

# Charlton Primary School

## Pupil Premium Plan and Impact Statement

2018-2021

*The Government give schools an amount of money (known as the Pupil Premium Grant) to support children who have been on free school meals (FSM) within the last six years, or who are in Local Authority care (LAC). This money is used to help these children make very good progress so that they achieve high academic standards, and it can be used to support them to participate in all aspects of school life.*

*Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).*

*With a longer term strategy, that is focused on recruitment, high quality teaching practice and continued staff development Charlton Primary School makes informed decisions about the spending of funding to overcome identified barriers.*

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## **Section 1 - Effective use and accountability**

### Managing our pupil premium funding?

At Charlton we take a longer-term approach\* to planning how to use the annual grant over 3 year period. We review our approach and target areas at three points across the academic year and update the statement at the beginning of each year.

*\*It is recommended that schools take a 3-year strategy approach. Doing so makes it easier to: take a longer term view; plan spending; incorporate recruitment; develop teaching practice through sequential staff development.*

### Accountability

There is a statutory requirement for schools to show how they're using their pupil premium effectively:

- by publishing an online statement
- through inspections by Ofsted (last inspection May'19)
- through published performance tables

Our aim is to be transparent about how we spend your pupil premium so:

- parents, carers can understand our pupil premium strategy
- governing bodies can see evidence-based practice so they can consider the rationale behind all pupil premium-related decisions

## **Section 2: Our approach (taking a tiered approach)**

Our approach draws on findings from The National Foundation for Educational Research. These findings suggest that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the three areas outlined below but focusing all the time on teaching quality (investing in learning and development for teachers and staff).

At Charlton we focus on these three areas of activity as the drivers to help narrow and ultimately close the attainment gap. This tiered approach combines:

- ❖ Staff development to improve teaching (and learning)
- ❖ Targeted academic support
- ❖ Wider strategies that support readiness to learn

Improving these areas will inevitably benefit non-eligible pupils as well.

## What does this look like in school?

### Staff development to improve teaching

Training and professional development is arranged throughout the year for all staff to improve the impact of teaching and learning for pupils. Typically this focuses on priority areas within 'The Quality of Education'. Overwhelming the CPD programme focuses on improving staff knowledge and pedagogy.

### Targeted action and academic support

Each year the leadership team review (and re-identify) the main issues preventing disadvantaged pupils from succeeding at school and use the annual pupil premium to facilitate strategies to overcome these barriers.

### Wider strategies that support readiness to learn

Although the main aim of the pupil premium is to raise attainment, we spend pupil premium on:

- non-academic outcomes, such as improving pupils' mental health (ELSA and training for staff)
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils (Forest School, Extra-curricular, Becoming a Rights Respecting School, activities to help increase pupils' confidence and resilience)

This might include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- additional therapy or external support

## Section 3: Pupil premium strategy statement

School year 2020/21

Metric	Data
School name	<b>Charlton Primary School</b>
Pupils in school	419
Proportion of disadvantaged pupils	36 (8.5%)
Number of forces pupils	7

Pupil premium allocation this academic year	FSM + Ever6 = £59,000 (36) Forces = £2,170 (7)
Academic year or years covered by statement	2018-21
Publish/review date	November 2020
Review date	Date for next internal review of this strategy: <ul style="list-style-type: none"> <li>• Term 1 2020</li> <li>• March 2021</li> <li>• June 2021</li> </ul>
Statement authorised by	Steven Rose (Executive Headteacher)
Pupil premium lead	Michelle Rooke (HoS)
Governor lead	Karen Harrington

### Disadvantaged pupil performance overview for last academic year

Evidence shows that, overall, performance of disadvantaged pupils remains lower than that of other pupils. The summary data below helps to show how well Charlton does at tackling this difference by the time Children leave at the end of Year 6.

