

Pupil Premium Strategy Statement

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	Charlton Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Steven Rose (EHT)/Michelle Rooke (HoS)
Pupil premium lead	Michelle Rooke (Head of School)
Governor / Trustee lead	Karen Harrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,280
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,805

Part A: Pupil premium strategy plan

Statement of intent

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 children 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.

At Charlton, we are continuing to take a longer-term approach to planning how to use the annual grant over and this, again, will be over a 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.

The review of the spending of the Pupil Premium funding, over a longer period enhances the school's ability to better plan spending; incorporate recruitment; develop teaching practice through sequential staff development.

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 that:

- parents and 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

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and those who are, or potentially are, young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which

disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular assessment. The approaches we have adopted complement each other to help pupils achieve their potential. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Our approach also incorporates the findings from The National Foundation for Educational Research. These conclusions 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 children as well.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring within school shows that attendance data for disadvantaged children is lower than those non-disadvantaged children. Some have been identified as persistently absent and this absenteeism impacts negatively on the progress these children make.
2	Observations of the school cohort and phonics screening outcomes suggest that there are greater difficulties with phonics, underdeveloped oral language skills and gaps in vocabulary for our disadvantaged children, impacting negatively on their development as a reader.

3	More than ever before, school and parents have identified that social and emotional issues are impacting on children's attainment and engagement. These relate to the lack of enrichment opportunities for disadvantaged children. Teacher referrals for support have markedly increased.
4	Our findings, supported by national studies, suggest that the attainment of children from disadvantaged backgrounds in maths and English (reading and writing) falls below that of non-disadvantaged children. Limited time for class teachers to deliver bespoke 1:1 and small group learning support/catch -up.
5	Effective home support with learning and engagement with pupil progress (disadvantaged children are currently over represented in those parents not attending parents evening)

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.

Targeted action and academic support

Each year the leadership team review (and re-identify) the main issues preventing disadvantaged children 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
- support with the provision of school equipment; uniform, books, digital resources

Intended outcome	Success criteria
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<p>The attendance of Pupil Premium children to be inline or better than that of non-Pupil Premium children.</p>	<p>Improved and sustained attendance of disadvantaged pupils 95.5%+ By July' 2022</p>
<p>A clear gap in reading, writing and maths for our most vulnerable children compared to their peers.</p>	<p>By 2024/2025 - KS2 outcomes show that 75% of disadvantaged pupils met te expected standard +</p>
<p>Pupil-Premium children have exposure and opportunities to experience extra-curricular and improved well-being</p>	<p>By 2024/2025 - Pupil-Premium participation rates to be in-line with non-Pupil Premium children Qualitative data from pupil voice and parent surveys</p>
<p>Pupil premium children have access to consistently very good/outstanding teaching and support throughout a pupil's school journey.</p>	<p>Recruitment ensures Quality First Teaching – focus on appointing high quality, inclusive teaching for all pupils in a class, to include differentiated learning strategies to support and engage all learners. On-going high quality CPD - 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.</p>
<p>Parents feel supported and informed to ensure engagement.</p>	<p>All parents of Pupil-Premium children are prioritised/targetted to ensure participation in Parents' Evenings etc.</p>
<p>Improved early oral language skills, vocabulary and reading fluency among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Phonics screening 90%+ by 24/25</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that the recruitment of all staff appointed within the school is focused on QFT	The monitoring of teaching and learning throughout the academic year shows that teaching is judged as good or better across the whole school	1, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Choosing a phonics teaching programme - GOV.UK (www.gov.uk)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5, 6
Ensure activities across the school support the development of the development of extended vocabulary	Evidence suggests that oral language interventions and high-quality classroom discussions impact positively on the reading ability of children. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Enhancement of our maths teaching and curriculum planning in line with DfE, NCETM and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	4
Prioritise time for teachers to be released to work with curriculum lead and for ‘staff	Recent monitoring, internally and externally, suggests that the focus on staff development has significantly enhanced the new curriculum development within school. Momentum has	2, 3, 4, 5, 6

<p>development sessions’ to be dedicated to key school development areas, to include the further development of maths resourcing and delivery.</p>	<p>continued throughout a challenging period in the education system.</p> <p>Quality Assurance of Teachers Continuing Professional Development</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Smaller more focused early reading groups during post phonics group reading sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics and early reading has been shown to be more effective when delivered as regular sessions.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p>
<p>The implementation of maths interventions through a maths specialist TA in small groups or through 1:1 to ensure those PP children do not fall</p>	<p>Targeted support to have enabled accelerated progress.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	<p>2, 4, 5</p>

behind age related expectations.		
A clear focus across the school on Reading for Pleasure.	<p>All children have access to the school library's, our local library is promoted.</p> <p>Whole school focus at the start of each academic year.</p> <p>Promotion of reading material via the online book club on the new school website.</p> <p>Through the planned book fairs, pupil premium children to benefit from the funds raised to access new reading books.</p> <p>Reading attainment for all children is inline with age related expectations.</p>	2, 4, 5

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

Budgeted cost: £12,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on restorative approaches with the aim of developing our school ethos and improving behavior/well-being across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,5
Close monitoring and intervention should a pp child's attendance dip below 90% Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	SLT members to develop positive working relationships with all PP families but focus on those with higher absence; communication with clear monitoring systems. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 2, 3, 4, 5

<p>Ensure all children have access to digital devices to be able to access online learning.</p>	<p>All children (particularly in upper school) are able to access TEAMS through any devices provided by school.</p> <p>Remote-Learning-The-Digital-Divide-Final.pdf (suttontrust.com)</p>	<p>6</p>
<p>ELSA support for those identified children who can benefit from emotional intervention.</p>	<p>Throughout the year, all identified children will have had access to ELSA support as and when appropriate.</p>	<p>1, 3</p>
<p>Contingency support fund for unexpected issues related to PP children.</p>	<p>A need for a small amount of Pupil Premium funding to be set aside to be able to respond quickly to the unidentified and unexpected needs of disadvantaged children.</p>	<p>All</p>

Total budgeted cost: £60,805

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, the information detailed below shows the impact of support through a disrupted period.

-During periods of whole school opening, monitoring of teaching and learning through lesson observations gave evidence of good or better teachers across the school. Recruitment and retention of excellent teachers.

-Plans were put into motion to ensure that a whole school approach to phonics was in place for 21/22 to ensure a validated scheme was selected successfully.

-Assessments for children proved challenging given the last academic year, however clear gaps in reading, writing and maths continued.

-Reading for Pleasure continued to be a focus with the revamping of an upper and lower library, a whole school reading approach and the creation of a story telling garden. The use of digital technology allowed for a story telling channel for all children to access while away from school.

-All pupil premium children had access to a device to enable home learning and remote learning to be successful for all.

-Teaching staff worked to implement further support for vulnerable and disadvantaged children in maths and English.

-Pupil Premium children were prioritised for contact during school closures and also prioritised through school discretion for places in bubbles during this time.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was used to support forces families with childcare throughout school holidays, though funded sports clubs.

	<p>Emotional support provided for those families who required it through deployment or support through school closures.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pastoral support offered during challenging times enhanced the emotional well-being of forces children.</p> <p>Childcare support helped to mitigate the negative impact during parental deployment.</p>

Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

We aim to include training a mental health lead within the school to support behaviour, attendance and to also support families with adult members requiring further support.

Further support will include accessing food banks and support for our extremely vulnerable families.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific children's needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have regular planned reviews of the strategy for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.