

Pupil premium strategy statement

SECTION ONE: Overview

School overview

Metric	Data
School name	Charlton Manor Primary School
Eligible pupils in school	99
Pupil premium allocation this academic year	£142,570
Academic year or years covered by statement	Nursery to Year 6
Publish date	03/02/2021
Review date	03/02/2022
Statement authorised by	Timothy Baker
Pupil premium lead	Rebecca Steele
Governor lead	Elizabeth Randall

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	- 4.7
Writing	- 2.7
Maths	- 4.7

SECTION TWO: 2021 2022 Strategy

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard in RWM at KS2	60%
Meeting expected standard at RWM at KS1	55%

Measure	Activity
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Priority 1	60% of KS2 disadvantaged pupils meet the expected standard in reading.
Priority 2	62% of KS1 disadvantaged pupils meet the expected standard in reading.
Barriers to learning these priorities address	<p>Knowledge and application of synthetic phonics for independent reading</p> <p>Vocabulary range and language acquisition</p> <p>Working memory</p> <p>Performing in test conditions</p> <p>Emotional resilience</p> <p>Good attendance</p>
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Whole class reading strategies</p> <p>Targeted reading intervention (Nelson and project X, Yr 5 and 6 additional teacher)</p> <p>High quality phonics teaching and learning throughout EYFS, KS1 and KS2</p> <p>1:1 reading at least 3 times a week.</p> <p>Appropriate level reading books for independent reading, with regular assessment reviews to ensure progression</p>	<p>set up by Jan 2022</p> <p>Impact measured in July 2022</p>
Progress in Writing	<p>Embed a range of teaching strategies to support pupils' oracy skills within lessons leading to improved writing outcomes.</p> <p>Embedding strong core teaching sequence of exploration; composition; construction.</p> <p>To secure a solid knowledge of phonics to be able to support independent writing.</p>	<p>Impact measured in July 2022</p>
Progress in Mathematics	<p>Block teaching of maths areas to ensure a deep understanding of mathematical areas and vocabulary.</p> <p>To provide concrete and pictorial resources to support independent learning.</p> <p>Targeted intervention to support consolidation and progression.</p>	<p>set up by Jan 2022</p> <p>Impact measured in July 2022</p>
Phonics	<p>Use Letters and Sounds document for planning, teaching and assessment of systematic acquisition of phonics.</p> <p>Appropriate level reading books for independent reading, with regular assessment reviews.</p> <p>All staff, including support staff, have best practice training and access to resources and support.</p>	<p>set up by Jan 2022</p> <p>Impact measured in July 2022</p>

	Specialist phonics provision for EYFS and KS1 Early SALT intervention in EYFS.	
EYFS	Develop strong speaking and listening skills through early intervention. A focus on phonics and 1:1 reading with each child at least 3 times a week. To develop independence and resilience through “learn through play” strategies	set up by Jan 2022 Impact measured in July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Nelson and project X reading interventions to support breaking through barriers, build confidence and support rapid progression
Priority 2	Streamed English and Maths lessons in years 5 and 6 with specialist teaching provision to provide smaller classes with a greater focus on specific needs.
Barriers to learning these priorities address	Knowledge and application of synthetic phonics for independent reading Vocabulary range and language acquisition Working memory Emotional resilience

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure good levels of consistent attendance (95%+) and minimise lateness.
Priority 2	Pupils have access to rich cultural experiences including a range of wider academic opportunities to contextualise and further their learning.
Barriers to learning these priorities address	Parental support for attendance and punctuality. Pupils will start and end the day physically and emotionally prepared to engage in learning and make good progress during lessons. Pupils have the opportunity to develop individual talents beyond the academic curriculum resulting in improved engagement in lessons. Enriched cultural experiences support a broadening of vocabulary and application of skills.

Projected spending per annum	Play Phonics sessions and boosters: £6,575
	Intervention teacher and support staff: £100,000
	Extra support services: Ed psych, SALT, CAMHS, Counselling services: £22,000
	Reading support: £11,000
	CPD -£5,000

Monitoring and Implementation

Area	Challenges	Mitigating action
Teaching	Developing teaching strategies that a) build on last year's work on whole class reading and b) develop mastery in maths.	CPD cycle throughout the year including support for teachers new to school from year group teams. Regular evaluations following termly cycle.
Targeted support	Reviewing the impact of intervention support for academic and social/emotional needs.	Use of formative assessment to inform intervention both weekly and termly. Pupil progress meetings with Phase leads SLT meetings with phase leads. Inclusion team meetings and review.
Wider strategies	Ensuring attendance is at national level	Working closely with the LA Attendance Advisory Service and other available services. Promotion of good attendance in assemblies and at a class level.

SECTION THREE: review of last year's aims and outcomes N/A