

Charlestown Community Primary School
Pupil Premium Strategy Statement 2024-2027
Academic Year 2024-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (as November 18 th including Nursery)	447
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sharon Peters
Pupil premium lead	Amy Haigh
Governor / Trustee lead	Kerry Capstick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024 £315,735 2024-2025 £325,600
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>2022 -2023 £290,850 2023-2024 £315,735 2024-2025 £325,600</p> <p>For a 3 year period: £932,185</p>
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Part A: Pupil premium Strategy Plan

<p>Statement of intent</p>
<p>We aim to raise the attendance, aspirations and outcomes of children who are perceived as disadvantaged through a range of evidence informed strategies, experiences and interventions. We are committed to supporting all children in achieving their full potential. We recognise that some of our children may have limited opportunities within the immediate community and we aim to overcome any barriers that contribute to cultural capital. High quality teaching is at the heart of our approach and we aim to ensure that teachers are well trained and use the most up to date research to inform their teaching approaches.</p>

<p>Challenges</p>	
<p>This details the key challenges to achievement that we have identified among our children who are disadvantaged.</p>	
<p>Challenge Number</p>	<p>Detail of challenge</p>
<p>1</p>	<p>Observations and assessments indicate that children who are disadvantaged and on the SEND register, are not performing as well as those who are not in core areas.</p>
<p>2</p>	<p>We recognise that the local authority has the greatest pupil premium gap in writing. Assessments indicate that attainment in writing across the school is significantly below the Local Authority and National Averages. Leaders have identified key barriers around oracy, writing fluency and vocabulary application.</p>
<p>3</p>	<p>Whilst there has been an improvement in attendance since 2023, overall attendance is below the Local and National pictures. There has been an increase in persistent absentees and this is also above the Local and National picture. This remains a challenge primarily for children who are disadvantaged and those on the SEND register.</p>
<p>4</p>	<p>Observations, discussions and assessments indicate that children who are disadvantaged have greater difficulties with mental health and emotional wellbeing. We recognise that if this is not addressed, it could negatively impact on their social and academic development with an additional impact on attendance.</p>

5	We recognise that there may be external factors that are outside of our parameters of control but are amendable to change within our setting. A high proportion of our children have had adverse childhood experiences or live in adverse childhood environments. We aim to ensure that all of our children are ready to learn (Maslow's Hierarchy of Needs).
6	As there are limited opportunities within the immediate community, we aim to enrich the children's experiences through our broad and balanced curriculum offer.

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.	
Intended outcome	Success criteria
<u>Challenge 1</u> All children, irrespective of any barriers, make good levels of progress from their individual starting points.	Robust assessment systems in place for children to ensure their progress is tracked more efficiently and consistently so that gaps in learning can be addressed in a more timely manner. Children with (diagnosed and undiagnosed) SEMH have personalised support so that their engagement and attitudes to learning is more positive.
<u>Challenge 2</u> Attainment in writing increases and children can articulate and use curriculum appropriate language resulting in a narrowed gap between pupil premium and non-pupil premium.	An ambitious writing curriculum is embedded across the school and is a curriculum that promotes the development of oracy and vocabulary application. Robust assessment systems are used to improve outcomes for key groups and individuals including those who are disadvantaged.
<u>Challenge 3</u> Attendance for those who are disadvantaged and those on the SEND register is good and is more in line with the local and national picture.	To continue to improve attendance for all pupils, particularly our children who are disadvantaged, and persistent absentees. The attendance officer and family worker to liaise with families and external agencies to support parental engagement and improve attendance outcomes.
<u>Challenge 4</u> Children with SEMH are supported to self-regulate, understand their emotions and form positive relationships with their peers.	Children can use language to identify emotions (Zones of Regulation) and know how to resolve challenges and conflicts respectfully and confidently. Emotionally available adults support all children to ensure they access their learning successfully.

<p><u>Challenge 5</u> The basic needs of children are met within the school's parameter of control.</p>	<p>Embedding a nurturing culture across school whereby all children's basic needs are of paramount importance will enable children to be ready for learning on arrival at their classroom. Children have access to free breakfast, hot lunches and free uniform. School will support families by providing them with food parcels when required.</p>
<p><u>Challenge 6</u> Enriching opportunities are offered beyond the Charlestown community.</p>	<p>Children attend school residentials regardless of financial contributions. Children readily engage in a wide range of after school clubs, trips and visits. Charlestown competes in a wide range of sports and by the end of KS2 all children will have represented the school at a sporting event. We aim to raise children's aspirations of possible pathways of further education (University).</p>

