

# Carville Primary School

## Pupil Premium Strategy Statement 2018-19

1. Summary information					
<b>School</b>	Carville Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget (18/19)</b>	£143,500	<b>Date of most recent PP Review</b>	January 2018 census
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	105 (100 FSM plus Ever6 plus 5 Post LAC)	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving <u>at least</u> expected standard in reading, writing and maths (RWM combined)	44%	70%
% achieving <u>at least</u> expected standard in reading	61%	80%
% achieving <u>at least</u> expected standard in writing	61%	83%
% achieving <u>at least</u> expected standard in grammar, punctuation and spelling	56%	82%
% achieving <u>at least</u> expected standard in mathematics	44%	82%
Average scaled score: reading	101.4	106.1
Average scaled score: mathematics	98.6	105.2
Progress measure: reading	-3.08	
Progress measure: writing	-1.70	
Progress measure: mathematics	-4.82	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	<b>School Context of Deprivation:</b> Our school deprivation means that there are large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.4 (decile 1) compared to 2017 national of 0.21. We have an IMD of 40.5 decile 9. 77% of pupils live in the 20% most deprived areas nationally. A large number of families not in receipt of Pupil Premium are ‘just about managing’ and face significant financial pressures.
<b>B.</b>	<b>Social Care Needs:</b> Our school has a large number of families supported historically or currently as vulnerable families. Many of our families need support from school to help them to address their needs and support their children’s learning this results in varying degrees of academic support at home.
<b>C.</b>	<b>Attainment on-entry:</b> <u>All</u> of the children enter nursery with knowledge and skills below those expected for their age. Around a quarter of our pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on entry data within the prime areas. Our current nursery cohort is below in the Prime Areas of: Speaking; Listening and Attention; understanding; self-confidence and self-awareness; health and self-care. We currently have 3 children who are not yet toilet
<b>D.</b>	<b>SEND:</b> School Data Pack 2018 identified 17% of pupils receiving SEN support against the national average of 12.1%. A further 1% of pupils have an EHCP. Currently the % of pupils across the school identified with SEND is 18%. We have 1 EHCP in school and SEND cohorts vary across classes.
<b>E.</b>	<b>Stability:</b> In 2017 Carville Primary School had 75% stability compared to 85.7% nationally. This means a much higher rate of pupils entering/leaving school throughout the year than nationally. This impacts on the attainment, progress and well-being of not only the pupils transferring, but also those remaining in school.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	<b>Attendance:</b> Overall attendance for half terms 1-4 2017/18 showed FSM6 pupils at 5% overall absence (95% attendance). 43% of persistent absentees (PA) were FSM6 pupils (13% PA in PP cohort). Poor attendance rates, and particularly high persistent absence rates, of PP pupils reduces their school hours potentially resulting in them making less progress and have lower levels of attainment.

4. Desired outcomes (Whole School Objectives 2018/2019)		Success criteria
A.	To raise achievement in reading for all pupils, particularly the most able and those in receipt of Pupil Premium through consistent challenge in all lessons (our current year 6 class has a 67% FSM entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
B.	To improve the quality of teaching in mathematics in order to raise achievement in mathematics for all pupils including the most able and those in receipt of Pupil Premium, so that more pupils achieve highly from their varied starting points (our current year 6 class has a 67% FSM6 entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
C.	To reduce persistent absence rates for all pupils (including those in receipt of PP).	Overall persistent absences rates for pupils eligible for PP will improve to in line with national and in line with other groups. There will be a decrease in the numbers of persistent absentees among pupils eligible for PP to in line with national and comparable to other groups.

