



Carlton Junior & Infant School Pupil Premium Expenditure Forecast 2019/2020

Amount of pupil premium funding received in academic year 2019/2020 (Sep-Aug)	£53,993		
Number of eligible pupils in 2019/2020	Ever 6:33	LAC: 0	Service Families: 0
Pupil Premium Spent on	Rationale	Intended Outcomes	Impact
Teaching and Learning			
Key Stage Leaders £7,500	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.	All pupils have made at least expected progress based on their individual targets. Teachers are confident in providing children with quality first learning opportunities which have had a positive impact on progress of all groups of learners including pupil premium.
Mentoring Senior leaders mentor RQTs £4,471	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.	NQTs and RQTs have received bespoke training and support that has enabled them to provide a high quality of learning experiences for all pupils. They are now able to identify barriers to learning and have put into place effective interventions to boost progress.
Teaching Assistants	High quality bespoke interventions leading to personalized learning.	Children make accelerated progress	Pupils who accessed interventions have made accelerated progress



<p>ETA's to deliver proven interventions, for example RWI (4 times ETA times 4 hours per week)</p> <p>£14,108</p>	<p>Allows children with specific language barriers, to have appropriate intervention and support.</p>	<p>Personalised intervention and support motivates and inspires targeted children, facilitating a change in attitude to learning.</p>	<p>and have developed a positive attitude towards learning.</p>
<p>Reading Comprehension Strategies</p> <p>Wordsmith/Power of Reading</p> <p>£350</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>Pupils gained access to tasks based on their needs. The creativity within these strategies has ensured all learners are engaged in their learning, ultimately having a positive impact on progress.</p>
<p>SEN Lead Officer</p> <p>£4,471</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>SEN lead officer has referred children to appropriate agencies, ultimately providing support for their mental health and wellbeing.</p>
<p>HLTAs/Cover supervisor</p> <p>£15,234</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>Allows children with specific language needs to have</p>	<p>Children make accelerated progress. Personalised intervention/support motivates and inspires targeted children, facilitating a change in attitude towards learning.</p>	<p>Pupils who accessed interventions have made accelerated progress and have developed a positive attitude towards learning.</p>



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<p>APSO Support</p> <p>£1,275</p>	<p>The attendance of PP children is below that of none 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.</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>Persistence absences monitored and support has been put in place to ensure a greater percentage in attendance.</p> <p>There has not been a greater increase in attendance figures due to Covid-19.</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 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>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> <p>Greater parental confidence in managing children's behavior and supporting children's learning.</p>	<p>Parents are now able to better support their children with activities at home. This was increasingly noticeable during the lockdown period as standards of work completed at home were of a good standard.</p> <p>Parents have said they feel more confident with supporting their children with their learning and emotional, health a wellbeing needs.</p>



£5,068			
<p>Breakfast club/After school support</p> <p>£1,583</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>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>	<p>Pupils who accessed interventions have made accelerated progress and have developed a positive attitude towards learning.</p>