Activity in this academic year		
<p>This details how we intend to spend our pupil premium (and recovery premium) funding this academic year 2024-2025 to address the challenges listed above.</p>		
Teaching and Targeted Academic Support Budgeted Cost: £168,413		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing in EYFS to provide capacity for more pupil support and implementation of the WELLCOMM programme.</p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches <i>'Communication and language is a prime area of learning and development in the Statutory Framework for the Early Years Foundation Stage'.</i></p>	<p>1, 2, 4</p>
<p>Providing tuition for targeted pupils in English (including Lexia) and Maths (including Times Table Rockstars to develop times table fluency).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <i>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes'.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <i>'Structured interventions delivered by teaching assistants can also have a large positive impact on learner outcomes, equating to four additional months' progress'.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition <i>'Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects'.</i></p>	<p>1, 2</p>

<p>Staff training and CPD opportunities to ensure high quality teaching that is in line with our school development priorities (weekly staff meetings for teachers and TAs, CPD delivered by internal and external professionals).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development <i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom'.</i> https://educationendowmentfoundation.org.uk/news/maximising-professional-development <i>'...different components of professional learning experiences lead to authentic and sustained changes in the practices of teachers, which in turn result in better learning for pupils'.</i></p>	<p>1,2</p>
<p>Ensure effective deployment of TAs so that teaching assistants can deliver bespoke interventions, including WELLCOMM and assess SEN needs such as dyslexia, dyspraxia and screen for ADHD.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants <i>'research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings'.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send <i>'In addition to good teaching for all pupils, some pupils will need specialist intervention, often delivered by a trained professional'.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <i>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'.</i></p>	<p>1, 2, 3, 4</p>
<p>Provide a specialised teacher to deliver high quality teaching to children with high levels of need (ARC teacher)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#:~:text=Teach%20SEL%20skills%20explicitly&text=Self%2Dawareness%3A%20expanded%20children's%20emotional, discuss%20others'%20emotions%20and%20perspectives. <i>'Evidence suggests that effective SEL can lead to learning gains of +4 months over the course of a year'.</i> https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning <i>'Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance'.</i></p>	<p>1, 2, 3, 4</p>
<p>To effectively implement SEMH intervention so that children with high SEMH needs and S+L needs are able to develop their emotional literacy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel#:~:text=Teach%20SEL%20skills%20explicitly&text=Self%2Dawareness%3A%20expanded%20children's%20emotional, discuss%20others'%20emotions%20and%20perspectives. <i>'Evidence suggests that effective SEL can lead to learning gains of +4 months over the course of a year'.</i> https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning <i>'Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance'.</i></p>	<p>1, 2, 3, 4</p>

Wider Strategies Budgeted Cost: £157,187		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust attendance system to support raising overall attendance to be in line with local and national pictures (also, reducing the persistent absentees)	https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning <i>'Improving attendance is a multifaceted mission, requiring different approaches in different contexts'.</i> https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance <i>'With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country'.</i>	1, 3, 4
Family support team working to support children and parents within the school setting (including support with behavioural, social and emotional wellbeing, attendance, transition and life at home)	https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement#:~:text=Parental%20engagement%20refers%20to%20early,in%20the%20early%20years%20setting. <i>'Parental engagement refers to early years professionals and settings actively involving parents in supporting their children's learning and development'.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents <i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year'.</i>	1, 2, 3, 4, 5, 6
A pastoral support team providing children with emotionally available adults helping children to self-regulate, understand their emotions and form positive relationships with their peers ultimately leading to successful learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring <i>'In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.'</i> https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing <i>'When a child is struggling it is natural to assume the role of listener, but we can also maximise the impact of those interactions, providing one-to-one support, recognising the power of naming emotions and sharing practical strategies to help them cope with their feelings'.</i>	1, 3, 4, 5
Funding for trips and residential to reduce cultural capital and provide children with enriching opportunities beyond the community.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning <i>'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging</i>	6

	<i>physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'</i>	
To effectively implement a range of school activities (clubs) which offer a wide range of opportunities, including sports and the arts.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time <i>'Extending school time involves increasing learning time in schools during the school day or by changing the school calendar'.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation <i>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i>	6
Provide a wide range of opportunities to promote health and wellbeing and encourage a healthy lifestyle (including competing in sports).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity <i>'Planned extra-curricular activities are more likely to offer academic benefits than sporting activities alone.'</i>	3, 4, 5, 6
Provide a hub of support, within the parameters of the school's control, to ensure children's basic needs are met (including providing uniform, access to food parcels etc).	https://www.simplypsychology.org/maslow.html <i>'The human body cannot function optimally if physiological needs are not satisfied. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.'</i>	5