	School (dis) 2019	School 2019 (all pupils)	National 2019 (all pupils)
Number of pupils at the end of key stage 2	8	52	
Percentage of pupils meeting the expected standard in reading, writing and maths	50%	73%	65%
Percentage of pupils achieving a high standard in reading, writing and maths	13%	12%	11%
Average score in reading	100	106	104
Average score in maths	100	103	105

## Strategy aims for disadvantaged pupils 20/21

A number of barriers have been identified by the leadership team that are currently preventing disadvantaged children at Charlton from achieving their potential.

- A. Some individual Pupil Premium Pupil's attendance potentially creates a disadvantage.
- B. Access to wider experiences, including participation in extra-curricular activities. Linked to this parental organisation/circumstances and school engagement can also prevent children from attending extra-curricular activities.
- C. Limited time for class teachers to deliver 1:1 learning support
- D. Access to consistently very good/outstanding teaching and support throughout a pupil's school journey.
- E. Digital divide preventing children from accessing online learning and/or able to produce homework on a digital device.
- F. Effective home support with learning and engagement with pupil progress (disadvantaged children are currently over represented in those parents not attending parents evening)

## Action, Implementation and Monitoring

- **Teaching and Staff development to improve teaching (Spend allocation 20/21 £25,000)**

Area & Spend	Action/Looks like	Intended impact /Success criteria <b>RAG rate where possible</b>
<ul style="list-style-type: none"> <li>▪ Access to consistently very good/outstanding teaching and support throughout a pupil's school journey.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensuring enough time is given over to allow for staff professional development</li> <li>▪ Ensure staff development focus on school priorities</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% of teaching is good across all subjects</li> <li>▪ 75% of RWM teaching is typically very good+</li> </ul>
<ul style="list-style-type: none"> <li>▪ Improving Phonics provision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure all relevant staff (including new staff) have received training (n-going) to deliver the phonics scheme effectively</li> <li>▪ Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1</li> </ul>	<ul style="list-style-type: none"> <li>▪ 80% of PPP pass phonics screening</li> <li>Need to ask Yr 1 team – they are in the 'throws' of collected data – won't be ready yet.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Tracking – gathering rich information about</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish assessment capture across trust.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides accurate and regular</li> </ul>

pupil attainment and progress	<ul style="list-style-type: none"> <li>Track attainment outcomes of dis children</li> </ul>	assessment of attainment
<ul style="list-style-type: none"> <li>Promote and increase reading for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>Embed use of Accelerated Reader across all year groups to increase reading for pleasure.</li> <li>Establish Reading progression structure through Upper School</li> <li>Establish reading champions</li> <li>Establish new Lower School library</li> <li>Establish new reading/story telling garden</li> </ul>	<ul style="list-style-type: none"> <li>Progress is good or better for all children (inc dis-ad) to attainment in reading is similar to that of non-dis pupils.</li> <li>For identified dis pupils progress is swifter and accelerated progress is achieved.</li> </ul>
<ul style="list-style-type: none"> <li>Digital divide preventing children from accessing online learning and/or able to produce homework on a digital device.</li> </ul>	<ul style="list-style-type: none"> <li>Develop TEAMS for whole school implementation</li> </ul>	<ul style="list-style-type: none"> <li>Devices available for dis-advantaged pupils.</li> <li>Provision is develop in such a way as to be effective through various devices.</li> </ul>

❖ **Targeted academic support (spend allocation 20/21 £20,000)**

Area & Spend	Action	Intended impact
<ul style="list-style-type: none"> <li>From Term 2 (20/21) - Recruit a learning support teaching assistant to deliver Maths/English tuition and catch up interventions to targeted children across the school, either 1:1 or in small groups, in order to raise attainment in core subject areas. The successful candidate will work with children from Key Stage 1 and Key Stage 2 classes, falling under the line management of the SENCo. Depending on experience and grade, the role will involve planning and implementing a series of targeted interventions.</li> </ul>		
<ul style="list-style-type: none"> <li>Maths</li> </ul>	<ul style="list-style-type: none"> <li>Establish small group or 1:1 maths interventions for disadvantaged pupils falling behind age-related expectations</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support to enable accelerated progress</li> </ul>
<ul style="list-style-type: none"> <li>Booster sessions (Maths and English)</li> </ul>	<ul style="list-style-type: none"> <li>Support staff used for targeted interventions</li> <li>Foundation - TA who works closely with children to support child initiated learning and specific areas that they need to develop. This is documented on a 'targeted support' form, which is updated regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support to enable accelerated progress</li> </ul>
<ul style="list-style-type: none"> <li>1:1 or small group</li> </ul>	<ul style="list-style-type: none"> <li>Using various approaches such as extended PPA, TA cover, focus groups in lessons provide</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated progress/catch up</li> </ul>

