



# 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	21 <sup>st</sup> Dec 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Governing board
Pupil premium lead	A Reid
Governor / Trustee lead	Jane Wright

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,726
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£121,851

# 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 (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: 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: £ 48,120

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	£39,483
<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</a></p>	1	£4,871

Increased accountability for class teachers to ensure PP pupils close the gap	<a href="#">problems, and adapt strategies as the approach is used for the first time.</a>		
CPD for teachers and TAs: Focus on maths fluency and other PP priorities	Mastery learning (EEF +5 months)  EEF report – <a href="#">Effective professional development</a> - focus on building knowledge and developing teacher techniques	1	£3,766

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

Budgeted cost: £ 53,787

Activity	Evidence that supports this approach	Challenge number(s) addressed	Column to delete
Reading focus TA time Completing priority reading with PP pupils and supporting wider engagement	Teaching assistants delivering targeted interventions (EEF +5 months)	2	£7,215
Targeted intervention groups: Pupils identified through PiXL and TA given specific sessions to fill learning gaps and boost progress	Small group tuition (+4 months EEF)  Feedback on attainment and personal learning gaps (EEF feedback +6 months)	1, 2	£42,372
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)  Small group tuition (EEF feedback +4 months)	1,2	£2,700

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

Budgeted cost: £ 19,944

Activity	Evidence that supports this approach	Challenge number(s) addressed	Column to delete
Young carers group:	Social and emotional learning (EEF +4 months)	4/5	£459

<ul style="list-style-type: none"> <li>• A safe space to share common experiences and difficulties</li> <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	£5872
<p>Counselling</p> <ul style="list-style-type: none"> <li>• 1:1 counselling sessions where appropriate for vulnerable pupils</li> </ul>	Social and emotional learning (EEF +4 months)	4/5	£5500
<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>	Arts participation (EEF +3 months)	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>	EEF (+2 months)	4	£4,950

**Total budgeted cost: £ 121,851**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Official progress data for 2022-23 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%	59%	34%	44%
Reading	73%	75%	68%	60%
Writing	71%	74%	63%	58%
Maths	73%	59%	36%	59%
Spelling, punctuation and grammar	72%	72%	57%	59%

One child in the disadvantaged category went on holiday for the maths assessments.

### 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.

Programme	Provider
Wycombe Wanderers Foundation (Education Trust) 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

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

Attainment impact as follows:

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*