



Pupil Premium Strategy Statement

Review 22-23

This statement details our school's use of Pupil Premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2022 to 2023 academic year.

It outlines our Pupil Premium Strategy, how we spent the funding in the 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	9.7% = 41 children
Academic year/years that our current pupil premium strategy plan covers.	2021/2022 2022/2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022 September 2023
Statement authorised by	Steven Rose (EHT)/Michelle Rooke (HoS)
Pupil premium lead	Heidi Thorne (22/23)
Governor / Trustee lead	Sam Wynn

Funding overview

Detail	Amount (22/23)
Pupil premium funding allocation this academic year	£60,439
Recovery premium funding allocation this academic year	Recovery Premium Total Recovery Premium award £6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,964

Part A: Pupil premium strategy plan

Statement of intent

The overall objective of our Pupil premium strategy is to raise the educational attainment of PLAC, LAC and pupils who are eligible for FSM Ever 6.

In line with the 3-tiered approach in EEF's pupil premium guide, the focus of our activities and planned spend are centred around three key areas:

- supporting the quality of teaching, such as staff professional development;
- providing targeted academic support, such as tutoring
- tackling non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Our intention is that all pupils, irrespective of their background or current situation make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (particularly reading and the initial stages of learning to read). High quality teaching, day in day out, is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve and succeed in school.

To ensure they are effective we will:

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

Use of wider strategies

Supporting attendance

We recognise that attendance and student outcomes are closely linked and we regularly analyse school attendance data to promote good attendance and identify children who have low attendance.

We support children by:

- Building relationships with disadvantaged pupils and their parents.
- Monitoring pupils with low attendance and working with them to improve.
- Understanding the barriers to attendance.
- Developing attendance plans for individual pupils.
- Regularly analysing school attendance data

Extra- curricular activities

We have worked hard to develop a curriculum that not only gives children the necessary skills and knowledge to achieve but helping them to be good citizens. Through our new citizenship award, children can receive positive recognition for supporting our school and wider community.

Supporting pupils' social, emotional and behavioural needs

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. We have are training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and young people in their care this includes a qualified ELSA. We know that when children are happy and positive they are more ready to learn.

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	The attainment of children from disadvantaged backgrounds in maths and English (reading and writing) falls below that of non-disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
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 (22/23)**, 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, being 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
Good attendance for children who attract PP funding	Improved and sustained attendance of disadvantaged pupils 96%+
Improved outcomes (attainment)	By 2023/2024 - KS2 outcomes show that 75% of pupils* attracting PP funding met the expected standard + (RWM combined) *or made good progress if EHCP for learning
All pupils attracting PP funding involved in some form of extra-curricular or enrichment	By 2023/2024 - Pupil-Premium participation rates to be in-line with non-Pupil Premium children Qualitative data from pupil voice and parent surveys

<p>Pupil premium children have access to consistently very good/outstanding teaching and support throughout a pupil's school journey.</p>	<p>All teaching is good across the school over half is Outstanding</p>
<p>Parents feel supported and informed to ensure full engagement with schooling.</p>	<p>All parents attend parents evening.</p>
<p>Improved early oral language skills, vocabulary and reading fluency among disadvantaged pupils.</p>	<p>Phonics screening 90%+ by 23/24</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
<p>Delivering high quality education to all our learners.</p>	<p>The monitoring of teaching and learning throughout the academic year shows that 100% of teaching is consistently very good. Any teaching below this standard is identified through robust monitoring systems and support is structured, supportive and effective through instructional coaching.</p>	<p>1, 4, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Choosing a phonics teaching programme</p> <p>GOV.UK (www.gov.uk)</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5, 6</p>
<p>Purchase of a range of phonetically decodable books to complement the Little Wandle Phonics Programme.</p>	<p>This range of books has been purchased for home based reading and complements the Phonics programme and the explicit teaching of reading sessions to further enhance reading progress.</p>	<p>2,3,4,5</p>

