

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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 2021 to 2022 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	Charter Primary School
Number of pupils in school	203 – 2021 217 – 2022 219 - 2023
Proportion (%) of pupil premium eligible pupils	31% in 2021 25% in 2022 26% in 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	October 2021 Updated November 2022 Updated November 2023
Date on which it will be reviewed	July 2022 November 2023 November 2024
Statement authorised by	Mr Kelvin Wells
Pupil premium lead	Mrs Laura Beale
Governor / Trustee lead	Mr Kelvin Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70950 – 2021/22 £82740 – 2022/23 £77765 – 2023/24
Recovery premium funding allocation this academic year	£7540 – 2021/22 £8845 – 2022/23 £12636 – 2023/24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£78490 – 2021/22 £91500 – 2022/23 £90401 – 2023/24

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is that our disadvantaged pupils achieve in line with non-disadvantaged learners. The key principles of our strategy are to provide concrete experiences to help build vocabulary and overcome challenges. We aspire to provide opportunities in all aspects of life.

We work hard with the children to build self-esteem and resilience. As part of our whole school approach, we are embedding our OPaL journey to enrich play opportunities and risk taking.

We endeavour to give every child a voice and help them grow into thoughtful, respectful and responsible members of the school and wider community. Our children are passionate about upholding the rights of others.

Our trauma informed practice enables us to support all children to become the best they can be. We offer a wide variety of support programmes through our Nurture room to help children be successful.

We designed our bespoke Charter curriculum based on the needs of our school community. Our motto of 'Create, Discover, Succeed together' is the foundation to help our children make connections and understand their place in the world.

We encourage and support parents be an integral part of their child's learning journey and work in partnership with us.

The current pupil premium strategy works to achieve these objectives by collaborative working of all stakeholders who are unrelenting and unapologetically ambitious for all our learners.

Challenges

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

Challenge number	Detail of challenge
1	There is an attendance gap between our disadvantaged learners and the wider school community with a higher rate of persistent absence for this sub group. A percentage of this is linked to children with additional need and mental health issues.

2	Our disadvantaged learners struggles with self-regulation when faced with a challenge
3	A significant percentage of our disadvantaged learners struggle with resilience and personal self-belief
4	Our disadvantaged children have low acquisition of early language and lack confidence in oracy
5	Some of our disadvantaged learner families find school engagement difficult, often due their own personal childhood experiences

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan – September 2021 – July 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
There is an increase in attendance rates for disadvantaged learners in all sub categories and is in line with the rest of the school	Attendance of disadvantaged pupils is in line with non- disadvantaged learners
Children feel positive about themselves and their learning, challenging themselves to be the best they can be	Pupil voice data shows that pupils talk positively about themselves and their learning
Pupils are using appropriate language, vocabulary in line with national expectations	% of disadvantaged learners passing the phonics check is at line with non – disadvantaged learners (national figures) Pupils develop oracy and build vocabulary skills through word aware as demonstrated through pupil voice and reading assessments % of disadvantaged learners achieving expected level for speaking and listening in EYFS is at line with non – disadvantaged learners (national figures)
Every effort has been made to ensure that parents of disadvantaged learners are fully engaged in their child's learning	High attendance of disadvantaged families to support workshops and school events Full attendance at parents evening and SEN meetings

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)

2021/ 22 - Budgeted cost: £25000 – funding to include SEN and quality first teaching

2022 – 23 – Budgeted cost £39000 - funding to include SEN and quality first teaching

2023 – 24 – Budgeted cost £39000 - funding to include SEN and quality first teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on the Read, Write, Inc Phonics and spelling programme. To be continued in 2023/24 with the inclusion of RWI leadership development day and training	The Read, Write, Inc phonics approach ensures all teaching staff have the knowledge and determination to put the teaching of reading at the heart of our school. The project is driven by our Early Reading and phonics lead with a clear CPD programme for implementation. EEF evidence suggests +5 months impact	4
Bespoke CPD for staff on the RWI phonics programme provided by Phonics and early years lead To be continued in 2023/24 – funding release time for RWI lead and funding for TA participation in training after school	Individualised support from the Early reading and phonics lead for those running the programme to include lesson studies, modelling and team teach approach EEF evidence suggests +5 months impact	4
To train teachers in the principles of quality first teaching including weaving 5 a day and metacognition, OLEIVI training courses – OTP/CTP To be continued in 2023/24 with the inclusion of NPQ's as	QFT - Great teaching is the most important leaver schools have to improve outcomes for their pupils (EEF)	All

part of training courses for QFT		
To re-join Challenge partners for leaders to take part in Quality Assurance reviews and then mentor and coach staff back in school To be continued in 2023 – 2024	Mentoring and coaching for teachers to embed QFT EEF improved outcomes for pupils	All
Train teachers and TA's in clicker 8 Not part of 2023/24 allocation	Embedding technology as part of the 5 a day to support high quality teaching and learning EEF + 4 months	2 and 4
Participate in the Oracy project and feedback to staff, embedding across the school Join voice 21. Training in Discover Oracy Classroom Practice	The Oracy project strengthens the ability of teachers and school leaders to practically understand what works and how to develop a high quality oracy education. Oral language intervention EEF suggests + 6 months Participation and support from Voice 21 strengthens the ability of all staff to practically understand what works and how to develop a high quality oracy education. Oral language intervention EEF suggests + 6 months	4
To train EYFS staff in NELI for implementation in Early Years To be continued in 2023- 2024	NELI is an intervention that improves listening, narrative and vocabulary skills Oral language intervention EEF suggests + 6 months	4
Train all teaching staff to support in the implementation of a number recall session from EYFS to Year 6 to include times- tables To be continued in 2023- 2024 with buy in to Number sense programme	The times – table programme focusses on developing factual, procedural and conceptual fluency. We are using the Can do Maths programme to support the teaching of times – tables. Number sense is a daily systematic and structured programme to develop both a deep understanding of number and number relationships and fluency in addition and subtraction facts. EEF suggests + 5 months	3 and 4
Teaching assistants provide in class small group support for Maths	Our teaching and learning model identifies personalised next steps for every child on their learning journey. Grouping can be fluid to ensure	2,3,4