feedback time and targeted support from class teacher	more frequent and deeper feedback to all pupils including targeted dis pupils	
<ul style="list-style-type: none"> <li>Foundation Stage</li> </ul>	<ul style="list-style-type: none"> <li>Providing a weekly S&amp;L activity to do in small groups with a TA.</li> <li>For children (inc any PPP) who are working at a significantly lower level, we are providing a weekly S&amp;L activity to do in small groups with a TA. This may focus on vocabulary, speaking in sentences, pre-learning and using talk to explain their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>All PPP leave Foundation as good communicators, and enjoy sharing their ideas with adults and children alike (expected level for age).</li> </ul>

➤ **Wider strategies that support readiness to learn (Spend allocation 20/21 £14,000)**

Area & Spend	Action	Intended impact/Success criteria
<ul style="list-style-type: none"> <li>Some individual Pupil Premium Pupil's attendance potentially creates a dis-advantage.</li> </ul>	<ul style="list-style-type: none"> <li>Close monitoring of attendance and swift intervention as needed</li> <li>Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need</li> <li>Establish attendance ethos with families from the Foundation through parent welcome meetings and child focus sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Improved attendance of disadvantaged pupils 95.5%+</li> </ul>
<ul style="list-style-type: none"> <li>Strong &amp; firmly established home school links</li> </ul>	<ul style="list-style-type: none"> <li>Positive action – recognise that some families will need more time/more frequent opportunities to maintain a good and effective working relationship with school in order to bring learning support/ethos/habits into the home</li> <li>'Focus' vocabulary linked to our topic or specific areas of learning, is shared with parents via a weekly learning overview (Foundation).</li> </ul>	<ul style="list-style-type: none"> <li>All dis pupils/families attend parents evenings across the year (more for some families as needed)</li> <li>All families actively engaging with school</li> </ul>
<ul style="list-style-type: none"> <li>Access to wider experiences, including participation in extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Using funding as appropriate to overcome any financial barriers</li> <li>Linked to this parental organisation/circumstances and school engagement can also prevent children from</li> </ul>	<ul style="list-style-type: none"> <li>PP participation rates in-line with non PP</li> </ul>

	attending extra- curricular activities. Finds ways to support e.g. encouraging pick by others. School to bridge any gap e.g. wait 5-10 minutes longer in reception.	
<ul style="list-style-type: none"> <li>Developing early readers and home/school habits</li> </ul>	<ul style="list-style-type: none"> <li>Foundation - Foster a love of books and reading through – dedicated reading area, both inside and out and have ensure these are an inviting place to be (paint outside cottage inside and children’s beanbags as well as an ‘adult’ chair) inside reading area.</li> <li>We plan to ensure ALL children are taking home a ‘phased’ reader by the end of term 2. Any children, who are not ready to access a phase 2 reader, will take a wordless book, in order to enable them to engage in a reading activity at home.</li> <li>Weekly Tapestry videos are being put on, to inform parents of the sounds their children are working on, pronunciation and handwriting patter, to ensure consistency between home and school.</li> <li>When children are given a reading book, an information video about how to support their child’s skills in reading is also published to the child’s Tapestry journal.</li> </ul>	<ul style="list-style-type: none"> <li>Well established home learning reading habits established. Ready to progress to next stage of learning.</li> </ul>

