

Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Charlestown Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended). This current strategy reviews Year 1 (2021-2022) and includes further strategies being implemented for Year 2 (2022-2023).	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021 (updated Dec 2022)
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Clutsom, Headteacher
Pupil premium lead	Liz Burnett Assistant Headteacher & Disadvantaged Lead
Governor / Trustee lead	Lynne Dewar Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 785
Recovery premium funding allocation this academic year	£6, 525
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	£73, 310

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that **all** pupils achieve their full potential during their time at Charlestown Primary School. When children leave Charlestown at the end of Year 6, we want **all** of them, including our disadvantaged pupils, to leave with fond memories of their time at our school, knowing that they were supported in all aspects, by all staff - from their academic learning to their social, emotional well-being and personal development. We also want them to leave with an enthusiasm for learning and a desire to seek out new opportunities. We want them to leave with the skills they will need to achieve their aspirations in any and all subjects. Most of all we want them to leave having had equal opportunities to access the all of the activities that enrich their curriculum and give their learning real-life contexts and experiences that they will treasure. The focus of our pupil premium strategy is to ensure that our disadvantaged pupils are given the support needed to overcome the potential barriers irrespective of their background and previous/current challenges.

Robust and regular monitoring combined with diagnostic assessment, enables us to regularly reflect and acknowledge both common and individual barriers for us to achieve our aim. Considering the EEF's **Tiered Model** approach and triangulating evidence from learning walks, book scrutinies, assessment and pupil conferencing has identified that developing **high-quality teaching** needs to be a main focus of our strategy. By valuing, up-skilling and educating our team to deliver quality first teaching, we will improve outcomes for *all* pupils, including our disadvantaged.

We are continually revising and improving our assessment structure to identify, and then address, gaps and barriers to learning through **targeted academic support** whilst providing **wider opportunities** for our pupils' personal development; supporting their social and emotional well-being.

Evidence confirms that the strategies we have identified to overcome these barriers, support our approach in raising attainment and aspirations for all of our pupils, including those who are considered disadvantaged. Improving provision for our disadvantaged pupils will not only accelerate progress and close the attainment gap for disadvantaged pupils compared to their non-disadvantaged peers but will have a positive impact on sustaining good progress and outcomes in all aspects of learning for our non-disadvantaged pupils too.

Challenges

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

Challenge number	Detail of challenge
1	<p>High-quality and effective teaching pedagogy in Reading and Early Reading (Phonics) is not yet fully embedded consistently across the school. When triangulating our ongoing monitoring through learning walks, book scrutinies and pupil conferencing with data analysis, it is evident that non-disadvantaged pupils are outperforming the number of disadvantaged pupils achieving ARE in Reading in Year 2, Year 3 and Year 4.</p> <p>Non-Disadvantaged are outperforming children achieving ARE in Reading by:</p> <p>Year 2 – 30%</p> <p>Year 3 – 76%</p> <p>Year 4 – 35%</p> <p>Whole School – 16%</p>
2	<p>High-quality and effective teaching pedagogy in Writing and Maths is not yet fully embedded consistently across the school. When triangulating our ongoing monitoring through learning walks, book scrutinies and pupil conferencing with data analysis, it is evident that non-disadvantaged pupils are outperforming the number of disadvantaged pupils achieving ARE in almost every year group (except Year 5) in Writing and Maths - having a knock-on effect to our overall Combined data (Reading, Writing and Maths).</p> <p>Non-Disadvantaged are outperforming children achieving ARE in Writing across the school by: 14%</p> <p>Non-Disadvantaged are outperforming children achieving ARE in Maths across the school by: 10%</p> <p>Non-Disadvantaged are outperforming children achieving ARE Combined across the school by: 11%</p>
3	<p>The broad catchment area combined with limited public transport links directly to school means that for some parents, getting children into school and on time can be challenging if they do not drive.</p> <p>Our analysis of attendance data shows that punctuality and attendance is a barrier for some of our disadvantaged pupils, especially those receiving Free School Meals. This impacts on their access to both high-quality, whole-class learning opportunities and additional, targeted support through small group or individual intervention.</p> <p><u>Attendance Data for 21-22:</u></p> <p>Free School Meals Pupils' Attendance – 90.22%</p> <p>Non-Free School Meals Pupils' Attendance – 94.64%</p> <p>Of these attendance figures, the percentages of pupils in receipt of Free School Meals who are persistently absent, compared to our Non-Free Schools Meals pupils is significantly higher.</p> <p>Free School Meals Pupils' who are Persistently Absent – 44%</p> <p>Non-Free School Meals Pupils' who are Persistently Absent – 28%</p>

