p>Teachers feel supported in development of strategies to support teaching and learning, to maximise progress of all groups of children.</p>	<p>There is a consistent approach maintained in all classes.</p> <p>All staff are supported and are developing strategies that support their teaching of all subjects.</p> <p>Progress across school is at-least good.</p> <p>Gaps in achievement and progress of key groups has been narrowed</p>



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<b>Teaching and Learning</b>			
<p><u>Mentoring</u></p> <p>Senior Leaders mentor NQTs and RQTs <b>£2777</b></p>	<p>To allow experienced senior leaders leadership time to support the development of NQT, ensuring the quality of provision and teaching is good.</p>	<p>NQTs have bespoke action plans. Development towards action plans is supported by senior leaders, facilitating CPD opportunities/training. NQTs have a better understanding of assessment and knowledge of how to support the progress and attainment of all groups of children, including group/1:1 interventions</p>	<p>Bespoke action plans have allowed for RQT's to develop strategies in areas identified through observations, data and book scrutiny as areas that need improving.</p> <p>Bespoke training has been given to all new staff resulting in a more effective and accurate way of assessing. This has allowed teachers to identify gaps in learning quickly, subsequently narrowing gaps in learning.</p> <p>1:1 interventions have allowed for individualised learning to take place for the children who displayed gaps in their learning, subsequently making rapid progress in their learning.</p>
<p><u>Reading Comprehension Strategies</u></p> <p>Wordsmith <b>£4389</b></p>	<p>Sutton Toolkit: On average, reading comprehension approaches improve learning by an additional 5 months progress over the school year.</p>	<p>Wordsmith Training and resources enables clearly differentiated task and activities to suit the needs of all children.</p>	<p>Teachers are now clear on their year group expectation sand have a clear scheme to follow.</p>



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	These may be particularly effective for older readers (aged8+) who are not making expected progress.	Children gain the ability to speak and communicate clearly and develop their understanding of different genres.	Wordsmith has allowed for teachers to dip in to resources, allowing children to receive teaching and learning that is engaging and differentiated to their individualised needs.
<u>SEN Lead Officer</u> <b>£5916</b>	SEN Lead Officer to lead and manage support staff provision and liaison with parents and outside agencies.		The SENCO carried out regular meetings with parents of vulnerable children and liaised with external agencies enabling vulnerable children and their families to receive the support they need in order to remove any barriers to learning.
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<b>Teaching and Learning</b>			
<u>HLTA's</u> 30% of HLTA time working with small groups of children or 1:1 (reading/maths/social skills) <b>£19569</b>  <u>Teaching Assistants</u>	Children will be targeted promptly within year groups to diminish differences between themselves and their peers.  High quality, bespoke interventions leading to personalised learning.	Children make accelerated progress. Personalised intervention/support motivates and inspires targeted children facilitating a change in attitude to learning.	HLTAs have provided children with personalised learning, subsequently improving progress and attainment of the identified slow movers.  HLTAs provide split input allowing for differentiated inputs to take place which improve children's understanding of what they are being taught.



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Trained ETAs to deliver proven interventions, for example, Read/Write inc <b>£8033</b> (4 x ETA x 5 hrs per week)	Allows children with specific language needs, to have appropriate intervention and support.		The gaps between key groups of children has been narrowed through personalised interventions.  Children with language barriers have been able to access learning opportunities, promoting inclusion for all.
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Attendance			
Senior Leader to lead on attendance.  Learning Mentor and senior business support officer with responsibility for attendance  APSO Support  <b>£1511</b>	The attendance of PP children is below that of non PP children.  Learning Mentor provides school with additional capacity to carry out home welfare visits, providing support for families and ensuring a proactive approach to attendance.	An increased awareness of the importance of attendance on progress and attainment.  An improvement in punctuality.  The overall figure for attendance is at least 95% for the academic year.	The senior lead has been able to monitor the attendance of key groups and has put into place strategies to promote and therefore improve the attendance of identifies children, in particular children who are PP.  Incentives have been put in place to promote school attendance and punctuality.  Weekly and termly incentives have been given to children who attend school every day, subsequently improving attendance.
Parental Involvement			



