



Carlton Junior & Infant School Pupil Premium Expenditure
Sept '18 – Mar '19

Amount of pupil premium Funding received in financial year 2018/2019 (Sept – Mar)	£41,910		
Amount of pupil premium Funding received in financial year 2018/2019 (Apr - Aug)	To be advised once budget allocation received		
Number of eligible pupils in 2018/2019	Ever 6: Funding based on 35 children	LAC: 0	Service Families: 0
Pupil Premium Spent on:	Rationale/reasons for this approach	Intended Outcomes	Impact
Teaching & Learning			



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<p><u>Key Stage Leaders</u></p> <p>£5371.00</p>	<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 & 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>All leads have attended relevant training which has improved their leadership skills hence being able to guide and support newer members of the team.</p> <p>Gaps in achievement and progress have been narrowed</p> <p>There are no significant gaps between pupil premium and not pupil premium pupils. Quite the contrary, in some areas pupil premium pupils are performing at a higher standard</p> <p>The schools performance data shows the school is performing above national average.</p>
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Teaching and Learning			
<u>Mentoring</u> Senior Leaders mentor NQTs and RQTs £3240.00	To allow experienced senior leaders leadership time to support the development of NQT, ensuring the quality of provision and teaching is good.	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	NQT's are confident with planning, teaching and learning. Pupils in their classes make at least good progress. Summative and formative assessments are rigorous and accurate. All learners needs are met.
<u>Reading Comprehension Strategies</u> Wordsmith £350.00 Power of Reading £350.00 (Licence Sept 18 – Mar 19)	On average, reading comprehension approaches improve learning by an additional 5 months progress over the school year. These may be particularly effective for older readers (aged8+) who are not making expected progress.	Power of Reading and Wordsmith resources enable clearly differentiated tasks and activities to suit the needs of all children. Children gain the ability to speak and communicate clearly and develop their understanding of different genres.	Teachers are clear on expectations for their year group and beyond and use this to plan and teach lessons that have clear progression and build on prior skills.



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	Allows children with specific language needs, to have appropriate intervention and support.		
<p>Senior Leader to lead on attendance.</p> <p>Learning Mentor and senior business support officer with responsibility for attendance</p> <p>APSO Support</p> <p>£881.00</p>	<p>The attendance of PP children is below that of non PP children.</p> <p>Learning Mentor provides school with additional capacity to carry out home welfare visits, providing support for families and ensuring a proactive approach to attendance.</p>	<p>An increased awareness of the importance of attendance on progress and attainment.</p> <p>An improvement in punctuality.</p> <p>The overall figure for attendance is at least 95% for the academic year.</p>	<p>A significant improvement in punctuality has been noticed.</p> <p>Attendance of pupils who are pupil premium has increased.</p>



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Parental Involvement			
<p>Learning Mentor to lead on parent/community initiatives such as weekly: Positive Parenting and Arts & 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>£9323.00 (24 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>Parents have developed skills that enable them to support their children. This is having a positive impact on children's development.</p> <p>Parents are more confident with supporting their children and understand what they need to do to further develop their child.</p> <p>Parents feel they are better equipped to manage their children's behaviour.</p>



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Assessment and tracking			
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<p>Assessment Co ordinator & Termly Pupil Progress meetings</p> <p>£1555</p> <p>School Pupil Tracker Licence (Sept 18 – Mar 19)</p> <p>£873.00</p>	<p>Teachers meet Senior Leaders to discuss progress and attainment, identifying target children and 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>Class teachers identify the needs of PP children and can discuss progress and barriers. PP children are monitored closely and interventions needed are promptly organised.</p> <p>Senior Leaders support teachers in identifying strategies to accelerate progress.</p>	<p>The gaps between pupil premium and not pupil premium children have been narrowed.</p> <p>Teachers are confident with planning interventions and next steps for pupils that present gaps.</p> <p>All class teachers know who their pupil premium children are and provide them with extra curricular activities that have boost their confidence, progress and attainment.</p>
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Other			
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<p>NACE membership (national Association for Able Children) £210.00</p> <p>Mathletics on line Booster £80 (Sept 18 – Mar 19)</p> <p>SPAG.com on line spelling, punctuation and grammar £87.00 (Sept 18 – Mar 19)</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's aspirations and their family's aspirations for them are raised.</p>	<p>Pupils have aspirations and have part taken in extra curricular activities which have supported them in their development.</p> <p>Pupil premium pupils attended out of hours clubs which built on talents.</p>