

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	£134,500
Recovery premium funding allocation this academic year	£15,660
Academic year or years covered by statement	Nursery to Year 6
Publish date	03/10/2022
Review date	20/07/2023
Statement authorised by	Amy Goold
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
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>
Cost	£134,500

Teaching priorities for current academic year

Aim	Target
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>
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. To secure a solid knowledge of phonics to be able to support independent writing.</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>
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>Specialist phonics provision for EYFS and KS1</p> <p>Early SALT intervention in EYFS.</p>

EYFS	<p>Develop strong speaking and listening skills through early intervention.</p> <p>A focus on phonics and 1:1 reading with each child at least 3 times a week.</p> <p>To develop independence and resilience through “learn through play” strategies</p>
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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	<p>Knowledge and application of synthetic phonics for independent reading</p> <p>Vocabulary range and language acquisition</p> <p>Working memory</p> <p>Emotional resilience</p>
Cost	<p>CPD budget; £5,000,</p> <p>Intervention teaching/support; £100,000</p>

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	<p>Parental support for attendance and punctuality.</p> <p>Pupils will start and end the day physically and emotionally prepared to engage in learning and make good progress during lessons.</p> <p>Pupils have the opportunity to develop individual talents beyond the academic curriculum resulting in improved engagement in lessons.</p> <p>Enriched cultural experiences support a broadening of vocabulary and application of skills.</p>

Cost	<p>Play Phonics sessions and boosters weekly; £6,500</p> <p>Attendance officer, Learning Mentor, Outreach; Pastoral support; total: within the £100,000 for intervention support</p> <p>Extra support services: Ed psych, SALT, CAMHS, Breakfast club £23,000</p> <p>Wider experiences: clubs/music/trips £0</p>
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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 outcomes from previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

EYFS – children achieving GLD

In school EYFSP gap

EYFSP (% achieving a good level of development)

	2017	2018	2019	Improvement / Decline 18-19
FSM	92%	80%	83%	3
Not FSM	87%	80%	79%	-1
Difference	5.1	0.0	4.1	

Comparison to England EYFSP gaps

	2017	2018	2019	Improvement / Decline 18-19
School FSM	92%	80%	83%	3
England FSM	56%	57%	57%	0
Difference	36.3	23.0	26.3	

	2017	2018	2019	Improvement / Decline 18-19
School FSM	92%	80%	83%	3
England Not FSM	73%	74%	74%	0
Difference	19.3	6.0	9.3	

Year 1 Phonics screen

	2017	2018	2019	Improvement/Decline 18-19
School Disadv.	60%	73%	86%	12
England Disadv.	70%	72%	71%	-1
Difference	-10	1	15	

	2017	2018	2019	Improvement/Decline 18-19
School Disadv.	60%	73%	86%	12
England Not Disadv.	84%	85%	84%	-1
Difference	-24	-12	2	

Key Stage 1

Reading, Writing and Maths - in school gaps

Expected standard or above

	2017	2018	2019	Improvement / Decline 18-19
Disadv.	67%	45%	47%	1
Not Disadv.	80%	79%	80%	1
Difference	-13	-34	-33	

Greater Depth

	2017	2018	2019	Improvement / Decline 18-19
	13%	9%	7%	-2
	23%	27%	30%	3
	-9	-18	-23	

Reading, Writing and Maths* - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	45%	47%	1
England Disadv.	49%	50%	50%	N/A
Difference	17	-5	-3	

	2017	2018	2019	Improvement / Decline 18-19
	13%	9%	7%	-2
	5%	5%	5%	0
	8	4	2	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	45%	47%	1
England Not Disadv.	68%	69%	69%	N/A
Difference	-1	-24	-22	

	2017	2018	2019	Improvement / Decline 18-19
	13%	9%	7%	-2
	13%	13%	13%	-1
	1	-4	-6	

* The DfE does not report on RWM at KS1 so figures reported are NCER national figures

Reading - in school gaps

Expected standard or above

	2017	2018	2019	Improvement / Decline 18-19
Disadv.	73%	45%	60%	15
Not Disadv.	88%	92%	93%	1
Difference	-14	-46	-33	

Greater Depth

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	13%	4
	35%	38%	40%	3
	-15	-28	-27	

Reading - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	73%	45%	60%	15
England Disadv.	63%	62%	62%	0
Difference	10	-17	-2	

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	13%	4
	14%	14%	14%	0
	6	-5	-1	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	73%	45%	60%	15
England Not Disadv.	79%	79%	78%	-1
Difference	-6	-34	-18	

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	13%	4
	28%	29%	28%	-1
	-8	-20	-15	

Writing - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	45%	53%	8
England Disadv.	54%	55%	55%	0
Difference	13	-10	-2	