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<p>Learning Mentor to lead on parent/community initiatives such as weekly: Positive Parenting and Arts &amp; Crafts classes for isolated/vulnerable parents.</p> <p>Organising training through Kirklees College.</p> <p>These sessions support the active engagement of parents in supporting their children's learning at school, such as general approaches to allow parents to support their children with reading/maths as well as more intensive programmes for families in crisis.</p> <p><b>£21557</b> (32.5 hrs per week)</p>	<p>Parental involvement is consistently associated with pupils' success at school.</p> <p>Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children. (Nfer) reported outcomes of increased parental engagement include: improved academic performance; improved relationships with parents, teachers and schools; and increased parental involvement in schools.</p> <p>It also found that interventions focusing on both academic outcomes and parenting skills are more effective than working on either in isolation.</p>	<p>Parents feel confident that they have developed the necessary skills to support their children's learning with next steps.</p> <p>New children/families settle into school quickly.</p> <p>Families feel supported by the school.</p> <p>Greater parental confidence in managing children's behaviour and supporting children's learning.</p>	<p>Greater parental involvement and engagement has been witnessed.</p>
<b>Assessment and tracking</b>			
<b>Pupil Premium Spent on:</b>	<b>Rationale/reason for this approach</b>	<b>Intended Outcomes</b>	<b>Impact</b>
<u>Assessment Co ordinator &amp; Termly Pupil Progress meetings</u>	Teachers meet Senior Leaders to discuss progress and attainment, identifying target children and	Class teachers identify the needs of PP children and can discuss progress and barriers. PP children are monitored	All teachers are aware of Pupil Premium children in their classes. Teachers plan to ensure pupil premium children receive additional



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<b>£2667</b>	<p>interventions to diminish differences. These meetings take place termly.</p> <p>The DfE found that more successful schools use data to identify disadvantaged students learning needs at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.</p> <p>During these meetings, pupil progress and attainment are analysed and discussed. Pupils eligible for the PP Grant are a focus during these meetings. Discussions focus on any need and vulnerabilities and how children are achieving against age-related expectations of the National Curriculum. The meetings are very useful and allows the close tracking of PP children.</p>	<p>closely and interventions needed are promptly organised.</p> <p>Senior Leaders support teachers in identifying strategies to accelerate progress.</p>	<p>interventions where needed in order to accelerate progress.</p> <p>The Gap between pupil premium and non-pupil premium children's progress and attainment has been narrowed.</p> <p>Targeted interventions were put in place to rapidly develop children's skills in all areas. The impact of this is evident through regular pupil progress meetings and data analysis</p>
<b>Other</b>			
<b>Pupil Premium Spent on</b>	<b>Rationale/reasons for this approach</b>	<b>Intended Outcomes</b>	<b>Impact</b>
Partially funding educational visits: Bushcraft residential <b>£1693</b>	To allow children to gain experiences they would otherwise be unable to access due to financial difficulties,	Children are able to experience a residential trip and have access to a range of activities that they may not have access to otherwise.	Children have developed self confidence and resilience through accessing residential trips that taught them life skills.



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<p>NACE membership (national Association for Able Children)  <b>£210</b></p> <p>Mathletics on line Booster  <b>£322</b></p> <p>SPAG.com on line spelling, punctuation and grammar  <b>£209</b></p>	<p>promoting inclusion and quality of access.</p> <p>EEF: Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. To inspire and motivate children allowing them to consider their future education and learning</p>	<p>Children feel more knowledgeable about the opportunities that may be available in their future.</p> <p>Children’s aspirations and their family’s aspirations for them are raised.</p>	<p>All children are challenged based on their individual needs and targets.</p> <p>Children are more confident and quicker at recalling arithmetic facts that helped them during formal tests. Evident through KS2 SATS results.</p> <p>SPAG SATs results increased.</p>
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