



Pupil Premium Strategy Statement

November 2025

Pupil premium strategy statement – Charlton Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils (not including services)	9.6% Pupils FSM/E6 = 31 CWCF = 2
2	September 2025 to July 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Samantha Campbell (HoS) and Steven Rose (EHT)
Pupil premium lead	Heidi Thorne
Governor / Trustee lead	Karen Harrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,965 (FSM/E6) £2,100 (Service) £5,260 (CWCF) Total = £54,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,325

Part A: Pupil premium strategy plan

Statement of intent



Our vision is to be an exceptional school where children flourish.

This will be achieved through an ambitious and engaging curriculum in a happy, kind, inclusive environment facilitated by committed and caring staff.

At Charlton Primary School, we have high aspirations for all children. We are committed to ensuring that all pupils experience a strong sense of belonging throughout their time at Charlton. It is our ambition that all pupils reach their full potential irrespective of circumstances. At Charlton, the key principles of our strategy are:

1. A culture of collective responsibility for disadvantaged pupils
2. Supporting the quality of teaching through training and professional development to improve the impact of teaching and learning for our pupils.
3. Providing targeted academic support
4. Tackling non-academic barriers to academic success

Challenges

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

Challenge number	Detail of challenge
1	Lower Attainment Statutory assessment outcomes indicate that too often, economically disadvantaged pupils have lower attainment compared to their peers.
2	Higher Absence Economically disadvantaged pupils have lower attendance rates and higher levels of absence compared to their peers, which continues to impact their academic progress and engagement.
3	Cultural Capital Economically disadvantaged pupils may enter school with comparatively lower levels of cultural capital, which can affect their ability to fully engage with the curriculum, broader learning experiences, and extra-curricular opportunities.
4	Learning Behaviours Economically disadvantaged pupils often exhibit lower resilience, confidence, and self-esteem, which can negatively impact their willingness to take on challenges and fully engage in learning opportunities.
5	Family Engagement Parental engagement with school is lower among economically disadvantaged families.

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
Improved attainment levels in Reading, Writing and Maths for those eligible for FSM at the end of Key Stage 2	<ul style="list-style-type: none"> The attainment gap between those eligible for FSM and their peers will reduce. Outcomes are above the national average when compared to similar children.
Improved attendance for FSM group and other disadvantaged groups	<ul style="list-style-type: none"> Attendance of FSM pupils will be above the national average data for this group.
Disadvantaged pupils will be supported to build the self-belief and resilience needed to take academic risks and participate confidently in all aspects of school life.	<ul style="list-style-type: none"> Increased pupil participation Disadvantaged pupils are more willing to contribute in class discussions and group work, demonstrating growing confidence. Improved engagement with challenging tasks

	<ul style="list-style-type: none"> Pupils show greater persistence when faced with difficult work, with a reduction in task avoidance or disengagement.
Disadvantaged pupils will engage in a wide range of enrichment opportunities. Parental engagement will increase to be in line with non-disadvantaged peers	<ul style="list-style-type: none"> Tracking of opportunities will show engagement by disadvantaged children. Increased attendance by parents at parents' evenings and parent workshops.
To sustain and improve children's sense of wellbeing and belonging at Charlton.	<ul style="list-style-type: none"> Pupil voice, pupil surveys and parent surveys reflect positively.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote a whole school approach and ensure all staff:</p> <ul style="list-style-type: none"> have a collective understanding of challenges and responses to these challenges take collective responsibility for delivering the strategy 	Develop your strategy EEF	1-5
<p>HIGH QUALITY TEACHING</p> <p>To introduce and embed 'The Charlton Pupil Toolkit for Learning'.</p> <ul style="list-style-type: none"> To embed a consistent approach to developing pupils' independence, resilience, and metacognitive skills. To provide a shared language and clear strategies for effective learning To strengthen teaching consistency To promote inclusion To empower all pupils to take greater ownership of their learning. 	Metacognition and Self-regulated Learning EEF	1-4

