

# Carr Junior School Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Carr Junior School
Number of pupils in school	312 (2021) 297 (2022) 263 (2023)
Proportion (%) of pupil premium eligible pupils	(72) 23% (2021) (79) 27% (2022) (70) 27% (2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	September 2021 version 1 September 2022 version 2 December 2023 version 3
Date on which it will be reviewed	September 2024
Statement authorised by	Vicki Kerr
Pupil premium lead	Laura Winston
Governor / Trustee lead	Annie Croft

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,408
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,585
<b>Total budget for this academic year</b>	<b>£115,993</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. When making decisions about Pupil Premium, it is important to consider the context of our school and our pupils together with the challenges faced.

We recognise that 'Disadvantaged' includes:

- Free School Meals (FSM),
- Pupil Premium Grant (PPG),
- Looked After Children (LAC) / Previously Looked After Children (PLAC) / Adopted from Care (AFC),
- Children with social workers,
- those families 'just about managing' etc.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

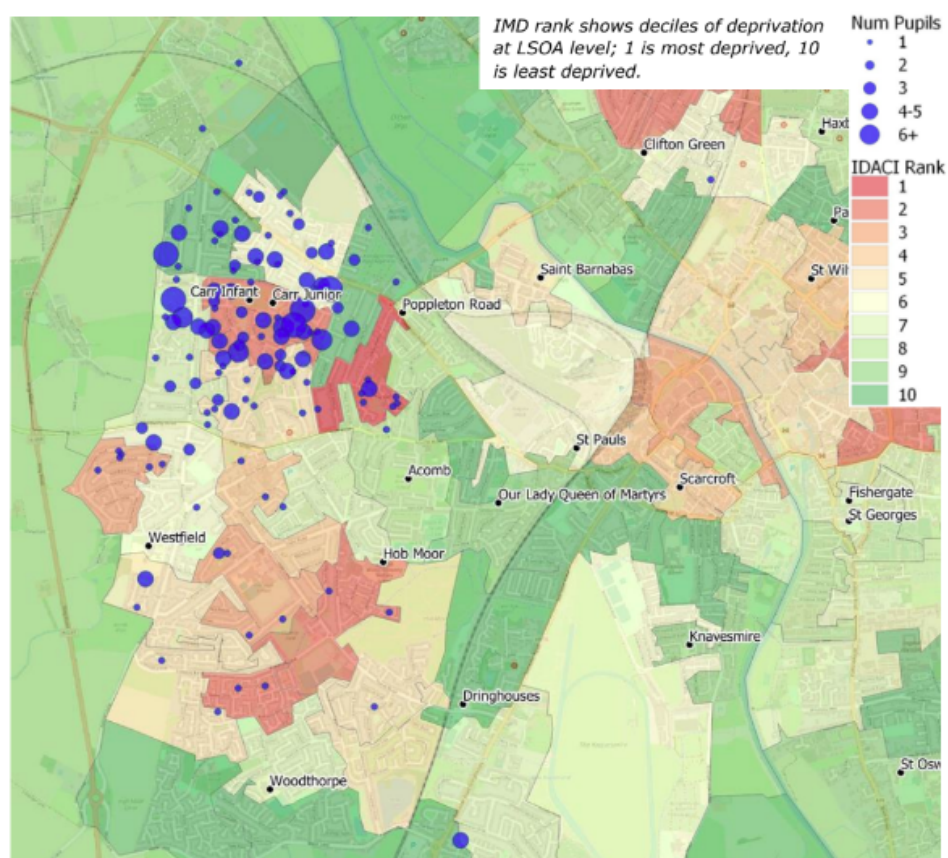
- We ensure that teaching and learning opportunities meet the needs of all pupils in order to narrow the gap between the achievement of these pupils and their peers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- To enable the schools and families to work together to improve these pupils' progress.

### Demography and School Context

Carr Junior School is a three-form entry Academy Converter school in Acomb, on the western edge of York. Most of the school's pupils live on the housing estates in Acomb, but the school's intake does extend a little way into the neighbouring district of Holgate, to the east, and much further to the south, all across the Foxwood district. A few pupils live even further afield, in Upper Poppleton, Clifton, Tang Hall and even Tockwith.

