

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	205
Proportion (%) of pupil premium eligible pupils	26% (53 children) of the 53 children, 34% are also SEND
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 – July 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£87970
Recovery premium funding allocation this academic year	0
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	£87970

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 communication and language, develop 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, OPaL is embedded to enrich play opportunities and risk taking. We are working on Learning in the natural environment and providing children opportunities for Forest school.

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	Our disadvantaged children have low acquisition of early language and lack confidence in oracy

2	Children have limited access to wider experiences which enrich and inform learning
3	Outcomes for disadvantaged learners (both attainment and progress) are below that of their peers in Reading
4	Our disadvantaged learners struggle with self-regulation and resilience when faced with a challenge
5	Attendance – persistent lateness

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan – September 2024 – July 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children develop Communication and language skills in line with national expectation at the end of EYFS	% of disadvantaged learners achieving expected level for speaking and listening in EYFS is at line with non – disadvantaged learners (national figures)
Pupils are able to use age appropriate oracy and communication skills to talk about their learning and wider life experiences	Children can articulate the learning journey to show that they know more and remember more
For all pupils to access wider life experiences to enrich and inform their learning	All children have had the opportunity to take part in student leadership and participate in the 25 Charter wider life experiences
Attainment and progress for disadvantaged learners is in line with national figures for Reading	Every child is a reader and is able to fluently access age appropriate texts in across the curriculum
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

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)

2024/ 25 - Budgeted cost: £22 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on the Read, Write, Inc Phonics and spelling programme. Leadership development days 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	1, 3
Bespoke CPD for staff on the RWI phonics programme provided by Phonics and early years lead	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	1, 3
To train teachers in the principles of quality first teaching including 5 a day	QFT - Great teaching is the most important leaver schools have to improve outcomes for their pupils (EEF)	All
Continue Voice 21. Training in developing an Oracy rich curriculum	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	1, 3
To participate in the EEF communication and language project and	Oral language intervention EEF suggests + 6 months	1, 3

implement strategies in EYFS and Year		
Teaching assistants provide in class small group support for English and phonics	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	1, 3

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

2024/25: Budgeted cost: £17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention provided by Teaching Assistants with a focus on the bottom 20% of learners	Monitored, bespoke 1:1 and small group sessions to fill gaps in phonic knowledge Phonics EEF suggests + 5 months	1, 3
Reading recovery	Monitored, bespoke 1:1 sessions to increase reading fluency EEF Improving Literacy in KS2	1, 3

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

2024/25: Budgeted cost: £48, 070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture room support for children and families supporting behaviour and wellbeing	Nurture room sessions to support behaviour and wellbeing for our children and families. ELSA training to be purchased from the LA EEF suggests +4 months	1, 2,3 and 4
Pastoral support manager role overseeing and implementing the attendance strategy,	Pastoral manager with a focus on improving attendance across the school including persistent absence as well as engaging parents and opening ESAs. EEF + 3 Months	5

working with children and families		
My happy mind programme for all children and families supporting behaviour and well being	Whole delivery of the My happy mind programme including app for parents, Social and emotional learning - EEF suggests + 4 months	1 & 4
To provide Forest School opportunities to raise self-esteem and help children overcome challenges	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	1,2,3 & 4
Provide whole class reading books for disadvantaged learners across the school	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	1 & 2

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 2023 to 2024 academic year

We continue to embed and develop RWI with successful leadership days and deep dives into phonics and Early Reading.

Oracy has begun to be embedded in classes and supports children to develop their listening and participation skills.

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
PE passport	PE passport
Number Sense	Number Sense
My Happy Mind	My Happy Mind
Kapow	Kapow
Read, Write, Inc	Ruth Miskin
Grammarsaurus	Grammarsaurus

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.