

Pupil Premium Strategy Statement- 2023/24

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 Lodge Academy
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	12.1% (56)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Sarah Crampton
Pupil premium lead	Sophie Scurfield
Governor / Trustee lead	Katie Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102072
Recovery premium funding allocation this academic year	£9570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,642

Part A: Pupil premium strategy plan

Statement of intent

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. We believe high quality teaching, effective engagement with parents/carers and with a personalised approach to meeting needs; every child can meet their potential. Fulfilling our ambition of, “Every Child; Every chance; Every Day.” Potential includes the broader focus of education which can take place beyond the academy setting and includes the vital life skill of Social and Emotional development and the ability to communicate in different ways for different purposes/audiences.

Our strategy aims to improve the life chances of all our pupils by building a culture of ‘excellence for all’ regardless of their starting points using research driven CPD and evidence informed practice to develop our strategy.

A Culture of High Quality Teaching for all:

A key aspect of improving outcomes for disadvantaged pupils at Carr Lodge Academy, is through developing all staff’s understanding of high quality teaching and high expectations for **all** pupils. We will work on high quality training, for all staff, through a program of CPD to build their own knowledge and skills base on how to accelerate progress of our most vulnerable pupils; use forensic analysis of need and swiftly intervene with Targeted Academic Support when needed. We will continue to invest in technology and high quality teaching programs, as well as developing our bespoke curriculums, to ensure our pupils always have the very best learning opportunities. We intend to build our strong culture of professional growth through coaching and mentoring models to continually reflect and enhance our teaching practice.

Targeted Academic Support:

Our Pupil Premium Strategy Plan is aimed to address the needs specifically at this school and of the current identified cohorts. Although not named, we intend to target support around the difficulties these pupils 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 to provide timely, specific, 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 Literacy and Numeracy Catch Up
- Tailored interventions to support SEMH needs
- Specific Interventions/Targeted Support for Disadvantaged Pupils with SEND
- Ongoing assessment and dialogue between staff involved
- Careful CPD and Coaching for Special Needs Assistants and Teaching Assistants to support Targeted Academic Support
- Engagement with key adults, parents and other agencies
- Thrive practices at the heart of whole school approaches

Wider Strategies

Personal Development underpins our Curriculum as a whole and we believe developing the 'whole child' beyond academia is essential for children to succeed in the world beyond Carr Lodge. We will address this for our most disadvantaged pupils (in addition to our whole-school Personal Development Offer) through training of all staff to understand child development, behaviour and SEMH. Developing bespoke SEMH interventions for key identified pupils as well as whole school language and approaches. Further developing strong relationships with parents and carers around the importance of attendance and punctuality including targeted support and initiatives such as access to before and after school club. Ensure finances are not a barrier to pupils accessing extracurricular opportunities such as sports, music, the arts and beyond. Building the school and parent partnership through parental learning events.

These are the broad areas we aim to develop through our strategy over the next 3 years. Whilst expenditure for each year is planned and reviewed based on the data we hold for our children annually and continual reflection and dialogue between professionals.

Challenges

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

Challenge number	Detail of challenge
1	Lower Attainment overall and in some cases slower progress is made by disadvantaged/ pupil premium pupils particularly when there is a SEND need in addition. Fluency in Reading, Writing and Maths in KS1 and KS2 is a particular focus for disadvantaged pupils and Literacy in EYFS.
2	Phonics and Early Reading attainment to support the gap seen as a result of limited opportunity to practice outside of school e.g. home reading
3	Lower attendance and higher rates of persistent absence for pupils deemed disadvantaged pupils/ Pupil Premium.
4	Social Emotional Mental Health and Behaviour Support
5	Access to Wider Opportunities- trips, music, the arts and sports