The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school's pupils live. The map illustrates the differing levels of deprivation in the area. Some parts of Acomb have very low levels of deprivation, while the area specifically around the school and an area of Holgate have high levels of deprivation.



Data sources: School MIS, October 2023. IDACI deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

32% of children currently attending Carr Juniors live in LSOAs that are amongst the 20% with the highest levels of income deprivation affecting children in England.

### Intent

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate ‘Catch Up’ provision to each Year Group - providing small group work with an experienced teacher/HLTA /TA focussed on overcoming gaps in learning
- 1-1 support.
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Carr values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Diminishing the attainment difference in Reading.</p> <p><i>Although Reading progress for Disadvantaged pupils is good, a large % of children do not achieve the expected standard at the end of Key Stage 2 (2019 - 47%, 55% in 2018). This is also reflected in internal data for 2020 - 2021 academic year.</i></p>
2	<p>Diminishing the attainment difference in Writing.</p> <p><i>Non Disadvantaged pupils out perform Disadvantaged pupils both at the end of Key Stage and internally. This gap has widened due to the impact of COVID -19.</i></p>
3	<p>Diminishing the progress difference in Writing.</p>

	<i>Disadvantaged pupils do not make as good a progress as Non Disadvantaged pupils. They also do not make as good a progress in writing as they do in Reading and Maths.</i>
4	<p>Chaotic family lives and Social Service involvement.</p> <p><i>100% of children with a social worker are Pupil Premium. 83% of pupils with a LAC worker are Pupil Premium. With the additional increase in external Multi Agency involvement, it is essential that we know our children and can spot triggers which will affect learning.</i></p>
5	<p>The primary need for PP SEND children is SEMH.</p> <p><i>29% (23/79) of Disadvantaged children at Carr are SEN. 30% (7/23) / 50% (7/14) of these children are on the SEN register, their primary need being SEMH.</i></p>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment in Reading	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils, who sat the test, met the expected standard.
Attainment in Writing	KS2 writing outcomes in 2024/25 show that more than 83% of disadvantaged pupils, excluding PKF, met the expected standard.
Progress in Writing	The writing progress scores for Disadvantaged pupils are inline with those in Reading and Maths.
Strong pastoral support promotes enhanced wellbeing for disadvantaged pupils and their families	<p>Ensure attendance of disadvantaged pupils is above 96%.</p> <p>Family and home-related issues are swiftly addressed by expert professionals.</p> <p>Increased attendance at parent support groups and information sessions.</p>
Improved attitudes to learning	Reduction of Amber and Red behavioural incidents logged.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that each staff member is engaged within CPD activities to ensure improved outcomes for all pupils.</p> <p>Training delivered on a research rich writing programme.</p> <p>Phonics teaching is supported via a CPD package - Little Wandle Revised Letters and Sounds.</p> <p><b>£10,000</b></p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></p>	1, 2 and 3
<p>A teacher employed for an extra day per week to release Reading and Writing leads so that these subjects can be led well to ensure quality wave 1 teaching.</p> <p><b>£9,000</b></p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p>In order for English and Reading leads to be released fortnightly. This allows coordinators to lead effectively, monitor quality wave 1 teaching, attend CPD opportunities etc. They will also coach less experienced members of staff to ensure Teaching is at least good across school.</p>	1, 2 and 3.

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 HLTA to work in Year 4 each morning and 1 HLTA to work in Year 6. This is to support larger class sizes in these year groups with targeted support in Maths, Reading and English.</p> <p><b>£23,508</b></p>	<p>EEF (+4)</p> <p><i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p>	1, 2 and 3.

