



Charlton Primary School

Pupil Premium Strategy Statement

Last reviewed: September 2025

School overview

Detail	Data
School name	Charlton Primary School
Number of pupils in school (R – Yr 6)	412
Proportion (%) of pupil premium eligible pupils	(36) 8.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24-2025/26
Date this statement was first published	01.12.23
Date on which it will be reviewed	Final review Sept'25
Statement authorised by	Samantha Campbell (HoS) and Steven Rose (EHT)
Pupil premium lead	Heidi Thorne (AHT)
Governor / Trustee lead	Chris Salt (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55 290
Recovery premium funding allocation this academic year	TBC
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	£55 290

Part A: Pupil premium strategy plan

Statement of intent

At Charlton Primary School, we have high aspirations for all children and our intention is that all pupils, irrespective of their background or current situation, make good progress and reach their full potential across all areas of school life.

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. We are committed to raising the educational attainment of all children who are eligible for pupil premium funding (including those eligible for FSM, FSM6, CWCF, PCWCF and children who have parents in the armed forces).

We aim to use our Pupil Premium grant to create a package of support to tackle the range of identified common challenges and to focus on individual needs and barriers to attainment.

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

Use of wider strategies

- Supporting attendance
- Extra- curricular activities
- Supporting pupils' social, emotional and behavioural needs

Challenges

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

Challenge	Detail of challenge
1: Attainment	<ul style="list-style-type: none"> • Children attracting PP funding are not achieving as well as their peers academically as shown through statutory outcomes. - Attainment at KS1 and KS2 in writing is lower for children eligible for PP funding. - Attainment in Maths at KS1 and KS2 is lower for children in receipt of PP funding. - Attainment in Reading at KS1 and KS2 is lower for children in receipt of PP funding. • A number of children eligible for PP funding are also on the SEND register resulting in a greater challenge for age related attainment than their non-pp peers in reading, writing, maths and phonics. • Early speech and language development issues impacts on progress across the EYFS curriculum. • Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading. This gap appears from the onset of early reading (phonics). This has been negatively impacting in their development as readers.
2: Attendance	<ul style="list-style-type: none"> • The proportion of persistent absentees is significantly higher amongst children eligible for PP funding. • Lateness impacts on progress across the curriculum.
3: Teaching	<ul style="list-style-type: none"> • Children in receipt of Pupil Premium funding are disproportionately impacted by poor-quality teaching. • Our disadvantaged children are more likely to have significant knowledge gaps leading to pupils falling further behind age-related expectations.
4: Pastoral	<ul style="list-style-type: none"> • Social, emotional and behavioural needs impacts on readiness to learn. • Low resilience. low confidence and low self-esteem impact on willingness to be challenged and to engage. • Many disadvantaged children do not have access to the same opportunities and resources as their non-pp peers.

Intended Outcomes and review of outcomes in the previous academic year

This explains the outcomes we are aiming for by the end of our current strategy plan (2022-2025), and how we will measure whether they have been achieved.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils for each academic year.

	Intended outcome	Success criteria	Review 2023-24	Review 2024-25
Attainment	<p>Outcomes: To improve the attainment levels of children in Reading, Writing and Maths at the end of KS1 and KS2, including those children in receipt of Pupil Premium Funding</p>	<ul style="list-style-type: none"> ✓ Year 6 data shows that children in receipt of Pupil Premium Funding compares favourably to PP attainment nationally ✓ Year 2 data shows that children in receipt of Pupil Premium Funding compares favourably to PP attainment nationally ✓ Over time, the attainment gap between non-pp and pp children close 	<ul style="list-style-type: none"> - Attainment has improved however, the gap between pp and non-PP continues to be significant. <p>Statutory Assessment Data: Year 6:</p> <ul style="list-style-type: none"> • -Reading: 43% (All 74%) • -Writing: 43% (All 72%) • -Maths: 43% (All 73%) • RWM 29% (All 53%) <p>Year 2 (Teacher assessment)</p> <ul style="list-style-type: none"> • -Reading: 60% (All 92%) • -Writing: 60% (All 80%) • -Maths: 60% (All 88%) RWM 60 (All 80%) <p>Year 4 MTC</p> <ul style="list-style-type: none"> • Average 17 (ALL 20.5) 	<ul style="list-style-type: none"> - Attainment continued to improve. <p>Statutory Assessment Data: Year 6 (PP/PP+=4)</p> <ul style="list-style-type: none"> • -Reading: 75% (All 80%) • -Writing: 75% (All 87%) • -Maths: 25% (All 78%) • RWM 25% (All 72%) <p>Year 2 (PP = 7) (Teacher assessment)</p> <ul style="list-style-type: none"> • -Reading: 50% (All 77%) • -Writing: 33% (All 68%) • -Maths: 33% (All 73%) RWM 33% (All 65%) <p>Year 4 (PP=7) MTC</p> <ul style="list-style-type: none"> • Average 19.45 (ALL 21.75)