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>Disadvantaged Pupils make at least expected progress from their individual starting points in all areas of the curriculum but particularly Reading, Writing and Maths.</p> <p>Disadvantaged Vs Non-Disadvantaged Attainment Data is narrowed in each cohort.</p>	<p>Due to low disadvantaged/PP numbers in some cohorts it can be difficult to compare numerical data accurately. Therefore more careful analysis pupil by pupil will be needed to measure progress as well as attainment.</p> <p>All pupils will make at least expected progress from their starting points.</p> <p>EYFS pupils will attain broadly in line with their peers in GLD.</p> <p>2023/24 Targets:</p> <table border="1" data-bbox="730 913 1402 2038"> <thead> <tr> <th data-bbox="730 913 874 1032">Current year group</th> <th data-bbox="874 913 1137 1032">Summer 23 Data</th> <th data-bbox="1137 913 1402 1032">Summer 24 Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 1032 874 1167">Year 1</td> <td data-bbox="874 1032 1137 1167">Reception Data Literacy- Maths-</td> <td data-bbox="1137 1032 1402 1167">R- W- M-</td> </tr> <tr> <td data-bbox="730 1167 874 1384">Year 2</td> <td data-bbox="874 1167 1137 1384">5 pupils R- 0% (0/5) W-0% (0/5) M-40% (2/5)</td> <td data-bbox="1137 1167 1402 1384">5 pupils R- 60% (3/5) W-40% (2/5) M-60% (3/5)</td> </tr> <tr> <td data-bbox="730 1384 874 1601">Year 3</td> <td data-bbox="874 1384 1137 1601">16 pupils R- 38% (6/16) W-38% (6/16) M-38% (6/16)</td> <td data-bbox="1137 1384 1402 1601">19 Pupils R-53% (10/19) W-53% (10/19) M-58% (11/19)</td> </tr> <tr> <td data-bbox="730 1601 874 1776">Year 4</td> <td data-bbox="874 1601 1137 1776">17 Pupils R- 53% (9/17) W- 53% (9/17) M- 59% (10/17)</td> <td data-bbox="1137 1601 1402 1776">18 Pupils R- 55% (10/18) W- 66% (12/18) M- 78% (14/18)</td> </tr> <tr> <td data-bbox="730 1776 874 1951">Year 5</td> <td data-bbox="874 1776 1137 1951">10 Pupils R- 30% (3/10) W- 20% (2/10) M- 40% (4/10)</td> <td data-bbox="1137 1776 1402 1951">10 Pupils R- 50% (5/10) W- 40% (4/10) M-60% (6/10)</td> </tr> <tr> <td data-bbox="730 1951 874 2038">Year 6</td> <td data-bbox="874 1951 1137 2038">11 Pupils R- 73% (8/11)</td> <td data-bbox="1137 1951 1402 2038">10 Pupils R-80% (8/10)</td> </tr> </tbody> </table>	Current year group	Summer 23 Data	Summer 24 Target	Year 1	Reception Data Literacy- Maths-	R- W- M-	Year 2	5 pupils R- 0% (0/5) W-0% (0/5) M-40% (2/5)	5 pupils R- 60% (3/5) W-40% (2/5) M-60% (3/5)	Year 3	16 pupils R- 38% (6/16) W-38% (6/16) M-38% (6/16)	19 Pupils R-53% (10/19) W-53% (10/19) M-58% (11/19)	Year 4	17 Pupils R- 53% (9/17) W- 53% (9/17) M- 59% (10/17)	18 Pupils R- 55% (10/18) W- 66% (12/18) M- 78% (14/18)	Year 5	10 Pupils R- 30% (3/10) W- 20% (2/10) M- 40% (4/10)	10 Pupils R- 50% (5/10) W- 40% (4/10) M-60% (6/10)	Year 6	11 Pupils R- 73% (8/11)	10 Pupils R-80% (8/10)
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<p>Key Pupils are identified for Daily 1:1 Reading with the Class Teachers/TAs in KS1 to ensure they are listened to read regularly.</p> <p>Double phonics intervention is also in place to ensure key pupils can keep up not catch up.</p>	<p>Reading attainment will increase as per the targets above.</p> <p>Disadvantaged/PP phonics attainment will increase by at least 15% to close the gap between PP/Non PP.</p>		
<p>Lower attendance and higher rates of persistent absence for pupils deemed disadvantaged pupils/ Pupil Premium.</p> <p>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. Strong working with EWO service to support the most vulnerable families to improve their attendance.</p>	<p>The average attendance of disadvantaged pupils is at least 95% (increase by 2.5%). This improves to at least 96% by July 2026.</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. To reduce by 10% in 23/24.</p> <p>Persistence Absence Data 22-23 PA for Pupil Premium- 21.05% PA for Non Pupil Premium 11.28%</p>		
<p>Social Emotional Mental Health and Behaviour Support</p> <p>All pupils, who need it, are identified quickly and have access to SEMH/Behaviour support internally or externally as appropriate.</p>	<p>All pupils who need SEMH support know where and how to access this support.</p> <p>Pupil Voice demonstrates pupils feel safe and understand what help they can access in school.</p> <p>Parents/Carers feel their children are safe physically and mentally and know how to access support in school.</p>		
<p>Disadvantaged Pupils have the same level of access to Wider Opportunities- such as trips, music, the arts and sports as all other pupils. Finances are not a barrier to pupils accessing these much needed wider opportunities.</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>Attendance at clubs and music lessons will show levels of engagement by Pupil Premium/ disadvantaged pupils is in line with Non Disadvantaged pupils proportionately.</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.

