

Pupil premium strategy statement

SECTION ONE: Overview

School overview

Metric	Data
School name	Charlton Manor Primary School
Eligible pupils in school	89
Pupil premium allocation this academic year	£130,680
Academic year or years covered by statement	Nursery to Year 6
Publish date	03/02/2020
Review date	03/02/2021
Statement authorised by	Timothy Baker
Pupil premium lead	Rebecca Steele
Governor lead	Mohamed Serroukh

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	- 4.7
Writing	- 2.7
Maths	- 4.7

SECTION TWO: 2019 2020 Strategy

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	57%
Achieving high standard at KS1	73%

Measure	Activity
Priority 1	Low attaining KS1 to achieve expected standard at KS2
Priority 2	Middle attaining KS1 to achieve high standard at KS2

Barriers to learning these priorities address	Vocabulary range and language acquisition Working memory Performing in test conditions Emotional resilience Good attendance
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To continue to embed whole class reading strategies to ensure progress for all children. To fund creative resources	July 2020
Progress in Writing	Develop a range of teaching strategies to support pupils' oracy skills within lessons leading to improved writing outcomes. Embedding strong core teaching sequence of exploration; composition; construction. To secure a solid knowledge of phonics to be able to support independent writing.	July 2020
Progress in Mathematics	To develop a mastery approach to the teaching of mathematics to ensure consolidated knowledge and progression. To teach each strand of maths for a period of time to ensure a deep understanding of mathematical areas and vocabulary. To provide concrete and pictorial resources to support independent learning.	July 2020
Phonics	To sustain the use of strong teaching sequence and systematic teaching of phonics. Texts for early readers linked to phonics. Ensure support staff have rigorous training in delivering strong phonics teaching sequence. Early SALT intervention in EYFS.	July 2020
EYFS	Develop strong speaking and listening skills through early intervention. To ensure a strong sense of learn through play with targeted support.	July 2020 & December 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality and targeted CPD offer for all staff
Priority 2	Specialist teaching provision that enhances core teaching offer.

Barriers to learning these priorities address	All pupils have access to expert teaching. Staff are strong role models of high-quality vocabulary and language around the school.
Projected spending per annum	Play Phonics sessions and boosters weekly; £5,300 CPD budget; £3,000, HLTA dedicated to Intervention; £15,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure disadvantaged pupils have access to positive experience as part of the extended school day and that they attend school every day.
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	Strong attendance and a rich curriculum will broaden pupils' vocabulary enabling them to make strong links with classroom learning in the wider community. Pupils will start and end the day physically and emotionally prepared to make good progress during lessons. Pupils have the opportunity to develop individual talents beyond the academic curriculum resulting in improved engagement in lessons.
Projected spending per annum	Phonics intervention, Intervention HLTA, Attendance officer, additional Learning Mentor, Outreach; Pastoral support; TA Support, total: £98,500 Extra support services: Ed psych; tutoring Y6 Booster, SALT, CAMHS, Breakfast club £29,565 Wider experiences: clubs/music/trips £6,000

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.	Pupil progress meetings SLT meetings with year group 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.

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

Aim	Outcome
Increase in pupils demonstrating their strong reading skills in test conditions.	At Key Stage 2 2019: <ul style="list-style-type: none"> 57% of disadvantaged pupils met or exceeded the expected standard compared to 62% nationally.
Provision for pupil premium pupils is developed across all year groups.	Teachers use a range of strategies to ensure that pupils are well supported including preteaching, mixed ability pairs, targeted questioning, whole class reading, mastery approaches in mathematics, etc. As a result, pupils make progress in lessons.
Mental wellbeing support is in place both at school level and via external services, to ensure pupils develop emotional resilience to difficult tasks.	The school has a well organised inclusion team that have identified clear pathways to a range of services. This process is robust and has led to a decrease in fixed term exclusions and a reduction in the entries in behaviour log of classroom incidents. Pupils report being happier and are able to talk eloquently about the benefit gained from the services. Identified pupils made good progress in learning and either exited a provision or made a controlled escalation to a new service.