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	7%	-2
	8%	8%	7%	-1
	12	1	0	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	45%	53%	8
England Not Disadv.	72%	74%	73%	-1
Difference	-5	-29	-20	

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	7%	-2
	18%	18%	17%	-1
	2	-9	-10	

Maths- school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	80%	73%	67%	-6
England Disadv.	62%	63%	62%	-1
Difference	18	10	5	

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	20%	11
	11%	12%	12%	0
	9	-3	8	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	80%	73%	67%	-6
England Not Disadv.	79%	80%	79%	-1
Difference	1	-7	-12	

	2017	2018	2019	Improvement / Decline 18-19
	20%	9%	20%	11
	23%	25%	24%	-1
	-3	-16	-4	

Key Stage 2

Reading, Writing and Maths - in school gaps

Expected standard or above

	2017	2018	2019	Improvement / Decline 18-19
Disadv.	50%	69%	55%	-14
Not Disadv.	62%	92%	78%	-13
Difference	-12	-23	-24	

Higher Standard / Greater Depth

	2017	2018	2019	Improvement / Decline 18-19
	7%	11%	5%	-7
	7%	13%	8%	-4
	0	-1	-4	

Reading, Writing and Maths - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	50%	69%	55%	-14
England Disadv.	48%	51%	51%	0
Difference	2	18	4	

	2017	2018	2019	Improvement / Decline 18-19
	7%	11%	5%	-7
	4%	4%	5%	1
	3	7	0	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	50%	69%	55%	-14
England Not Disadv.	67%	70%	71%	1
Difference	-17	-1	-16	

	2017	2018	2019	Improvement / Decline 18-19
	7%	11%	5%	-7
	11%	12%	13%	1
	-4	-1	-8	

Reading - in school gaps

Expected standard or above

	2017	2018	2019	Improvement / Decline 18-19
Disadv.	53%	83%	55%	-28
Not Disadv.	66%	92%	78%	-13
Difference	-12	-9	-24	

Higher Standard

	2017	2018	2019	Improvement / Decline 18-19
	7%	29%	14%	-15
	17%	33%	22%	-12
	-11	-5	-8	

Reading - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	53%	83%	55%	-28
England Disadv.	60%	64%	62%	-2
Difference	-7	19	-7	

	2017	2018	2019	Improvement / Decline 18-19
	7%	29%	14%	-15
	14%	18%	17%	-1
	-7	11	-3	

	2016	2017	2018	Improvement / Decline 17-18
School Disadv.	53%	83%	55%	-28
England Not Disadv.	77%	80%	78%	-2
Difference	-24	3	-23	

	2017	2018	2019	Improvement / Decline 18-19
	7%	29%	14%	-15
	29%	33%	31%	-2
	-22	-4	-17	

Writing - in school gaps

Expected standard or above

	2017	2018	2019	Improvement / Decline 18-19
Disadv.	67%	77%	73%	-4
Not Disadv.	90%	100%	92%	-8
Difference	-23	-23	-19	

Greater Depth

	2017	2018	2019	Improvement / Decline 18-19
	23%	29%	9%	-19
	17%	38%	35%	-2
	6	-9	-26	

Writing - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	77%	73%	-4
England Disadv.	66%	67%	68%	1
Difference	1	10	5	

	2017	2018	2019	Improvement / Decline 18-19
	23%	29%	9%	-19
	10%	11%	11%	0
	13	18	-2	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	77%	73%	-4
England Not Disadv.	81%	83%	83%	0
Difference	-14	-6	-10	

	2017	2018	2019	Improvement / Decline 18-19
	23%	29%	9%	-19
	21%	24%	24%	0
	2	5	-15	

Maths - in school gaps

Expected standard or above

	2017	2018	2019	Improvement / Decline 18-19
Disadv.	67%	74%	59%	-15
Not Disadv.	86%	96%	92%	-4
Difference	-20	-22	-33	

Higher Standard

	2017	2018	2019	Improvement / Decline 18-19
	7%	17%	9%	-8
	24%	38%	35%	-2
	-17	-20	-26	

Maths - school vs England gaps

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	74%	59%	-15
England Disadv.	63%	64%	67%	3
Difference	4	10	-8	

	2017	2018	2019	Improvement / Decline 18-19
	7%	17%	9%	-8
	13%	14%	16%	2
	-6	3	-7	

	2017	2018	2019	Improvement / Decline 18-19
School Disadv.	67%	74%	59%	-15
England Not Disadv.	80%	81%	84%	3
Difference	-13	-7	-25	

	2017	2018	2019	Improvement / Decline 18-19
	7%	17%	9%	-8
	27%	28%	32%	4
	-20	-11	-23	