4	<p>Some pupils and families need support to develop positive relationships with their peers, the wider school team and their community to raise aspirations and develop positive attitudes towards learning. This not only reduces the amount of learning time lost, but also supports opportunities to accelerate progress and narrow the attainment gap between disadvantaged and non-disadvantaged.</p> <p>Data analysis of responses to our well-being questionnaires, identified that some disadvantaged pupils feel emotionally vulnerable or have low self-esteem with regard to their academic ability. Some also feel that their opportunity access extra-curricular opportunities is limited when comparing similar responses to their non-disadvantaged their peers.</p>
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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
<p>Addressing Challenges 1 and 2: Improved outcomes in Reading, Writing and Maths so that disadvantaged pupils are either in line with, or exceed the number of non-disadvantaged pupils achieving ARE.</p>	<p>Disadvantaged pupils in all year groups, including Year 2, 3 and 4, achieve ARE in phonics and / or reading.</p> <p>Disadvantaged pupils in all year groups, including achieve ARE in Writing and Maths and the gap between them and their non-disadvantaged peers is either diminished or at very least narrowed.</p> <p>Data for Combined (Reading, Writing and Maths) shows that disadvantaged pupils in all year groups achieve ARE. The gap between disadvantaged pupils and their non-disadvantaged peers is either diminished or at very least narrowed when considering 'combined' data.</p> <p>Accelerated Reader shows an improvement in disadvantage pupils' reading and vocabulary. Pupils draw on their breadth of reading and exposure to high quality texts and vocabulary to enrich and influence their own independent writing – reflected in improved Teacher Assessment Outcomes at the end of Key Stage 1 and 2.</p> <p>End of Key Stage Statutory Assessment and Teacher Assessment Outcomes are in line with / or exceed national data for all pupils, including disadvantaged.</p>

	<p>Assessment cycle in EYFS and KS1 assesses all children for Language Development, Physical Literacy and Phonological Awareness. Children with barriers to learning and development in these areas are not missed, targeted intervention and support is given to accelerate progress and narrow the gap in these areas.</p>
<p>Addressing Challenge 3: Improved parental engagement, and consequently, attendance for disadvantaged pupils (including lateness).</p>	<p>Attendance for disadvantaged pupils, especially those in receipt of Free School Meals is at least 95% each half term.</p> <p>Attendance improves so that less than 44% of pupils in receipt of Free School Meals, and 28% of pupils not in receipt of Free School Meals, are persistently absent.</p> <p>The gap between the percentage of those pupils in receipt of Free School Meals who are persistently absent compared to those who are not decreases to less than 16%.</p> <p>Increased parental engagement with 100% of disadvantaged pupils' parents attending parents evenings and parent forums.</p>
<p>Addressing Challenge 4: All pupils, including disadvantaged, feel emotionally safe and have confidence in their academic ability. They are given the same opportunities irrespective of their background and previous/current challenges.</p>	<p>Pupil questionnaires show that all pupils feel the school supports them academically, socially, emotionally and culturally, irrespective of background or the challenges that might present.</p> <p>All children, including disadvantaged pupils are given equal opportunities to attend and engage with extra-curricular activities as well as enrichment opportunities within the curriculum e.g. visitors, trips and residential.</p> <p>The number of disadvantaged pupils taking up and engaging with our extra-curricular (clubs) offer increases term on term.</p> <p>Additional enrichment opportunities for disadvantaged pupils to support mental health and well-being. E.g. Supporting transition to secondary school.</p>

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)

Budgeted cost: £36, 655

Activity (Chosen Approaches to Address the Challenges Identified).	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching and Assessment		
<p>Develop Reading Curriculum and environments to promote a culture which values 'reading for pleasure' whilst ensuring effective skills progression and sequencing which matches children's reading ability.</p>	<p>Phonics: <i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Accelerated Reader: <i>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Reading Comprehension: <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

	<p>Promoting Reading for Pleasure (Pg 21-24): <i>Evidence from international studies indicates that young people in England continue to read less independently and find less pleasure in reading than many of their peers in other countries (Cremin et al, 2009). Research for the UKLA (United Kingdom Literacy Association) examined how teachers could enhance children’s reading for pleasure. The activities included: marked improvements in reading environments, read aloud programmes, book talk and book recommendations and the provision of quality time for independent reading. The teachers involved in the project came to appreciate the significance of the wider range of reading which young people experience in their homes and communities.</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	
<p>Develop the quality of teaching and learning pedagogy and lesson structure in all subjects – adopting the ‘I, We, You model’ which promotes a gradual shift from teacher-led to independent practice (Chris Moyses) whilst adopting the EEF’s 5-a-day model to teach inclusively.</p>	<p>Effective Professional Development (Pg 5): <i>No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.³ Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.</i></p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Effects of High Quality CPD on Pupil Outcomes (Pg 7-8): <i>The CPD literature review supplies the basis for quantifying the improvement in pupil learning from the CPD entitlement. This review found 53 randomised controlled trials of professional development interventions - interventions in which professional development changed teachers’ practices and improved student learning.</i></p>	<p>2</p>