<p>Ensure activities across the school support the development of extended vocabulary</p>	<p>Evidence suggests that oral language interventions and high-quality classroom discussions impact positively on the reading ability of children.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE, NCETM and EEF guidance.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>4</p>
<p>Prioritise time for teachers to be released to work with curriculum lead and for staff development sessions' to be dedicated to key school development areas, to include the further development of maths resourcing and delivery.</p>	<p>Recent monitoring, internally and externally, suggests that the focus on staff development has significantly enhanced the new curriculum development within school. Momentum has continued throughout a challenging period in the education system.</p> <p>Quality Assurance of Teachers Continuing Professional Development</p>	<p>2,3,4,5</p>
<p>Teachers are fully engaged in high quality teaching and learning. CPD is focused on the EEF '5 a day':</p> <ul style="list-style-type: none"> -Explicit instruction -Cognitive and Meta-cognitive strategies -Scaffolding -Flexible grouping -Use of technology. 	<p>CPD focus on the '5 a Day' principles of effective practice and embed strategies within their classroom practice.</p> <p>A system of peer review and coaching supports effective delivery and embeds instructional coaching and retrieval.</p> <p>The instructional coaching process is included within the appraisal system and demonstrates continual development of professional principles and practice.</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,5</p>

Improved use of data to inform classroom based intervention	The Data tracking system will be evaluated and reviewed so that it will be used effectively across the whole school to effectively identify underachieving children. This information will provide accurate data to drive intervention support and improve outcomes in all subjects for disadvantaged learners including Mathematics and English. Classroom intervention plans are developed to support disadvantaged learners who are not making expected progress.	2,3,4,5
Accelerated Reader	This scheme is designed to improve reading and comprehension as measured by an increase in learners reading age. STAR reading tests inform reading intervention programme. Use of accelerated reader diagnostically for the identification of learners in need of intervention.	2,3,4,5

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
Smaller more focused early reading groups during post phonics group reading sessions	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. Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
The lowest 20% of readers are identified within each class and read daily to an adult to accelerate progress.	Reading fluency and comprehension sessions ensure the child is able to access and understand the text.	2,4,5

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: 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 behind age related expectations.</p>	<p>Targeted support to have enabled accelerated progress. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	<p>2, 4, 5</p>
<p>A clear focus across the school on Reading for Pleasure.</p>	<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 in line with age related expectations.</p>	<p>2, 4, 5</p>

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

Budgeted cost: £12,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring and intervention should a child's attendance dip below 90%</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>SLT members to develop positive working relationships with all PP families but focus on those with higher absence; communication with clear monitoring systems.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 4, 5</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>Music for wellbeing and enrichment</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3,4</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. Eg. A spare pair of glasses</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 2022 to 2023 academic year.

Targeted support and academic outcomes

Key Actions:

- Tutoring in small groups and 1:1 by class teachers after school. --
- Tutoring by qualified teacher during the school day.
- Tutoring by TA before school. -
- Homework club run by teacher and support staff

Impact on KS2 Pupil Premium outcomes:

- 23% increase in Maths attainment for KS2 from 21-22 academic year.
- 27% increase in Reading attainment from 21-22 academic year.
- 7% increase in writing attainment from 21-22 academic year.

Impact on KS1 Pupil Premium outcomes:

- Reading. Outcomes in reading for those attracting PP funding remained roughly the same on previous year (2022= 33% EX+ vs 2023 = 29% EX+)
- Writing. Outcomes in writing for those attracting PP funding increased by 26% on previous year (2022= 17% EX+ vs 2023 = 43% EX+)
- Maths Outcomes in writing for those attracting PP funding increased by 10% on previous year (2022= 33% EX+ vs 2023 = 43% EX+)
- Implementation of new phonics scheme and catch up phonics programme.
- 25% of children in receipt of funding met the phonics standard 2023 compared to 0% in 2022.
- 40% of Reception children in receipt of PP funding achieved GLD.