<p>To improve outcomes in writing for economically disadvantaged children.</p> <ul style="list-style-type: none"> - Providing contextual experiences that link to writing. - Explicit teaching of key skills and revision - Frequent revisiting of previous learning - Use of scaffolds and frames to support independent work - High Quality teaching model including the use of WAGOLL and shared writing - Opportunities to build vocabulary and using context - Oral rehearsal of sentences - The use of visual aids eg. Picture prompts - Through the use of high quality texts that links to the schools' demographic - Targeted adult support and intervention. - To embed the Hampshire model of writing. 	<p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p> <p>How 'The Simple View of Writing' can help you develop your... EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	<p>1, 4</p>
<p>Support all pupils in developing fluency, reasoning, and problem-solving abilities in Maths</p> <ul style="list-style-type: none"> • Develop teacher subject knowledge and planning confidence through quality CPD • The universal offer is through the approach of clear modelled examples – I do, we do, you do. • Maths reasoning is built into maths lessons to allow for children to build their confidence with this. • Pre learning maths quizzes are carried out to meet the children where they are academically. • Fluency sessions are taught separately to the main maths sessions to build confidence with number fluency. • Use assessment to identify gaps and address misconceptions • Provide targeted interventions based on need • Offer maths workshops for parents 	<p>Parental engagement EEF</p> <p>How children learn maths EEF</p> <p>EEF blog: Modelling mathematical thinking EEF</p>	<p>1,4 5</p>
<p>To improve reading early reading skills and reading fluency.</p> <ul style="list-style-type: none"> • Targeted support for teachers around Reading Skills • Training in Little Wandle phonics programme for new teachers and the Acorns team. • Promote reading for pleasure to families (stay and read; pop up book shop; story stacks; priority readers) 	<p>Working with Parents to Support Children's Learning EEF</p> <p>Phonics EEF</p>	<p>1,4</p>

<p>To address the starting attainment gap in the EYFS through:</p> <ul style="list-style-type: none"> • High quality CPD for staff • Refinement of curriculum long term plans with a focus on cultural capital/ enrichment opportunities • Robust tracking of progress • Targeted support which is responsive to pupils' needs • Building relationships with children and families 	<p>Guide to Effective Professional Development in the Early Years EEF</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Early maths EEF</p> <p>Early literacy EEF</p>	<p>1,3,5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention to close gaps in reading, writing and maths.</p> <ul style="list-style-type: none"> • Embed use of the Rapid Catch-Up programme and introduce the SEND programme from Little Wandle for targeted support. • Targeted booster groups for Year 6 • Spotlight children identified for daily reading support in Key Stage1 and 2 • Targeted teacher/pupil time (fortnightly) 	<p>Small group tuition EEF</p> <p>One to one tuition EEF</p>	<p>1, 2,3,5</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>To improve attendance and punctuality.</p> <ul style="list-style-type: none"> • Early intervention with families • Identifying barriers to attendance for children who are persistently absent. 	<p>Supporting attendance EEF</p> <p>Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation</p>	<p>2</p>
<p>A range of workshops offered to families around the areas of:</p> <ul style="list-style-type: none"> • Academic support • Wellbeing support • Behaviour support • Autism • sleep 	<p>Working with Parents to Support Children's Learning EEF</p> <p>Parental engagement EEF</p>	<p>5</p>
<ul style="list-style-type: none"> • Contacting parents/carers by phone to offer discussion evening appointments. • Follow up teacher calls for any missed parent-teacher appointments 	<p>Parental engagement EEF</p>	<p>5</p>
<p>Children are provided with opportunities for enrichment through the curriculum and through extra-curricular activities including, for example, music lessons, theatre performances, sport's competitions and school trips.</p>	<p>Life skills and enrichment EEF</p> <p>Physical activity EEF</p>	<p>2-4</p>

Total budgeted cost: £67,163

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of a previous pupil premium strategy plan.

Overall, our previous Pupil Premium strategy has been **partially successful**. We have made meaningful progress in improving engagement and providing targeted support, which has benefited many disadvantaged pupils. However, there remains significant work to be done to fully close the academic attainment and school engagement gaps. Moving forward, we will continue to refine and strengthen our approach to ensure more consistent and sustainable outcomes for all disadvantaged learners.

See previous statement for 23-25

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In the last academic year, the school received roughly **£2,000** in Service Pupil Premium (SPP). This funding was used to provide targeted support for the wellbeing, stability and educational engagement of pupils from service families. Our expenditure focused on meeting the pastoral and emotional needs associated with service life and ensuring that pupils remained fully included in the life of the school.

The impact of that spending on service pupil premium eligible pupils

Service Pupil Premium funding had a positive effect on the wellbeing and engagement of our service children. When needed pupils benefited from targeted pastoral and ELSA support, which strengthened their emotional resilience.

Access to enrichment activities supported their inclusion in wider school life, while resources and communication support where are available to maintain stability during times of change.

Further information

N/A