	https://epi.org.uk/wp-content/uploads/2021/04/EPI-CPD-entitlement-cost-benefit-analysis.2021.pdf Special Educational Needs in Mainstream Schools (Pg8-9): EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18, 327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support Language Development, Literacy and Numeracy.		
Language Link – all children are assessed in EYFS (and KS1 if missed in EYFS) to ensure nobody ‘slips through the net’. TA’s need release time from classrooms to conduct the initial assessments and then run these interventions each afternoon. This programme identifies barriers to language development and provides an intervention plan to address these and narrow the gap.	<i>Given the relationship between language input and children’s early word combinations, interventions which promote language-boosting behaviours focused on both vocabulary learning and contextually supported language use in daily routines are likely to have a positive impact on combinatorial speech.</i> Law et al Early Language Development fi nal.pdf (d2tic4wvo1iusb.cloudfront.net) (Pg 19)	1
Phonological awareness – all children in KS1 are screened for barriers to their phonological awareness. SEN HLTA assesses pupils and co-ordinates TA’s to lead interventions with these groups of children.	<i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £18, 328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead(s) to meet with office staff and review attendance and action where attendance and punctuality is lower than expected – offering assistance with costs for breakfast club and wrap-around-care on by a needs-by-needs.</p>	<p>Attendance Monitoring – Supporting the attainment of disadvantaged pupils: <i>Pupils have to be in school and able to pay attention before they can access learning... They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf (Pg 8)</p>	<p>3</p>
<p>Develop opportunities for pupils' personal development within the curriculum and beyond e.g. exciting curriculum hooks, trips, visits and the whole-school clubs offer. Disadvantaged pupils are able to access their 'personal budget' to support with funding some of these opportunities where needed.</p>	<p>Opportunities for Extra-Curricular and Enrichment Activities: Taking part in extracurricular activities has been found to be associated with higher academic attainment and greater future earnings. However, low-income students are less likely to have access to such activities. Therefore, interventions which ensure that disadvantaged highly able students have access to extracurricular activities could potentially help to close the gaps between these students and their better-off peers.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf (Pg19)</p> <p>Social and Emotional Learning: <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... Interventions which focus on</i></p>	<p>4</p>

	<p><i>improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental Engagement:</p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
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Total budgeted cost: £73, 310

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 2022 to 2023 academic year.

Moving to a three-year plan last year has enabled us to consider the longevity of the strategies we started to implement in 2021-2022. Although a three-year plan, the strategy will continue to be reviewed at the end of each year, reflecting on progress made, the successes and the areas to develop further.

Following the second cycle of the 2021-2024 plan, we have reviewed the impact for the 2022-2023 year.

Intended Outcome 1 – Addressing Challenges 1 and 2:

Improved outcomes in Reading, Writing and Maths so that disadvantaged pupils are either in line with, or exceed the number of non-disadvantaged pupils achieving ARE.

Data shows that the percentage of all pupils achieving ARE at the end of each Key Stage was below national in each area of learning except our end of KS2 results for our group of pupils facing disadvantage in Reading, Maths and Combined.

When comparing the data of disadvantaged pupils to their non-disadvantaged peers, the data shows that KS1 pupils facing disadvantage outperformed their non-disadvantaged peers in Writing, Maths and Combined and KS2 pupils in their Reading and Combined results.

However, using targeted academic support e.g. Language Link and Phonological Awareness screening and intervention has shown positive impact on all pupils' progress, including those facing disadvantage. For example, in the Autumn term, we identified 19 Year 1 children and 14 Year 2 who required Phonological Awareness intervention. After an 8 week cycle, this reduced to 4 children in Year 1 and 2 children in Year 2. Both children in KS1 facing DA who underwent this intervention no longer required it after one cycle of 8 weeks.

Following the success of KS1, in the Spring Term we screened and provided intervention for all of our KS2 pupils. In the Spring Term, we identified 49 children (7 of these were DA) across KS2 who required this additional support. By the end of the Summer Term, this number had decreased to just 6 children (1 DA pupil).

Narrowing the gap in these areas supports pupils' accelerated progress in accessing and understanding language and vocabulary, with the intention to drive standards and improve outcomes for the following academic year (2023-2024).

Intended Outcome 2 – Addressing Challenge 3:

Improved parental engagement, and consequently, attendance for disadvantaged pupils (including lateness).

