



Carlton Junior & Infant School Pupil Premium Strategy 2017 - 2018

Academic Year	2017-2018			Total PPG	£77,880 including funding for LAC	Date of most recent PP review	March 2018
Total number of Pupils	213	Number of Pupils eligible for PPG	45	Number of Ever 6 pupils	45 21% of all children	Date of next internal review of this strategy	March 2019

Pupil Premium – 2017/2018 – Whole School Impact

Money allocated: £77,880

Current numbers [as on September 6th]

Total number of children in school	Total number of PP children	% of pupils who are Pupil Premium
213	48	22%

Assessment data - from Pupil Progress Meetings end of Summer 2018 [years 1 - 5]

Current numbers			% of PP children on track to meet AREs and exceed (gap with all carlton children)			% of PP children making expected progress over the year (gap with all Carlton children)		
	Number of PP children	% of year group who are entitled to PP	Reading	Writing	Maths	Reading	Writing	Maths
Y1	5	16%	100% [+17%]	80% [+7%]	80% [+7%]	100% [+30%]	80% [+3%]	80% [+13%]
Y2	8	24%	100% [+10%]	75% [-8%]	87% [0%]	100% [0%]	100% [+3%]	100% [+3%]



Current numbers			% of PP children on track to meet AREs and exceed (gap with all carlton children)			% of PP children making expected progress over the year (gap with all Carlton children)		
	Number of PP children	% of year group who are entitled to PP	Reading	Writing	Maths	Reading	Writing	Maths
Y4 31	8	16%	75% [-6%]	75% [-2%]	87% [+6%]	100% [+6%]	100% [+3%]	62% [-29%]
Y5 32	5	15%	80% [-8%]	60% [+13%]	100% [+30%]	80% [+17%]	80% [+17%]	100% [-3%]

N.B This data reflects assessments as at the end of Summer 2018.

Year 3 – additional targeted and bespoke intervention has been introduced with a Higher Level Teaching Assistant to close the gaps. School has invested in SPAG.com and Wordsmith. Booster sessions before school have also been introduced to remove where free breakfast is provided to further close the gap.

Whole School – Focus has been placed on writing and investment has been made in parent workshops, SPAG.com, School Pupil Tracker (assessment tool so that teachers can identify the needs of PP children and can discuss progress and barriers and implement intervention as early as possible. A new experience English leader has been appointed

Year 6 Pupil Premium Assessment data from SATs 2018

	PP children expected standard Carlton [gap with all Carlton children]	PP children expected standard National	Gap to national PP children
Reading	93% [0%]		
Writing	93% [+2%]		
Maths	93% [-4%]		
RWM	93% [+3%]		

The teacher assessment data for year 6 throughout the academic year looked very positive for Pupil Premium children, especially for reading.

There is a very small gap in attainment between all Carlton children and PP children in Maths. To reflect this, PP money has been allocated to investment in Mathletics and a before school Mathletics booster club and bespoke interventions have been HLTAs.



Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-School barriers (<i>issues to be addressed in school, such as poor language skills</i>)	
A	Language Acquisition for a proportion of our pupils including those in receipt of PPG is poor which has led to a number of pupils making less than expected progress in writing.
B	Emotional issues for a proportion of our pupils including those in receipt of PPG have had a detrimental effect on their academic progress compared to their peers.
C	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some of our pupils (including those in receipt of PPG) are not as strong as they could be; which means some of pupils have an over-reliance on adult help and children feeling defeated when faced with challenging tasks.

External barriers (<i>issues which also require action outside school, such as low attendance rates/bad punctuality</i>)	
D	Attendance and punctuality rates are improving but for some of our pupils eligible for PPG they are still below our school target of 96%
E	Social and economic factors including limited life experience, significantly high levels of deprivation, a high proportion of children with EAL and a number of our pupils have been described as being subtractive bilingualism, which means a second language has been introduced before a child's first language has been fully established

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Levels of resilience, self-esteem, determination and independence are improved for our PP children	The resilience, self esteem, determination and independence of pupils eligible for PP in learning situations will be improved Attainment and progress the these and others is improved
B	Increased attendance and punctuality rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils for PP. Overall PP attendance improves so it is in line the non PP pupils



Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
C	Improve oral language skills for pupils eligible for PP in Key Stage 2 in reading and Key Stage 2 classes to support pupils in the development of reading and across school in writing	Pupils eligible for PP KS2 make rapid progress by the end of the year so that gap is reduced between PP children meeting AREs and non PP meeting AREs
D	Higher rates of progress in Maths across Key Stage 2 pupils eligible for PP and more children achieving Greater Depth	Mesasured in each year group by teacher assessments, regular pupil progress meetings and successful moderation practices established across school