5. Planned expenditure					
Academic year		2018/2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To continue to improve the progress and attainment of pupils in EYFS and Year 1.</p> <p>To increase the percentage of PP pupils in KS1 and KS2 <b>reaching</b> and <b>exceeding</b> expected standard in reading, writing, maths, GPS and combined subjects.</p> <p>To ensure all PP pupils make at least expected progress including the more able.</p> <p>To narrow the gap between PP and NPP.</p> <p>To increase PP average scale score so that it is closer to the national other pupils.</p>	<p>Pupil progress meetings hold teachers accountable for the achievement of all disadvantaged.</p> <p>Disadvantaged pupils receive regular and high quality feedback on their progress and this is routinely followed up. Professional development for teachers/monitoring always has a focus on disadvantaged pupils and their needs.</p> <p>Partnership work e.g. Shine Alliance, NTLT, Wallsend Children's Community, Family Gateway etc. regularly monitored for impact.</p> <p>Additional UPS teacher to support inclusion and teaching and learning across school and to deliver Quality First teaching in year 3.</p> <p>Additional teacher team-teaching in year 6 to enable thorough ongoing assessment for learning and instant feedback.</p> <p>Focused Leadership and Management time for Narrowing the Gap and standards, teaching and learning led by Deputy Head and class release for Assessment Manager.</p> <p>Continuation of implementation of pure year group teaching for some parts of the morning in Early Years. Focused support from Deputy Headteacher for managing</p>	<p>The school has closed the gap in EY. The % achieving good level of development is in line with national non disadvantaged.</p> <p>The proportion of PP pupils meeting the expected standard in Year 1 Phonics was in line with national non disadvantaged.</p> <p>At KS1 PP pupils achieved below national non disadvantaged pupils at expected standard and at greater depth in reading, writing, maths and all subjects combined. 36% of these pupils had SEND and will require continued support in year 3 to close the gap.</p> <p>In KS2 PP pupils achieved below national non disadvantaged pupils at expected standard and greater depth in Reading, writing, mathematics and GPS and all subjects combined. 35% of these pupils had SEND. A similar proportion of the current year 6 PP pupils also have SEND.</p> <p>In KS2 PP progress was above floor standard in reading, writing and Maths (R= -3.08, W= -1.7, M= -4.82)</p>	<p>Termly assessment weeks. Data input and analysis.</p> <p>Half termly pupil progress meetings.</p> <p>Performance management targets linked to whole school objectives.</p> <p>Lesson observations and learning walks.</p> <p>Regular moderation of pupils work internally and externally.</p> <p>Book scrutiny</p>	<p>Mrs Richardson (Headteacher)</p> <p>Mr Harker (Deputy Headteacher)</p> <p>Miss McAdam (Assessment Manager, Literacy)</p> <p>Mr Storey (TLR Maths)</p>	<p>Weekly senior leadership meetings.</p> <p>EY Team meetings</p> <p>Half termly Pupil progress meetings.</p> <p>Termly data input and analysis.</p> <p>Headteachers reports to full governing body – half termly.</p> <p>July 2019 final data review and evaluation.</p>
Total budgeted cost					£74251

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To continue to improve the progress and attainment of pupils in EYFS and Year 1.</p> <p>To increase the percentage of PP pupils in KS1 and KS2 <b>reaching</b> and <b>exceeding</b> expected standard in reading, writing, maths, GPS and combined subjects.</p> <p>To ensure all PP pupils make at least expected progress including the more able.</p> <p>To narrow the gap between PP and NPP.</p> <p>To increase PP average scale score so that it is closer to the national other pupils.</p>	<p>Additional teacher team-teaching in year 6 to enable thorough ongoing assessment for learning and instant feedback.</p> <p>Use ongoing assessment for learning to implement teacher targeted intervention and support in KS1 and KS2 aimed at closing the gap and maximising attainment. Delivered by HLTA/TA staff within the classroom or in discussion with the class teacher or SENDCo.</p> <p>Continue focussed support staff led interventions across the school in: Early Years Speech and Language (BLAST); SALT supported interventions KS1/2; Success @ Arithmetic; Reciprocal Reading.; Dyslexia Team support programmes.</p> <p>Staff to attend identified CPD to improve basic skills provision.</p> <p>PP Lead and SENDCO to monitor and support evaluation of specific interventions.</p> <p>Attendance at North Tyneside PP network meetings and dissemination of learning.</p> <p>Additional teacher targeted WITT Interventions and in-class support for KS2 literacy and numeracy.</p>	<p>Data as above.</p> <p>Additional support for pupils at the end of key stage 1 and 2 will prepare them for the nature of assessment at these key points and enable them to develop effective strategies to evidence their learning and manage time.</p> <p>Focused interventions allow additional practise of key skills beyond the daily teaching of mathematics and literacy.</p>	<p>Termly assessment weeks. Data input and analysis.</p> <p>Half termly pupil progress meetings.</p> <p>Performance management targets linked to whole school objectives.</p> <p>Lesson observations and learning walks.</p> <p>Regular moderation of pupils work internally and externally.</p> <p>Book scrutiny</p>	<p>Mrs Richardson (Headteacher)</p> <p>Mr Harker (Deputy Headteacher)</p> <p>Miss McAdam (Assessment Manager)</p> <p>Mrs Harrison-Hoggarth (SENDCO)</p>	<p>Weekly senior leadership meetings.</p> <p>Half termly Pupil progress meetings.</p> <p>Termly data input and analysis.</p> <p>Headteachers reports to full governing body – half termly.</p> <p>July 2019 final review and evaluation.</p>

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce persistent absence (PA) rates for all pupils including those in receipt of PP.	<p>Maintain and fully fund the free breakfast club.</p> <p>Include 100% attendance in Head teachers Golden Tea party incentive.</p> <p>Termly certificates for pupils above 95% attendance.</p> <p>Administrative Attendance Lead to support raising attendance. Half termly letters sent out to for pupils with attendance below 96% and attendance improvement plans for those with under 93% attendance (PA).</p> <p>Maintain focussed leadership and management time to support attendance priority.</p>	<p>Free breakfast club operates from 8.10am every morning for pupils aged 5 years and above. An average of approximately 40% of PP pupils attend regularly.</p> <p>Overall attendance for half terms 1-4 2017/2018 showed FSM6 pupils at 5% overall absence (95% attendance). 13.2% of FSM6 pupils were persistent absentees (PA). Poor attendance rates of PP pupils reduces their school hours and causes them to make less progress and therefore attain less highly.</p>	<p>Monitor the number of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>Daily/weekly review of attendance.</p> <p>Headteachers half termly report to Governors.</p>	<p>Mr Harker (Deputy Headteacher)</p> <p>Miss McAdam (Senior Leader)</p> <p>Mrs Graham (School Business Manager)</p> <p>Mrs Lock (Administrator)</p>	<p>Weekly meetings with breakfast club supervisors.</p> <p>Attendance is monitored weekly and half termly.</p> <p>Governors half termly meetings.</p>

