

## Pupil premium Strategy Statement- 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Lodge Academy
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	9.34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Sarah Cope
Pupil premium lead	Julie Watson
Governor / Trustee lead	Katie Fisher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73686
Recovery premium funding allocation this academic year	£5515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79201

## Part A: Pupil premium strategy plan

### Statement of intent

Here at Carr Lodge we believe that every child can flourish socially as well as academically and become life-long learners, regardless of their starting points. Every child with us will therefore be given opportunities and support to transition to secondary prepared for young adulthood and their next stage in education. Our Pupil Premium Strategy Plan is therefore aimed to address the needs specifically at this school and of the current identified cohort. Although not named, we intend to target support around the difficulties they will have demonstrated within their class learning but also in much broader areas such as social and emotional engagement, identity and/ or engagement with the school community. Our ultimate aim is that such targeted pupils leave us with a strong sense of self, clear knowledge of their skills and attributes and have achieved at least good levels of English and Mathematics. Our plan is therefore spread, providing clear, targeted and research based interventions to provide appropriate catch up, as well as ensuring targeted support addresses the increasing emotional needs being presented.

Our key principles are:

- Early identification of need
- Fluid communication across SEN, pastoral and class based teams
- Tailored interventions to address the need
- Ongoing assessment and dialogue between staff involved
- Evidence of impact and next steps clearly planned
- Engagement with key adults, parents and other agencies
- Thrive practices at the heart of whole school approaches

### Challenges

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

Challenge number	Detail of challenge
1	<i>The lack of support in engaging pupils with online learning during lockdowns has led to a continual need for catch-up for disadvantaged pupils. Carefully selected interventions are required to ensure these gaps are closed. Teaching assistant skills are therefore going to be distributed to deliver evidence based programmes to those targeted pupils across KS1 and 2.</i>
2	<i>Carr Lodge has a number of disadvantaged pupils experiencing poor mental health due to Covid and/ or considerable effects from parents' poor mental health on their own. The support of sensitive and appropriately trained adults</i>

	<i>is crucial to addressing the needs. TA and PFSW time is therefore required in training and delivering these needed interventions.</i>
3	<i>Attendance for disadvantaged pupils is in constant need of tracking and intervening with parental support and other agencies. With Covid and the reluctance to send children to school we are attempting to ensure attendance is at an all time high and to continually address attendance matters.</i>
4	<i>A proportion of our disadvantaged pupils struggle to access free play at key stage break-times and require additional support and resources. The need for known and trained adults to work with these individuals will enable children to develop age-appropriate play habits, develop friendships with careful adult guidance and be able to return to classroom mentally ready to engage.</i>

## 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
Disadvantaged pupil assessment data in core subjects moving to mirror national expectations and non PP in school.	Data indicates that 80% of children are working at expected levels in Maths and English.
Increase in tiered interventions addressing concerns around mental health enables all pupils to receive the appropriate support at the time it is needed.	Children on Thrive show measurable progress through Likert scales after interventions have taken place.
PFSW support to continue monitoring and challenging attendance issues with support from EWO. Allocated time enables her to work closely with families, deliver 1:1 support or run meetings to identify barriers.	All PP pupils are attending 95% +
Pupils are able to return to class after a structured playtime and regulate their behaviour.	Incidents involving pupils requiring additional adult support decrease by 75%

## 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)

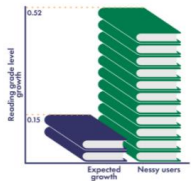
Budgeted cost: £ 31,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teacher</b> -Qualified teacher to deliver Catch Up lessons for specific gaps based on diagnostic information for Maths and English for KS1	Teacher led Catch Up has a stronger impact than TA led interventions where specific program is not used.  An experienced teacher will be in place to deliver Same Day and Precision Teaching to KS1 Pupils, who were the most effected by lockdowns, at the early stages of their education.	1
<b>CPD for Reading Intervention</b> Qualified teacher returning from maternity leave to attend CPD. This will enable lower attaining PP and SEN pupils to accelerate reading accuracy through 1:1 intervention.	Approach to be decided October 2021.  PP Lead researching using EEF guidance on the best approach to Reading Intervention for pupils- this will be followed with training for teacher returning from maternity leave to deliver is KS2.	1

