



# Pupil premium strategy statement – Carrington Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                           |
|--|--------------------------------|
| Number of pupils in school   | 236                            |
| Proportion (%) of pupil premium eligible pupils  | 27%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2026                      |
| Date this statement was published  | 20 <sup>th</sup> December 2024 |
| Date on which it will be reviewed  | Autumn 2025                    |
| Statement authorised by  | Governing board                |
| Pupil premium lead   | A Reid                         |
| Governor / Trustee lead  | Jonathon Nelson                |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £105,305 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £8254    |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £113,559 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Carrington Junior School we aim for pupils entitled to pupil premium to overcome their personal barriers and to achieve academic outcomes in line with their peers. We also aim for them to engage with the wider opportunities presented to them in their life at school and beyond. We aim for them to believe in themselves, achieve the best they can and succeed in all they do.

This plan outlines what the main barriers are for the pupil premium children at Carrington Junior School and the steps we will take to ensure that these barriers are minimised for them.

The following elements were identified as having potential positive future impact through shared ways of working within school, with the wider community and with Carrington Infant School :

- **Shared identification of vulnerabilities (not label only; drivers not symptoms)** -a similar process for identifying individual barriers (and improved transfer of information)
- **Shared attendance principles** -consistent approaches across both schools for dealing with low attendance
- **Shared approach to oral language** -a strong approach to developing oral language which grows as pupils move between schools
- **Elements of choice for pupils and families** -building in choice for families and children
- **Building success - broad definition, including: feeling part of community, having something to give, being individually seen** -building success at school (success in interpersonal interactions, success in feeling part of community, confidence in place in community, success in being noticed and seen, success in increased participation and engagement, success in increased parental engagement)

Carrington Junior School is a school in a semi- rural location which draws pupils from a large number of urban neighbourhoods across High Wycombe outside its natural catchment. The majority of our vulnerable pupils live in communities which are within the lowest 10% for the deprivation measures for, 'education, skills and training, and 'barriers to housing and services' (2019). The school has above average numbers of SEND and PP pupils, as well as other vulnerabilities.

- Carrington Junior School works closely with the neighbouring infant school, sharing many curriculum progression and themes to ensure smooth progression. The schools have a robust transition programme, as well as with Marsh Infant school, the second main feeder school.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Prior academic attainment (39%-44% have lower than expected attainment at the end of last year across core learning) |
| 2                | SEND (34% have SEND needs)   |
| 3                | Attendance (26% had attendance below expected level last year)   |
| 4                | Parental support/ single adult family  |
| 5                | Young carers   |

## 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  |
|--|---|
| <p>Improved attainment and a narrowed gap in attainment between PP and non-PP pupils, specifically relating to,</p> <ul style="list-style-type: none"> <li>• Writing for purpose, vocabulary breadth and grammatical sense</li> <li>• Mathematical fluency, and arithmetic and reasoning outcomes</li> </ul> | <p>Improved outcomes in terms of numbers of PP children achieving ARE in assessments</p> <p>PiXL data tracking<br/>(Measured with termly assessments – for pupils with SEND, also measured in terms of personal targets relating to academic achievement)</p> |
| <p>Improved attendance and a narrowed gap in attendance rates between PP and non-PP pupils.</p>  | <p>Narrowed gap in attendance rates</p> <p>End of Summer 2023 baseline:<br/>PP attendance between 88% and 94% across different year groups , compared to 93% to 95% for non-PP children</p>   |
| <p>Increased PP participation in extra curricular activities.</p>  | <p>A greater % of PP pupils take part in at least one club per year.</p>  |

## 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: £ 44,150

| Activity   | Evidence that supports this approach   | Challenge number addressed | Column to delete |
|--|--|----------------------------|------------------|
| <p>Focused groups in core lessons (Maths and writing) for 1.5 year groups (smaller groupings allowing higher proportion of teacher contact time per child)</p> | <p>Smaller group sizes (EEF +2 months)</p> <p>(EEF feedback +6 months)</p> <p>And internal evidence of impact from Y3 cohort last year.</p>                      | 1                          | £36,883          |
| <p>Pupil progress meetings with new raising standards lead:</p>  | <p>Section 5 of Putting the Evidence to work: A guide for schools - <a href="#">Support staff, monitor progress, solve problems, and adapt strategies as</a></p> | 1                          | £4,101           |

|   |   |   |        |
|---|---|---|--------|
| Increased accountability for class teachers to ensure PP pupils close the gap | <a href="#">the approach is used for the first time.</a>  |   |        |
| CPD for teachers and TAs:<br>Focus on maths fluency and other PP priorities   | Mastery learning (EEF +5 months)<br><br>EEF report – <a href="#">Effective professional development</a> - focus on building knowledge and developing teacher techniques | 1 | £3,166 |

