



Carlton Junior & Infant School Pupil Premium Expenditure Forecast 2020/2021

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| Amount of pupil premium funding received in academic year 2020/2021 (Sep-Aug) | £67,000 | | |
| Number of eligible pupils in 2020/2021 | Ever 6:41 | LAC: 0 | Service Families: 0 |
| Pupil Premium Spent on | Rationale | Intended Outcomes | Impact |
| Teaching and Learning | | | |
| Key Stage Leaders | To allow experienced senior leaders time to develop quality first teaching. Close monitoring of teaching and learning to support teachers. Target teachers - RI teachers/ RQTs | Consistency in teaching and learning throughout school. Quality first teaching for all children. To maximize progress of all groups of children. | |
| Mentoring Senior leaders mentor RQTs | To allow SLT time to support RQTs ensuring the quality of teaching and provision is good. | RQTs supported by senior leaders, facilitating CPD opportunities/training. RQTs have a better understanding of assessment and knowledge of how to support the progress and attainment of all pupils including pupil premium through the delivery of interventions. | |



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| <p>Teaching Assistants ETA's to deliver proven interventions, for example RWI (4 times ETA times 4 hours per week)</p> | <p>High quality bespoke interventions leading to personalized learning. Allows children with specific language barriers, to have appropriate intervention and support.</p> | <p>Children make accelerated progress Personalised intervention and support motivates and inspires targeted children, facilitating a change in attitude to learning.</p> | |
| <p>Reading Comprehension Strategies Wordsmith/Power of Reading</p> | <p>By using these schemes, teachers have a better understanding of how to support all groups of pupils including pupil premium.</p> | <p>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 text types.</p> | |
| <p>SEN Lead Officer</p> | <p>To lead and manage support staff, provision and liase with parents and outside agencies.</p> | <p>Children will receive appropriate support and interventions from outside agencies.</p> | |
| <p>HLTAs/Cover supervisor</p> | <p>Children will be targeted promptly within year groups to diminish differences between themselves and their peers. High quality bespoke interventions leading to personalized learning,</p> | <p>Children make accelerated progress. Personalised intervention/support motivates and inspires targeted children, facilitating a change in attitude towards learning.</p> | |



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| | Allows children with specific language needs to have appropriate intervention and support. | | |
| APSO Support | <p>The attendance of PP children is below that of none 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 of attendance is at least at national.</p> | |
| <p>Learning mentor to lead on parent/community initiatives such as ..</p> <p>Positive parenting and arts and craft classes for isolated and vulnerable parents.</p> <p>Organise training through Kirklees College.</p> <p>These sessions support the active engagement of parents in supporting their children's learning at school, such as</p> | <p>Parent involvement is consistently associated with pupil success at school.</p> <p>Narrowing the gaps in attainment for disadvantaged children.</p> <p>Interventions focusing on both academic outcomes and parenting skills are more effective than working 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 and families settle into school quicker.</p> <p>Families feel supported by school.</p> | |



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| <p>general approaches to allow parents to support their children with reading and math's as well as more intensive programs for families in crisis</p> | | <p>Greater parental confidence in managing children's behavior and supporting children's learning.</p> | |
| <p>Breakfast club/After school support</p> | <p>Children will be targeted promptly within year groups to diminish differences between themselves and their peers. High quality bespoke interventions leading to personalized learning, Allows children with specific language needs to have appropriate intervention and support.</p> | <p>Children make accelerated progress. Personalised intervention/support motivates and inspires targeted children, facilitating a change in attitude towards learning.</p> | |