<p>HLTA to deliver focused interventions in the afternoon. <b>£6,000</b></p>	<p>EEF (+4) <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>These will run throughout the year focusing on Writing and Arithmetic.</p>	<p>1, 2 and 3.</p>
<p>0.4 class teacher, 0.8 HLTA and 1.0 TA to staff our Nurture provision for children who have significant SEMH needs. <b>£58,892 Total cost</b> <b>Contribution £31,304</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Each child has individual needs, they need full time TA support in order to access the curriculum and to be successful to meet the outcomes in their support plans. Without this support, some of these children would not remain in mainstream education.</p>	<p>1, 2, 3 and 5.</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £39,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family / Pastoral Lead in post <b>£28,058</b></p>	<p>Parental engagement EEF (+4)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> </ul>	<p>1, 2, 3 and 4.</p>

	<ul style="list-style-type: none"> <li>the involvement of parents in their children’s learning activities; and</li> <li>more intensive programmes for families in crisis.</li> </ul> <p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the increase in capacity needed in schools for leading and providing the support to families through FEHAs and filling the gaps where Children’s Services lack capacity through increased referrals following on from Covid.</p>	
<p>Attendance Officer 5 hours per week £1899</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1666256121">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1666256121</a></p> <p><i>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</i></p> <p>In 2021 - 2022 46.8% of persistent absentees were Pupil Premium children and overall pupil premium attendance was 92%. We would like this inline with national.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Additional HLTA support 1 afternoon a week to support targeted children with behaviour and Social and Emotional Learning. <b>£2,706</b></p> <p>HLTA to work each lunchtime to offer a safe space for children to go to be supported with their behaviour during social times.</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p><a href="https://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>This has had a huge impact at Carr over the previous years. There is a reduction in red and amber behaviour incidents at lunchtime as identified children have a safe space to go.</p>	<p>1, 2, 3, 4 and 5</p>



<p>Behaviour support from pupil referral unit in York.</p> <p><b>£400</b></p>	<p>EEF (+4)</p> <p><i>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories.</i></p> <p>We will spend the funding on the third category.</p> <p><i>More specialised programmes which are targeted at students with specific behavioural issues.</i></p> <p>Danesgate is a pupil referral unit in York. They offer outreach support to schools for children with Social Emotional and Mental Health needs.</p> <p>There is an increase in numbers of children requiring this outreach support. We will engage the services as and when we feel that it is required to support children and ensure their provision meets their needs.</p>	<p>5</p>
<p>Behaviour Lead to attend NPQ in Leading Behaviour and Culture in order to develop a whole school ethos and systems across school. The course focus upon:</p> <p>Teaching - learning how to support teachers at all levels in your school to develop their knowledge and skills in pupil behaviour and wellbeing.</p> <p>School Culture - you will strengthen your ability and that of your colleagues to contribute to a school culture in which pupils can thrive and succeed.</p> <p>Enabling Conditions for Good Behaviour - you will deepen your knowledge of the best ways to develop, embed and sustain good models of behaviour and learning across the whole school community.</p> <p>Complex Behavioural Needs - you will learn how to support pupils who need intensive support with their learning and behaviour, working alongside specialist colleagues to ensure all children are safe and supported.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4 and 5</p>

<p>Implementation - you will learn how to implement change successfully within your context by understanding the stages of implementation and applying them with the support of your facilitators and colleagues.</p> <p><b>£200</b></p>		
<p>Offer a Breakfast Club for those children who need a calm start to the morning or who may go without food if it wasn't for this offer.</p> <p><b>£2634</b></p>	<p><i>Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures.* Then, in the 6 months March-August 2020, the Food Foundation reported that 2.3 million children were living in households that had experienced food insecurity.</i></p> <p><b>This has been echoed in our own community since COVID-19. More children are coming to school hungry and we have been asked for support with food from more families.</b></p> <p><i>The impact on a hungry child of eating a nutritious breakfast is not only immediate to see, but it can affect that child's whole path in life.</i></p> <p><i>Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.</i></p> <p><i>Evidence from Magic Breakfast.</i></p> <p>We do not qualify for Magic Breakfast or other initiatives which could offer us support with offering Breakfast to our pupils. We know that we have a need for this in our community. We provided regular food parcels to families throughout lockdown with the support of local businesses.</p> <p>Breakfast club is offered on a needs basis.</p>	<p>4 and 5</p>
<p>Carr Offer - FSM children offered: a school jumper or cardigan; one white polo t-shirt; a pair of plimsolls; free extra-curricular club</p>	<p>Children are ready to learn and barriers to social mobility are removed. It ensures children can access the full curriculum. The take up of this offer has increased, 2020 - 28%, 2021 - 74%</p>	<p>1, 2, 3 and 4</p>

<p>participation,  free school trips (excluding  residential) and participation in  Big Idea launch days, book on  parentpay as usual with no cost  PE kit of a white t-shirt and a pair of  black shorts;  water bottle;  negotiated costs for residential  visits;  free school lunches.  Reading book for pleasure  <b>A contribution of £4000  towards this</b></p>		
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**Total budgeted cost: £96,535**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

This year we have introduced many new initiatives to support our most vulnerable and the wider community at Carr Junior. Many of these initiatives are in the early stages of being embedded but we are starting to see an impact as outlined below.

