

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Manor Primary School
Number of pupils in school	411 (R-Y6)
Proportion (%) of pupil premium eligible pupils	93 (23%)
Academic year/years that our current pupil premium strategy plan covers (three year plan)	2022/23 to 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Amy Goold Head Teacher
Pupil premium lead	Rebecca Curtis, Assistant Head Teacher
Governor / Trustee lead	Liz Randall Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/23)	£180,420
Recovery premium funding allocation this academic year	£ Not known
Pupil premium funding carried forward from previous	£ 0

years (enter £0 if not applicable)	
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	£180,420

Part A: Pupil premium strategy plan

Statement of intent

At Charlton Manor Primary School, we understand who our children are. We nurture reflective, respectful, and resilient children who are happy, healthy and have a passion for learning. Our teaching and varied learning is practical and personalised, based on real life experiences. Our children's needs are met by providing a safe learning environment that enriches and empowers each individual through our unique and innovative curriculum. We forge strong relationships between children, parent and carers, staff and the wider community. We equip our children with the skills, knowledge and understanding to face the challenges of the future as self-aware, responsible global citizens.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; SEN needs; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from progressing and achieving.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

Our aims are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing and increase their cultural capital to enable them to achieve in learning.

Intended outcome	Success criteria
<p>Disadvantaged pupils make at least expected progress and those below ARE make better than expected progress in reading and writing.</p> <p>Disadvantaged pupils have improved use and understanding of a wider vocabulary.</p> <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p>	<p>Achieve above national average progress scores in KS2 Reading/ Writing.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading and writing.</p> <p>All pupils are exposed to carefully planned, progressive vocabulary throughout all areas of the curriculum.</p> <p>Cultural capital is increased through trips, visits and experiences to build vocabulary and contextualise learning.</p> <p>Targeted pupils receive additional, high quality speech and language therapy and intervention.</p>
<p>All pupils demonstrate excellent behaviour for learning, showing confidence and engagement in all lessons.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p>	<p>Reduction of poor behaviour incidents measured through our CPOMs system.</p> <p>School culture that mistakes lead to learning is shown in classroom behaviours, modelled by teachers and verbalised by children in monitoring discussions.</p> <p>Effective verbal feedback and/or “think alouds” model mistakes and how to correct/improve our first attempts in all lessons.</p> <p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <p>Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p>
<p>Disadvantaged children with additional SEN are well-supported and those below ARE make better than expected progress.</p> <p>Parents are understanding and supporting of the specific</p>	<p>Personal learning plans are in place for targeted children and teachers know and support children working towards individual targets.</p> <p>Effective, high quality interventions support targeted children.</p>

targets children are working towards.	Parents of disadvantaged children with SEN meet regularly with the Inclusion Lead and class teacher to discuss progress towards targets.
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	Attendance of disadvantaged pupils is at least 95%, diminishing the difference between the attendance of PP children and all children. Monitoring of attendance by Attendance Lead and Pastoral lead, communicating effectively with borough and parents in order to increase PP pupils' attendance and a decrease in persistent absence. Attendance awards are highly prized by pupils as demonstrated through pupil discussions.

Challenges

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

Challenge number	Detail of challenge
1	Weak communication and language skills with a narrow vocabulary, including reading and writing.
2	Well-being issues leading to poor behaviour for learning
3	Additional SEN needs
4	Support from home including poor attendance and punctuality

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development and support of ECTs to ensure high quality teaching	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957	1 2 3
Retention of high quality teachers	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957	1 2 3
Professional development on evidence-based approaches on effective feedback, metacognition, vocabulary, adaptive teaching and mastery maths learning with ongoing SLT/SMT support	<p>Education inspection framework: overview of research January 2019, No. 180045</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1 2 3
Teaching and learning CPD (INSET and staff meetings) and professional ongoing support from SLT/SMT	<p>EEF Great teaching toolkit:</p> <p>https://assets.website-files.com/5ee2872077b4a58d9eaf2635ee9f507/021911ae35adcd4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_medium=twitter%3A%2F%2Fwww.greatteaching.com%2F</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Education inspection framework: overview of research January 2019, No. 180045</p>	1 2 3
National College remote targeted CPD to develop high quality classroom practice and improve subject knowledge	<p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Rapid_Evidence_Assessment_Summary_RPD.pdf</p>	1 2 3
Staff meetings to improve subject knowledge and implementation of improved curriculum, including progression and sequencing	<p>EEF Great teaching toolkit:</p> <p>https://assets.website-files.com/5ee2872077b4a58d9eaf2635ee9f507/021911ae35adcd4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_medium=twitter%3A%2F%2Fwww.greatteaching.com%2F</p> <p>Education inspection framework: overview of research January 2019, No. 180045</p>	1 2 3
Well-being support of teachers including mentoring and coaching	<p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p>	1 2 3

Technology and other resources focussed on supporting high quality teaching and learning	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1 2 3
Assessment and testing resources	https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	1 2 3

Activity in this academic year

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: £ 90,210

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA staffing for intervention and learning support	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3
Intervention training and programmes (including delivery)	https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996	1 2 3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1635355222	1 2 3 4

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

Budgeted cost: £ 45,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs including extra support services	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_searchh&search_term https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216	1 2 3 4
Extracurricular activities and building cultural capital/trips	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf Education inspection framework: overview of research January 2019, No. 180045 https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-primary/tracking-progress-primary/monitoring-progress-of-vulnerable-pupils-gathering-evidence/?marker=full-search-q-trip%20summary-result-19&t=3315	1 2 3 4
Supporting attendance	Education inspection framework: overview of research January 2019, No. 180045 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957	2 3 4

Total budgeted cost: £180,420

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 2022-2023 academic year.

EYFSP

	Reading	Writing	Number	Numerical Patterns	GLD
Pupil Premium	91%	91%	82%	82%	82%
Not Pupil Premium	88%	88%	75%	78%	72%

Year 1 Phonics Screening Check

	Working at
Pupil Premium	69%
Not Pupil Premium	89%

KS1 SATs

	Reading	Writing	Maths	Combined
Pupil Premium	63%	63%	69%	56%
Not Pupil Premium	72%	72%	83%	67%

KS2 SATs

	Reading	Writing	Maths	Combined
Pupil Premium	57%	62%	62%	52%
Not Pupil Premium	81%	65%	85%	65%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Mastery	White Rose Maths
Twinkl Phonics	Twinkl
Codebreakers	Twinkl
French	Language Angels
Computing	Kapow
Music	Music Express