Intended outcome	Success criteria
Good attendance for children who attract PP funding	Improved and sustained attendance of disadvantaged pupils 96%+
<p>Review 22-23: Attendance remains lower than pre-Covid levels for all children with the school attendance for the year at 94.7% Attendance levels remain low for our children in receipt of PP funding which was 88.7% for academic year 22-23. Improving the attendance of the children in receipt of PP funding remains a priority.</p>	
Improved outcomes (attainment)	By 2023/2024 - KS2 outcomes show that 75% of pupils* attracting PP funding met the expected standard + (RWM combined) *or made good progress if EHCP for learning
<p>Review 22-23: More targeted tutoring and interventions are in place to close gaps in knowledge. Current data capture has shown a narrowing of the data gap between children in receipt of pp funding and non-pp peers in certain year groups. Continuing to close these gaps remains a priority.</p> <p>Outcomes at the end of the academic year 22-23:</p> <p>Outcomes at the end of the academic year 22-23: GLD: GLD outcome for all children was 69.4% as a group, 40% of those in receipt of PP funding achieved GLD. This is an improvement from previous year where no children in receipt of funding achieved GLD. Phonics: 83% of children met the standard for phonics compared to 25% of those in receipt of PP funding. This is an improvement on the previous year where no children in receipt of PP funding met the standard. KS1 outcomes: Outcomes for the cohort in KS1 improved significantly from the previous year. Reading: Although reading for the cohort improved significantly by 20%, Reading outcomes for those in receipt of PP remained similar to the previous year. Writing: There was a significant increase in writing outcomes for the cohort compared to 2022-23 and there was a significant improvement in writing outcomes for children in receipt of funding. Maths: Outcomes for children in receipt of PP rose by 10%. KS2 outcomes: Of the 9 pupils in receipt of funding sitting the KS2 SATS- 30% achieved the expected standard in Reading, Writing and Maths compared to 47% of the whole cohort. Maths: 66% achieved expected standard compared to 40% of those in receipt of PP, however this was a 23% increase from the previous year for those in receipt of funding. Reading: Outcomes for the cohort decreased slightly compared to 2022. However, those in receipt of PP funding, outcomes nearly doubled from 33% to 60%. Writing: Outcomes at the end of KS2 remain similar to the previous year at 63% for the cohort and outcomes for those in receipt of PP funding increased by 7%, from 33% to 40%</p>	

<p>All pupils attracting PP funding involved in some form of extra-curricular or enrichment</p>	<p>By 2023/2024 - Pupil-Premium participation rates to be in-line with non-Pupil Premium children</p> <p>Qualitative data from pupil voice and parent surveys</p>
<p>Review 22-23: All children in receipt of funding accessed extra-curricular and/or enrichment opportunities in 22-23 academic year.</p>	
<p>Pupil premium children have access to consistently very good/outstanding teaching and support throughout a pupil's school journey.</p>	<p>All teaching is typically good across the school</p>
<p>Review 22-23: Teacher focus on high quality teaching through EEF '5 a day'. The standard of teaching last year was typically good but pockets of teaching remain inconsistent.</p>	
<p>Parents feel supported and informed to ensure full engagement with schooling.</p>	<p>All parents attend parents evening.</p>
<p>Review 22-23: Staff are actively engaging with parents to ensure they are informed about children's progress but attendance at parents' evenings remain lower for children in receipt of funding.</p> <p>Invitation to a maths morning in Year 2 showed a good uptake by families and this will be explored for future events.</p>	
<p>Improved early oral language skills, vocabulary and reading fluency among disadvantaged pupils.</p>	<p>Phonics screening 90%+ by 23/24</p>
<p>Review 22-23: Little Wandle phonics is now embedded and results are improving over time. There still needs to be a greater focus on children 'keeping up' and not 'catching up' in this group.</p>	

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was used to support forces families though funded sports clubs.
	Emotional support via ELSA provided for those children who required it.
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support offered during challenging times enhanced the emotional well-being of forces children.

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.