#### Section 4: Impact Review (2020-2021)

##### A. Some individual Pupil Premium Pupil’s attendance potentially creates a dis-advantage.

17/18 - 95.3%  
18/19 - 94.4%  
19/20 - 94.9%  
20/21 – 95%

*Whole school attendance sits at 96.9% for this academic year. There continues to be a raised awareness of those pupils with a low attendance figure, particularly our Pupil Premium and vulnerable pupils. Attendance is a focus for senior leaders and they are proactive in pushing this figure closer to 96%, and in line with non-pupil premium. Contact is made with parents or carers*



*of children whose attendance is not where would expect it to be. The school have taken effective actions in this area and these have had some impact. Throughout the challenges faced by schools, due to Covid-19, all staff have been proactive in checking in with those children who have not attended remote learning.*

**B. Access to wider experiences, including participation in extra-curricular activities. Linked to this parental organisation/circumstances and school engagement can also prevent children from attending extra-curricular activities.**

*This academic year has given us challenging restrictions to work through, and as such, the extra-curricular activities that Charlton have been able to offer have been limited. However, some activities have been prioritised and these include Forest School and VAT music provision for some more vulnerable children. Although some traditional activities have not been able to take place in the normal way, we have endeavoured to adapt these so that the children do not miss out.*

**C. Limited time for class teachers to deliver 1:1 learning support**

*Funding was made available from the PP budget to ensure that more 1:1 teaching took place where possible. Although, with the needs of the children and the pandemic, teaching was not always delivered by the class teacher, specialist Teaching Assistants made a difference. This included the support in English and maths across the key stages. There was a noticeable difference made for some children in reading.*

**D. Access to consistently very good/outstanding teaching and support throughout a pupil's school journey.**

*Phonics - Internal tracking was indicating an improvement in disadvantaged outcomes following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by Summer 2021.*

*The new reading lead is to review the tracking of PP children throughout their learning journey at Charlton. Once processed, this will be on an electronic database.*

**E. Digital divide preventing children from accessing online learning and/or able to produce homework on a digital device.**

*Staff development sessions were devoted to the training and implementation of TEAMS across the school to enable all children access to remote learning. This was a huge success. A local charity and the local community supported the school to ensure that all children were able to access a device and to maximise the potential of this new way of working. This was crucial as the promised government devices arrived after some of the year groups were welcomed back into the school environment. It was decided that the devices donated to school, for the more vulnerable children to use, were to be left with the families to enable further access.*

**F. Effective home support with learning and engagement with pupil progress (disadvantaged children are currently over represented in those parents not attending parents evening)**

*Parents' Evenings took on a new format for this academic year and for last. With a quick turnaround, staff were able to offer a virtual appointment through the use of Whereby. From previous feedback, we understood that it was imperative for children and parents to be able to have some face to face, albeit virtual, communication with school staff.*

## **Overall Summary (need to add more text/narrative here)**

At Charlton our three year strategy has been to have a focus on three areas of activity, as the drivers to help narrow and ultimately close the attainment gap. Improving these areas has inevitably benefitted non-eligible pupils as well. This tiered approach combines:

- 1 Staff development to improve teaching (and learning)
- 2 Targeted academic support
- 3 Wider strategies that support readiness to learn

1. Staff professional development has been a focus throughout this time and at the centre of appraisals. With the unusual situation we continue to find ourselves in staff have worked hard to deliver a 'catchup' curriculum and then informal assessments to capture gaps for children, with a focus on pupil premium. Reading development for staff and children has been a particular focus and there is now a much more progressive approach across the school

2. Support staff have targeted disadvantaged pupils, using a 1:1 approach or through small group work. All children in early years have had support from teachers and TAs to reintegrate back into school life and the busy environment of school; learning to play with each other and to interact. The development of children's speech and language has certainly been hindered and activities in small groups have been delivered.

3. Attendance has been a focus throughout and support has been available to access remote learning and school during lockdown. Senior leaders continue to incorporate the role of 'welfare officer' to support those with acute and/or differing needs with regards to school attendance.

Attendance continues to be a focus from the start of school, and the Foundation Stage, through early communications, building a positive ethos and relationships from the start. This links to regular learning overviews for early years.

A development of the lower school library, the Story Telling Garden and reading schemes has developed a love of books and, in turn a lust for learning.