Ensure equal access to an enriched curriculum	<p>Funding covers costs for Educational visits (residential visits and day visits) including but not limited to: Mastery Programme with Burnside Business and Enterprise College and other primary schools; Ocaen Youth Trust North sailing visit; Outdoor Education provision with NEST; additional swimming lessons; Forest School; Curriculum Enrichment; after-school provision, including homework club.</p> <p>Theatre groups and specialist visitors to school (artists in residence, historians, World of Work, etc.)</p>	<p>Enriched curriculum increases engagement. This impacts on attendance, attainment and progress. We are determined that disadvantage will not be a barrier to accessing a broad and deep range of experiences.</p>	<p>Opportunities for curriculum enrichment is offered to all children as a matter of routine.</p>	<p>Mrs Graham (SBM)</p> <p>Subject leads</p>	<p>Ongoing. Reviewed regularly in line with budget.</p>
Support the emotional development of most vulnerable pupils.	<p>Bright-eyed and Bushy-tailed Counselling service 2 half-days per week – 1:1 and group counselling</p> <p>Thrive Approach in the Early Years setting and used to identify and support vulnerable pupils across school.</p>	<p>Two PP children have significant emotional and social needs that would be supported by extended services. Early intervention, in a familiar environment, with professionals working closely together will improve the effectiveness of this support.</p>	<p>Vulnerable pupils identified by professionals in school and appropriate support planned and provided.</p>	<p>Mental Health Champion (Mr Harker- DHT) monitoring provision</p>	<p>Ongoing, feedback from BEBT counsellor</p>
<b>Total budgeted cost</b>					<b>£45529</b>

6. Review of expenditure	
Previous Academic Year	
Desired outcome ( <i>Whole School Objectives</i> )	Success criteria
To raise achievement in mathematics for all pupils including the most able and those in receipt of PP (our 2017/18 year 6 class had a 65% FSM6 entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting point.
<p>End of key stage 2</p> <p>Mathematics PP – 44% at expected standard. Decreased by 24%, however 35% of PP pupils were also SEND.</p> <p>RWM combined – 44%.</p> <p>Average scale score has decreased to 98.6.</p> <p>Mathematics progress measure has decreased by to -4.82. Mathematics progress is above floor standard. 88% of PP pupils made at least expected progress (100% non-SEND) in year 6. 36% made more than expected progress.</p> <p>Improvements in reading comprehension had not had sufficient time to consolidate understanding in the mathematics reasoning papers.</p>	
Desired outcome ( <i>Whole School Objectives 2016/2017</i> )	Success criteria
To raise achievement in reading for all pupils including the most able and those in receipt of PP (our 2017/18 year 6 class had a 65% FSM6 entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting point.



End of key stage 2

Reading PP – 61% at expected standard. Increased by 8% and diminishing the difference with national non-disadvantaged. 12% at greater depth, increase of 6%. A greater proportion of PP children achieved EXS and GDS in reading

RWM combined – 44%.

Average scale score has increased by 2.8 to 101.4.

Reading progress score has increased by 0.44 to -3.08. Reading progress is above floor standard. 93% of PP pupils made at least expected progress (100% non-SEND) in year 6. 47% made more than expected progress.

<b>Desired outcome</b> ( <i>Whole School Objectives</i> )	<b>Success criteria</b>
To reduce persistent absence rates for all pupils including those in receipt of PP.	Overall persistent absences rates for pupils eligible for PP will improve to in line with national and in line with other groups. There will be a decrease in the numbers of persistent absentees among pupils eligible for PP to in line with national and comparable to other groups.
Overall attendance PP terms 1-4 = 95% an increase of +2.9%  Terms 1-4 PP persistent absence = 13% which is in line with the school PA rate	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Additional senior teaching staff member to support inclusion, SEND, teaching and learning and deliver quality first teaching.

£48,348

Wallsend Intervention Team (Silver level SLA). Interventions for KS2 literacy and numeracy.

£9,500

Free Breakfast Club provision from 8:10 to 8:55am, staffing and resources.

£12,348

Curriculum Enrichment including: Educational visits (residential visits and day visits) including but not limited to: Mastery Programme with Burnside Business and Enterprise College and other primary schools; Ocean Youth Trust North sailing visit; Outdoor Education provision with NEST; additional swimming lessons; Forest School; Curriculum Enrichment; after-school provision, including homework club.

£11,466