#### Diminishing the attainment difference in Reading.

Reading has continued to have a high profile across school this year. As the reading lead has been able to be released for a morning fortnightly, this has allowed the subject to be well led and monitored. The lead has monitored lessons, planning and pupils' work so has swiftly been able to identify areas to develop and monitor the impact of these. Modelling of written answers has been a key area this year. This has been evidenced in reading jotters and progress can be seen. It is well planned for, we now need to be consistent in our expectations around written longer answers in reading lessons.

As can be seen in the table below, the gap is beginning to be diminished at the end of key stage 2 in the Key stage 2 statutory assessments. For 2 consecutive years PP has a higher progress score than non PP. post COVID.

#### *Progress score*

	2018		2019		2022		2023	
	PP	Other	PP	Other	PP	Other	PP	Other
<i>Reading</i>	-2.00	+1.93	+1.50	+0.35	-0.47	-0.97	0	-0.56

#### Diminishing the attainment / progress difference in Writing.

This is very much in its infancy. COVID has had a huge impact on Writing attainment. Writing was the subject that we had the least amount of engagement with during remote learning, partially due to the confidence and skill set of parents being able to support their children and the difficulties around teachers giving children instant feedback to support learning and improve motivation.

Writing is a huge focus this year. There will be an audit of current practice and how best to move forward to ensure all children make good progress. The focus is on transcription skills so that the children are fluent in handwriting and spelling before attempting composition.

Attainment and progress in Year was positive.

#### *Progress score*

	2018		2019		2022		2023	
	PP	Other	PP	Other	PP	Other	PP	Other
<i>Writing</i>	-1.62	+1.49	+0.41	+1.35	-6.03	-3.35	+0.93	+0.66

## **Strong pastoral support promotes enhanced wellbeing for disadvantaged pupils and their families**

Both informal and formal ELSA support has been offered on an ongoing basis throughout the year. Out of the formal 6 week sessions 54% of the children involved were PP. The impact of this has been a place to discuss worries with a trusted and supportive adult. Bereavement work has also been completed as part of these sessions. Informal ELSA work happens consistently throughout the school day, starting for some children when they attend the free breakfast club provision (81% attending this in 22-23 were PP). The impact of this is noticeable, encouraging better attendance and a calmer start to the day for these children. This continues into daily morning and afternoon check-ins and can happen at any point when the children indicate that they require further support. There have been further successful ELSA strategies used throughout school including quieter lunch time provisions and worry boxes which encourage children to share feelings and make disclosures.

The role of Family / Pastoral Lead has offered a wealth of support to families needing early help or ongoing agency support. 60% of families worked with across the year in 22-23 were PP families. 78% of families who have agency involvement are Pupil Premium. The capacity within this role has been very stretched as more families are in need of this type of support. Where possible school has led Team around the Family meetings and supported families with transport, health, behaviour, mental health, attendance and financial issues.

76% of FSM families took up the Carr Offer. This helps to ensure children are ready to learn and supports accessing the curriculum.

## **Improved attitudes to learning**

The number of Amber and Red behavioural incidents being logged for PP children is beginning to reduce. Behaviour and attitudes to learning is monitored more robustly with a system being put into place. We have just implemented a Behaviour Curriculum. Our Carr Behaviour Curriculum is designed to support our 3 golden threads of high expectations, creativity and nurturing relationships. These have been subdivided to help us drill into the behaviours we want to see from all students and the steps we will all take to ensure this is the reality of day-to-day life at Carr Junior School. We understand that students cannot be simply told to “behave” – they need to be taught what this looks like through clear explanations, concrete examples and consistent messages from all staff.