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

Budgeted cost: £ 51,625

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed | Column to delete |
|--|--|-------------------------------|------------------|
| Reading focus TA time<br>Completing priority reading with PP pupils and supporting wider engagement  | Teaching assistants delivering targeted interventions (EEF +5 months)  | 2                             | £6,953           |
| Targeted intervention groups:<br>Pupils identified through PiXL and TA given specific sessions to fill learning gaps and boost progress  | Small group tuition (+4 months EEF)<br><br>Feedback on attainment and personal learning gaps (EEF feedback +6 months)          | 1, 2                          | £41,972          |
| PiXL <ul style="list-style-type: none"> <li>targeted resources, relating to individual pupil gaps, used in whole class teaching and intervention groups</li> </ul> provision of intervention resources to support targeted interventions | Feedback on attainment and personal learning gaps (EEF feedback +6 months)<br><br>Small group tuition (EEF feedback +4 months) | 1,2                           | £2,700           |

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

Budgeted cost: £ 17,784

| Activity  | Evidence that supports this approach          | Challenge number(s) addressed | Column to delete |
|---|---|-------------------------------|------------------|
| Young carers group: <ul style="list-style-type: none"> <li>A safe space to share common experiences and difficulties</li> </ul> | Social and emotional learning (EEF +4 months) | 4/5                           | £459             |

|   |   |       |        |
|---|---|-------|--------|
| <ul style="list-style-type: none"> <li>• A place to learn strategies and develop resilience for dealing with difficult things</li> <li>• A sense of belonging</li> </ul>  |   |       |        |
| <p>Family liaison worker:</p> <ul style="list-style-type: none"> <li>• Developing positive relationships with families of vulnerable pupils</li> <li>• Dedicated time to engage with attendance</li> </ul>  | <p>Social and emotional learning (EEF +4 months)</p> <p>Parental engagement (EEF +4 months)</p> | 3 / 4 | £4872  |
| <p>Counselling</p> <ul style="list-style-type: none"> <li>• 1:1 counselling sessions where appropriate for vulnerable pupils</li> </ul>   | <p>Social and emotional learning (EEF +4 months)</p>  | 4/5   | £4500  |
| <p>Access to extra-curricular activities and visits</p> <ul style="list-style-type: none"> <li>• Supported access to swimming/clubs</li> <li>• Supported access to educational visits</li> <li>• Supported access to residential trips</li> </ul> | <p>Arts participation (EEF +3 months)</p>   | 4/5   | £3,163 |
| <p>Small group and 1:1 mentoring for PP pupils</p> <ul style="list-style-type: none"> <li>• Trained mentor</li> <li>• Regular contact</li> <li>• Tailored to specific pupil's needs</li> </ul>  | <p>EEF (+2 months)</p>  | 4     | £4,790 |

**Total budgeted cost: £113,559**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Official progress data for 2023-24 shows the following:*

Children achieving expected levels in reading, writing and maths:

|                                     | <i>National average</i> | Children achieving expected level at this school | Pupil premium achieving the expected level | National average pupil premium |
|-------------------------------------|-------------------------|--|--|--------------------------------|
| Reading, writing and maths combined | 61%                     | 63%  | 47%  | 46%                            |
| Reading                             | 74%                     | 80%  | 67%  | 62%                            |
| Writing                             | 72%                     | 68%  | 53%  | 58%                            |
| Maths                               | 73%                     | 78%  | 60%  | 59%                            |

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>   | <b>Provider</b> |
|--|-----------------|
| Wycombe Wanderers Foundation (Education Trust)<br>Academic mentoring | WWFC Foundation |
| Private counselling  | Amanda Urqhart  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Reading and maths booster groups.
- Family liaison pastoral support.
- Forest school provision
- 1:1 challenge provision

### The impact of that spending on service pupil premium eligible pupils

Attainment impact as follows:

|         | Year entry reading | Year end reading 24 | Year entry writing | Year end writing 24 | Year entry maths | Year end maths 24 |
|---------|--------------------|---------------------|--------------------|---------------------|------------------|-------------------|
| Pupil A | GDS                | GDS =               | GDS                | GDS +               | GDS              | GDS +             |
| Pupil B | ARE                | GDS                 | ARE                | ARE =               | ARE              | ARE =             |