	<p>Year 1 Phonics: To improve the attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding</p>	<ul style="list-style-type: none"> ✓ Year 1 data shows that all children in receipt of Pupil Premium Funding pass their phonics screening, excluding those with specific learning barriers 	<p>Year 1 Phonics</p> <ul style="list-style-type: none"> • 60% (non-pp 83%) 	<ul style="list-style-type: none"> - Year 1 (PP=3) Phonics • 100% (All 81%)
	<p>GLD: To improve the attainment levels of children at the end of Reception including those children in receipt of Pupil Premium Funding</p>	<ul style="list-style-type: none"> ✓ Reception data shows that children in receipt of Pupil Premium Funding achieve a Good Level of Development. 	<ul style="list-style-type: none"> - Reception • No children (2) in receipt of PP funding achieved GLD (ALL 73%) 	<p>Reception</p> <ul style="list-style-type: none"> • No children (6) in receipt of PP funding achieved GLD (ALL 71%)
Attendance	<p>To improve the attendance rates for children in receipt of PP funding</p>	<ul style="list-style-type: none"> ✓ End-of-year PP attendance percentage to be at or above 96% ✓ A yearly increase of PP children's attendance from 2023-26 ✓ The percentage of PP children who are persistently absent reduces year on year. ✓ Punctuality will improve year on year. 	<ul style="list-style-type: none"> - Attendance for those children in receipt of PP funding remains lower than for those not FSM/FSM6 by 8% - 34 children between Yr and Y6 entitled to FSM/FSM6 - We have worked with the County Attendance Team to improve attendance for 4 families. - HSLW in place from September to offer targeted support. - FSM overall attendance = 88.7% 	<ul style="list-style-type: none"> - 38 children between YrR and Y6 entitled to FSM/FSM6 - Attendance for those children in receipt of PP funding continues to be significantly lower than non- FSM/FSM6 by 6.5% - HSLW has been working with families to support attendance. - FSM overall attendance = 89.4%
Teaching	<p>All children, including those in receipt of Pupil Premium funding, to receive high-quality teaching</p>	<ul style="list-style-type: none"> ✓ 100% of teaching is good or better 	<ul style="list-style-type: none"> - Overall, the majority of children receive good or better teaching each day. But not every lesson is at this standard yet. 	<ul style="list-style-type: none"> - Overall, the majority of children receive good or better teaching each day. <p><i>'The school has high ambitions for all its pupils. Pupils flourish here'</i></p> <p><i>'Teachers use a wide range of strategies in lessons to get the best from pupils, including modelling and approaches that promote discussion'.</i></p> <p>(Ofsted October 2024)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pastoral</p>	<p>Children feel safe, settled and have a sense of belonging at Charlton.</p> <p>Parents feel supported with their children's progress and wellbeing at Charlton.</p> <p>Children in receipt of PP funding will have access to enrichment and extra-curricular activities</p>	<ul style="list-style-type: none"> ✓ Student Voice reflects positively ✓ Parent voice reflects positively ✓ The percentage of children accessing enrichment and extra-curricular opportunities will be in line with non-PP peers. 	<ul style="list-style-type: none"> - Recent pupil voice (summer term) was very positive. - Enrichment is carefully tracked and targeted when necessary and children in receipt of PP funding receive opportunities inline with non-pp peers. 	<ul style="list-style-type: none"> - Enrichment is carefully tracked and targeted when necessary and children in receipt of PP funding receive opportunities inline with non-pp peers <p><i>'The way that the school builds pupils' character and prepares them to be active citizens of the future is exceptional. The school ensures that all pupils consistently benefit from what the school offers.'</i> (Ofsted October 2024)</p>
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Other evidence/aspects to note against strategy

Ofsted Inspection – October 2024

- *“The school has high ambitions for all its pupils. Pupils flourish here.”*
- *“The way that the school builds pupils’ character and prepares them to be active citizens of the future is exceptional. The school ensures that all pupils consistently benefit from what the school offers.”*
- *“Pupils who are at the early stages of reading get the help they need to learn to read swiftly. Teachers use exceptionally sharp skills to highlight any gaps in pupils’ phonics knowledge. Strong support helps pupils to catch up.”*
- *“Teachers use a wide range of strategies in lessons to get the best from pupils, including modelling and approaches that promote discussion. Pupils see how these strategies really help them to understand, boost their ideas and practise what they have learned. The school identifies and knows the needs of pupils with SEND well. Teachers are well trained to adapt the delivery of the curriculum to support these pupils effectively.”*
- *“Pupils benefit from a wealth of carefully considered extra-curricular activities that help them to be positive citizens. The school gives rewards to encourage pupils to try new experiences, be globally aware and appreciate difference. “*