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils
<p><u>Challenge 1</u> Speech and language challenges and SEN</p> <p><u>Intended Outcome</u> Children to have a good level of language leading to children making good progress in all areas of learning</p> <p><u>Review of outcome</u> The SEN team have worked closely to support children with diagnosed and undiagnosed SEN within the mainstream and additional resource classroom. Staff training has been delivered and teachers have received support from specialists to ensure that SEN needs are catered for. Staff and children have received support from internal and external professionals. The number of referrals has increased significantly. During 2022-2023, 69% of the children who were referred for speech and language referrals were pupil premium, 80% of the EHCPs processed were pupil premium, 77% of the children who have been referred to CAMHS for suspected ADHD were pupil premium, 68% of the children who were referred to CAMHS for suspected communication difficulties (SCP) were pupil premium and 40% of the children who have accessed support from ROHSEY house were pupil premium. Overall Phonics screening was 68% (17% increase from the previous year). 70% of pupil premium children passed their</p>

phonics screening check and 42% of children with SEND passed.

Challenge 2

Vocabulary development and literacy

Intended Outcome

Children to use a wider range of vocabulary orally and written

Review of outcome

There has been an improvement in writing and GPS in most year groups. Children's starting points on entry this year are higher than they were last year and through moderation it is evident there is an improvement with the children's use of vocabulary.

2024 Results				
End of KS2	Reading	Writing	Maths	RWM
	All 62.3% PP 60%	All 45% PP 32.4%	All 49.2% PP 48.6%	All 33% PP 29.4%
Year 1	Phonics			
	All 67.9% PP 71%			

Challenge 3

Attendance at school and low aspirations

Intended Outcome

For the overall attendance to improve and be closer to local and national expectations

Review of outcome

	2021-2022	2022-2023	2023-2024
Pupil Premium	91%	90%	91%
Non-Pupil Premium	95%	94%	94%
Unauthorised Pupil Premium	4.9%	6.5%	5%
Unauthorised Non- Pupil Premium	1.7%	3.2%	2%

2023-2024

- Attendance meeting held - 35
- Fines issued - 72
- Home visits - 185
- Attendance CPOMS entries – 432

Challenge 4

Social and Emotional development

Intended Outcome

For children to have an increased understanding of self-regulation and a toolbox of strategies to use.

Review of outcome

Whole school launch of Zones of Regulation was successful. Children are now more able to understand and communicate their emotions. They also access the Learning Mentor room and zones of regulation boxes more independently. Further CPD around social and emotional development has been delivered throughout the year.

Challenge 5

Mental Health

Intended Outcome

The SEMH needs of specific children are met within school.

Review of outcome

This was a focus point for staff development on mental health which included in house training and some external training. Although this is still a challenge that must continue to be a focus, we have adapted our school environment to accommodate safe spaces for children to self-regulate, coregulate and access an emotionally available adult.

Challenge 6

External factors such as lack of food, warmth, emotional available adults

Intended Outcome

Within the parameters of the school's control, ensuring that children have their basic needs met (physiological, safety, belongingness and self-esteem) to ultimately ready them for learning.

Review of outcome

Children have daily access to free breakfast and fruit, access to our school uniform clothing bank and support from emotionally available adults when needed. Our family worker has worked closely with families to support them with contacting housing, locating foodbanks, transport and seeking external support from agencies such as Early Help.

Challenge 7

Lack of wider experiences beyond the Charlestown community

Intended Outcome

Children's experiences are enriched through a broad and balanced curriculum offer.

Review of outcome

All children have had the opportunity to attend a school trip or experience a school visit beyond their immediate community. Subject leaders have incorporated enriching experiences across their curriculum area and the children's journey throughout school.

Published Data

As a school, subject leaders and the assessment lead monitor the progress of pupil premium children and strive to ensure that they are progressing in line with non-pupil premium children and are in line with national, if not exceeding.

We aim to make sure that all children have access to additional support where appropriate. As a school, we used a 'pupil premium tracker' which teachers and SLT used to monitor and evaluate what was in place additionally for pupil premium children and what additional opportunities have been made available to them. The tracker also monitors their attainment over the course of the year.

2024 Results				
End of KS2	Reading	Writing	Maths	RWM
	All 62.3% PP 60%	All 45% PP 32.4%	All 49.2% PP 48.6%	All 33% PP 29.4%
Year 4	Multiplication check			
	All 35% PP 13.6%			
Year 1	Phonics			
	All 67.9% PP 71%			
Reception	Good Level of Development			
	All 55% PP 46.4%			

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
WELLCOMM	GL Assessment
BOXALL PROFILE	Boxall Profile
LEXIA	Lexia Learning
TOE BY TOE	Toe By Toe
QB ASSESSMENTS FOR ADHD	QB Teach
Times Tables Rockstars	TTRS