To be continued in 2023- 2024	appropriate challenge from the onset of the lesson. Teaching Assistants support this model by delivering timely input and live feedback EEF suggests +6 months	
Teaching assistants provide in class small group support for English To be continued in 2023- 2024	Our teaching and learning model identifies personalised next steps for every child on their learning journey. Grouping can be fluid to ensure appropriate challenge from the onset of the lesson. Teaching Assistants support this model by delivering timely input and live feedback EEF suggests +6 months	2,3,4

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

2021/22 -Budgeted cost: £15000

2022/23 – Budget costs £15000

2023/24 – Budget cost; £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention provided by Early years and phonics lead for bottom 20%	Monitored bespoke 1:1 and small group sessions to fill gaps in phonic knowledge Phonics EEF suggests + 5 months	4

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

2021/2022 - Budgeted cost: £37000

2022/2023 – Budgeted cost £37000

2023/2024 – Budgeted cost £37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture room support for children and families supporting behaviour and wellbeing	Our ELSA trained TA run Nurture room sessions to support behaviour and wellbeing for our children and families. They use the Boxal profile to evidence progress in social and emotional	1, 2,4 and 5

To be continued 2023/24 without Boxall profile	behaviours. ELSA supervision is purchased from the LA EEF suggests +4 months	
Pastoral support manager role overseeing and implementing the attendance strategy, working with children and families To be continued 2023/24	New Pastoral manager with a focus on improving attendance across the school including persistent absence. Engaging parents. EEF + 3 Months	1
My happy mind programme for all children and families supporting behaviour and well being To be continued 2023/24	Whole delivery of the My happy mind programme including app for parents, Social and emotional learning - EEF suggests + 4 months	1, 2 4 and 5
PSA support for families in relation to behaviour and attendance Ceased upon appointment of Pastoral Support Manager	We purchase PSA support from the Rise Trust. Our PSA supports families with parenting strategies, benefits and housing applications, leads on Early support assessments and sign posts families to further support. Collaborative learning approaches EEF suggests +5 months	1, 5
Counselling for pupils To be continued 2023/24	Our trained counsellor provides a safe space for our children to talk about any concerns and worries. Social and emotional learning EEF suggests +4 months	2, 3
To provide Forest School opportunities to raise self-esteem and help children overcome challenges Currently on hold due to staffing	We offer Forest School to develop self- regulation skills, build resilience and gain a sense of achievement. Children are identified on a needs led basis. Outdoor adventure learning EEF suggests + 4 months	2,3,4
Provide whole class reading books for disadvantaged learners across the school To be continued 2023/24	We provide the whole class reading book to ensure all children have access to high quality literacy to develop a high level bank of vocabulary Reading comprehension strategies EEF suggests + 6 months	4

2021/2022 - Total budgeted cost: £77000 + £1490 contingency

2022/2023 – Total budgeted costing: £91000 + £500 contingency

**2023/2024 – Total budgeting costing; £91000 with no contingency
(slight overspend)**

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 2021 to 2022 academic year [and 2022 to 2023](#)

RWI implementation has been very successful with 100% of PP children with no additional need passing the check at the end of year 1 and the retake in year 2.

Number sense and timetables sessions have been embedded across the school with appropriate training given to staff. Staff feedback and pupil voice show that this is having a positive impact.

Teaching Assistants continue to support fluidity of groups and live marking in both Maths and English sessions with TA's being held to account for notable impact.

48% of PPG pupils attended ELSA, counselling or nurture room, helping the children to support behaviour and wellbeing. Our PSA also supports families as and when required.

[We continue to embed and develop RWI with successful leadership days and deep dives into phonics and Early Reading. Phonics results remain above national figures for all pupils.](#)

[Role of Pastoral Support Manager has lead to increased attendance for PP children with on the day follow up and support, particularly around lateness.](#)

[The implementation of My Happy Mind programme has been very successful with children feeling more positive about themselves and they are beginning to be able to use the techniques to help them self-regulate and access learning. Pupil voice shows that the children are utilising the strategies both in school and at home. ELSA and Relate counselling support this work in helping children feel better about themselves.](#)

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
Edshed	Edshed
Twinkl	Twinkl
Letter join	Letter join
PE passport	PE passport
Number Sense	Number Sense
My Happy Mind	My Happy Mind
Kapow	Kapow
Read, Write, Inc	Ruth Miskin

Further information (optional)

As a school, we hold all teaching staff to account for the outcomes of our disadvantaged learners with a focus on quality first teaching. Pupil progress meetings are held with teachers every term to discuss progress and outcomes for all our children including those in receipt of PPG.

Our disadvantaged learner champion meets with the teaching assistants every 6 weeks for focused conversations about the needs of our disadvantaged learners and to evaluate the impact of the strategies used so far.

Disadvantaged learners as a sub group are reported on at Full Governing body meetings for attendance and all assessment outcomes. Our PPG governor regularly meets our disadvantaged learner champion to hold the school to account and challenge proposals and outcomes.

All teaching staff have a research project linked to improving outcomes for all our learners, including disadvantaged, which reflects our commitment to be unapologetically ambitious for all our learners.