Activity in this academic year 2024-25

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: £30,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>To have a strategic overview and long-term plan of PP across the school.</p> <ul style="list-style-type: none"> -To promote a whole school approach and ensure all staff: -have a collective understanding of challenges. -have a collective understanding of response to challenges. -take collective responsibility for delivering the strategy. .-Ongoing structure, adapting reflecting and reporting 		1,2,3,4
<p>Delivering high quality teaching and implementing a curriculum which responds to children's needs</p>	<p>Through CPD sessions and 1:1 coaching.</p> <ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net) 	1,2,3,4
<p>To support Quality First Teaching (QFT) through continued professional development (CPD).</p> <ul style="list-style-type: none"> -Embed the '5 a day' approach. 	<p>Embedding the 'EEF 5 a day approach' to support teaching.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	1,3

<p>- To use coaching skills and develop staffs coaching skills to support reflection on own teaching practice</p> <p>- To prioritise time for teachers to be released to work with curriculum lead</p> <p>-For staff development sessions' to be dedicated to key school development areas.</p>	<p>(educationendowmentfoundation.org.uk)</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</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>Using WalkThrus books</p>	
<p>To improve literacy skills throughout the school years by use of:</p> <ol style="list-style-type: none"> 1. To improve language development in EYFS through Wellcomm 2. 'Little Wandle' phonics programme 3. Accelerated Reader 	<p>The government's recommendations for improving literacy in KS2 can be found here:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Our chosen approaches cover all 7 recommendations.</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</p>	1

<p>4. To improve writing skills through 'The Hampshire Model' approach to writing.</p>	<p>educationendowmentfoundation.org.uk</p> <p>A government approved scheme for teaching phonics and supporting early reading. Phonics EEF educationendowmentfoundation.org.uk</p> <p>Accelerated Reader 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.</p> <p>A high quality writing approach underpinned by a rich text stimulus to teach children writing skills and the behaviours of writers with regards to written outcomes, proof reading, editing, evaluation and publishing.</p>	
<p>To improve maths skills throughout the school years and enhance resources and learning programmes in Maths</p>	<p>Supporting pupils across the school to to develop good number sense, and have a deeper understanding of number and number relationships.</p> <p>Supported by:</p> <ul style="list-style-type: none"> - BBO partnership and support 	<p>1</p>

1:1 and small group tuition support	<p>Member of staff employed to work with specific children to close gaps in their learning</p> <p>A member of staff is a dyslexia specialist teacher who works with targeted children on a 1:1 basis to support progress in reading and writing.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1
Improving communication and language	<p>Wellcom assessment used to establish focus children for early speech development assessment and intervention.</p> <p>Early Years Toolbox Report (final).pdf (educationendowmentfoundation.org.uk)</p>	1,2,4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a nurture provision (The Nest)	<p>A nurturing approach recognises that positive relationships are central to both learning and wellbeing.</p> <p>Social and emotional learning EEF</p>	1,2,3,4
Two qualified Emotional Literacy Support Assistants support children's social and emotional learning and run nurture groups.	<p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
Children are provided with opportunities for enrichment and extra-curricular activities including: music lessons and school trips.	<p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3,4

Bikeability training	Performed by external trained OCC instructors offered to all Year 6 children. Bikes and helmets are sourced for children who do not have one.	4
Children have all resources necessary for school.	All children in the school will have access to the same resources and opportunities. We have a 'Maslow welfare cupboard' that contains school uniform/PE kits, shoes and stationary provided for children who may not have any. School trip help is available.	1,4
Some children will be invited to attend a breakfast club allowing a calm start to the day and an opportunity for nurture provision. Some children will be invited to attend a homework club providing support for homework activities.	Evidence shows that providing a supportive club for homework can overcome barriers to engagement in school. Homework EEF (educationendowmentfoundation.org.uk)	2,4
To support children and families with school attendance and punctuality.	1 st day of absence call and daily follow ups. Close monitoring of attendance. Early engagement with children and families at risk of lower attendance to identify barriers and support actions. Targeted children invited to attend breakfast club.	2,4

Estimated total cost: £75,000

End.