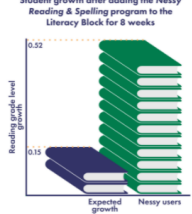
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 82,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Little Wandle through CPD and Subject Leader TLR and Release time for monitoring	EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact. EEF www.educationendowmentfoundation.org.uk)	1 & 2
Jason Wade Sounds and Syllables Spelling CPD and release time for English Lead to monitor impact		1
Walk Thrus Materials Purchased to support ongoing Professional Growth to develop Teacher Pedagogy and Practice.	Research into the most effective use of the PP Funding is that sufficient time is spent on quality CPD and training of teachers, TAs and leaders to develop their knowledge and understanding of how best to tackle the attainment gap and support building a strong culture of attainment for all:	All
CPD Program for Teachers- Developing knowledge and strategies for closing the gap for disadvantaged pupils	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813	All
CPD to develop role of new PP Lead		All
Marc Rowland CPD for Principal and PP Lead		All
Specialist HLTAs to ensure quality first teaching during PPA Time		1 & 2
Enhancing Digital Technology to Improve Learning.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1 & 2
Curriculum Programs		1,2,5

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

Budgeted cost: £ 17,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle</p>	<p>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support. EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge. EEF – high impact low cost with an average gain of 5 months</p> <p>Phonics EEF https://www.educationendowmentfoundation.org.uk</p>	<p>1 & 2</p>
<p>Reading/Spelling Nessy/Dyslexia Screening</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 & Spelling program to the Literacy Block for 8 weeks</p>  <p>Research Evidence Nessy is research-based and is guided by the Science of Reading. Read more...</p> <p>Research Evidence - Nessy - British English</p>	<p>1, 2, 3,4</p>
<p>Reading Plus</p> <p>Reading Plus is an adaptive literacy tool that enables KS2 pupils to improves 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"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours <p>https://www.readingplus.com/efficacies/</p>	<p>1,2,3,4</p>
<p>Power of 2 and Plus 1</p>	<p>https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf</p> <p>The ‘Plus 1’ and ‘Power of 2’ books draws upon a wide range of professional practices and research evidence. For example, the EEF’s work charting the impact of TAs</p>	<p>1</p>

	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	
One to One Tutoring	6 weeks Tutoring 40 per hour Bespoke interventions designed to secure gaps in basics skills that have been identified using diagnostic assessments and encourage attendance due to confidence building. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3

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

Budgeted cost: £ 30,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead leading on Thrive Interventions, Parent Support Work, With Me in Mind Service Link, Outreach Work	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Improving Mental Health Impact: https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools	3,4,5

	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#:~:text=Taking%20a%20coordinated%20and%20evidence,mental%20health%20and%20wellbeing%20practice.</p> <p>Thrive Impact Report https://www.thriveapproach.com/impact-and-research/impact-report</p>	
<p>Learning with Parents Home/School Reading Platform</p>	<p>Parental Engagement is key in supporting pupils attainment in school.</p> <p>https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p> <p>Strong relationships with parents improve pupil attendance.</p>	1,2,4
<p>Funded school excursions Some pupils continue to require financial support in order for them to benefit from off-site educational activities.</p>	<p>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.</p>	5
<p>Access to Extra Curricular Clubs- Sports, Music Lessons, Performing Arts</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum +3 months.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high</p>	5

	<p>quality physical activity for the other benefits and opportunities it provides. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>EWO Outreach Support</p>	<p>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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	3

Total budgeted cost: £131,594