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

Budgeted cost: £ 30,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading Intervention Resources</b> Purchase evidence based reading recovery programme to be led by qualified teacher returning from maternity leave. This will enable lower attaining PP and SEN pupils to accelerate reading accuracy through 1:1 intervention.	Approach to be decided October 2021. To commence spring 2022.	1

<p><b>Reading/Spelling Nessy</b></p> <p>Further subscriptions are required to support the online app which is used as a daily intervention for those with spelling reading difficulties and those assessed to be at high risk of dyslexia.</p>	<p>Student growth after adding the Nessy Reading &amp; Spelling program to the Literacy Block for 8 weeks</p>  <p><b>Research Evidence</b>        Nessy is research-based and is guided by the Science of Reading.  <a href="#">Read more...</a></p> <p><a href="#">Research Evidence - Nessy - British English</a></p>	<p>1</p>
<p><b>Reading Plus</b></p> <p>Reading Plus is an adaptive literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, stamina, and motivation.</p>	<p>Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</p> <ul style="list-style-type: none"> <li>• 2.5 Level Gains in 60 Hours</li> <li>• 2.0 Level Gains in 40 Hours</li> <li>• 1.0 Level Gains for College &amp; Career Readiness in 20 Hours</li> </ul> <p><a href="https://www.readingplus.com/efficacies/">https://www.readingplus.com/efficacies/</a></p>	<p>1</p>
<p><b>Power of 2 and Plus 1</b></p>	<p><a href="https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf">https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf</a></p> <p>The 'Plus 1' and 'Power of 2' books draw upon a wide range of professional practices and research evidence. For example, the EEF's work charting the impact of TAs and work which suggests that with appropriate tools, TAs can have a significant impact upon attainment (see Richards and Armstrong, 2016). Similarly, the 'Plus 1' and 'Power of 2' books have drawn on the literature base exploring TA support especially in relation to mathematics education (Drake, 2005). This evidence informs the 'Plus 1' and 'Power of 2' tools which TAs and others can work with without having to rely on detailed pedagogical or subject</p>	<p>1</p>
<p><b>One to One Tutoring</b></p>	<p>Teacher Led based on diagnostic assessments in KS1 (1 x full time teacher 5 days for 1 term) and KS2 (1 x part time teacher 3 days for 2 terms)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>***Further Details in School Led Tutoring Provision Mapping</p>	<p>1</p>

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

Budgeted cost: £ 18,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA</b> Training and delivering of an Emotional Literacy Support Assistant to deliver a tiered approach to pupils requiring additional SEMH guidance.	<a href="#">(PDF) The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention? (researchgate.net)</a>	1 & 2
<b>Forest School – structured playtimes.</b> PP unable to access key stage playtimes will have the opportunity to play in forest school which will be manned by SNA's in small group ratios.	<a href="#">Lifeskills - Findings from the implementation of Botvin Lifeskills within Waltham Forest Schools.pdf (barnardos.org.uk)</a>	2 and 4
<b>Funded school excursions</b> Some pupils continue to require financial support in order for them to benefit from off-site educational activities.	Children enhance their learning through experiential opportunities which support memory and metacognition links to their classroom based learning. This supports children to know more and remember more because of the connection built in the brain when we have first hand experience of an event.	2
<b>Thrive</b> Continue to roll out delivery of Thrive sessions by PFSW and KS2 TA to pupils highlighted through Thrive Screener.	<a href="#">The Evidence Based Thrive Programme - what does it mean?</a>	2 and 3
<b>EWO Outreach Support</b>	School attendance highly impacts children's attainment. We work closely with the EWO service to ensure any pupils with low attendance are swiftly supported back into school.	3

**Total budgeted cost: £ 79,704**