Attendance for disadvantaged pupils, especially those in receipt of Free School Meals did not quite meet the 95% threshold we would have liked for each term. Across the year it ranged from 89-92%.

The percentage of Free Schools Meals children who have been persistently absent has been 15-16% higher compared to those who are non-free school meals throughout the year; a disparity we aim to diminish.

However, the percentage of pupils, both Free School Meals and non-Free School Meals, who were persistently absent did decrease throughout the year from 44% (FSM) and 28% (non-FSM) in Autumn, to 31% (FSM) and 16% (non-FSM) in Spring and 32% (FSM) and 17% (non-FSM) in Summer Term; a total decrease of 12% (FSM) and 11% (non-FSM).

Despite attendance improving as the rate of persistently absent pupils has fallen, attendance is still an area we continue to focus on by supporting individual families on a case-by-case basis to understand their barriers and addressing these where possible. For example, signposting to the family support worker drop-in sessions hosted on site each term, or providing guidance on how to apply for transport through the local authority.

All pupils facing disadvantage were offered pre-booked appointments to ensure these were prioritised and adequate opportunity to meet. Where parents were unable to meet, staff followed this up and arranged alternative appointments. At the end of 2023, 100% of parents with children facing disadvantage had attended parents evening in the Summer Term.

Intended Outcome 3 – Addressing Challenge 4:

All pupils, including disadvantaged, feel emotionally safe and have confidence in their academic ability. They are given the same opportunities irrespective of their background and previous/current challenges.

All children, including disadvantaged pupils have been given equal opportunities to attend and engage with extra-curricular activities as well as enrichment opportunities within the curriculum e.g. visitors, trips and residential. For example, we have hosted a number of 'We Can't Be What We Can't See Assemblies' where members of our community came in and shared their career journey with our pupils as well as residential trips for each of our Key Stage 2 classes throughout the Summer Term 2023 (partly funded for our pupils facing disadvantage).

The number of disadvantaged pupils taking up and engaging with our extra-curricular (clubs) offer increased term on term. In KS1 from 62% of pupils facing disadvantage attended a club in the Autumn Term compared to 80% in the Spring Term and 89% in the Summer Term. However, in KS2 the figure decreased throughout the year. To overcome this, pupils have been asked to express their views and opinions about which clubs they would like to attend and pupils facing disadvantage.

Our 'Little Troopers' club, which supports our Service Families, has seen a steady increase in numbers of pupils who are eligible for this funding and 100% of these pupils attend the club weekly throughout the year. A particular highlight of the 2022-2023 year was attending the 'Armed Forces Day' in Falmouth in June.

Through pupil conferencing and subject monitoring in RSHE, it has been evident that all pupils, including those facing disadvantage, feel the school supports them academically, socially, emotionally and culturally, irrespective of background or the challenges that they might be presented with.

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

Further information (optional)

In addition to the specific approaches (activities) identified to address our prioritised intended outcomes, please see below for an overview of additional support offered on a day-to-day basis for all pupils, including our disadvantaged. This has been sub-divided into the three key areas, as identified in the EEF's Tiered Model Approach as part of their planning guidance for schools '[Moving Forwards, Making a Difference](#)', Pg5.

1. Teaching

High Quality Teaching / Assessment:

Chris Quigley Curriculum to ensure progression and coverage including 'BAD' Statements to assess robustly.

O Track Assessment System for formative and summative assessment

Moderation – internally in school and externally across trust

Professional Development (shared with wider team by individuals attending):

I, We, You model (Chris Moyse)

Leadership partnerships formed with sister-school colleagues and release time given to support the development of these / sharing good practice

School improvement work supported by the trust through leadership sessions

NPQ qualifications – NPQH and NPQEL

'Outstanding practitioner's' course

Raising Achievement Lead attending PP rhetoric to reality CPD throughout the year

TA's valued and upskilled with specific training to support Targeted Academic Support.

Mentoring & Peer Coaching:

RWi Portal and Leadership Development Days

Peer-Coaching & Practice Time to improve RWi phonics teaching, learning and interventions.

Peer observations supported by SLT

2. Targeted Academic Support

Interventions to support Lang Dev, Lit and Numeracy:

Language Link

Phonological awareness

1:1 RWi phonics tutoring

Reading (volunteers, silver stories)

TA Deployment / interventions:

Redeployment to take ownership of interventions across KS

Upskill / specific training for TA's

Activity Resources for PP & SEND Combined:

Nurture groups during lunch times

Fun fit – physical literacy

Action plans / strategies agreed by external professionals

3. Wider Strategies

SEMH + Behaviour:

Whole school / class approaches consistent (golden rules)

Individual behaviour plans if needed

TIS Support

Service Families Offer e.g. Little Troopers

Personal Development:

Extra Curricular offer

Trips/residentials including exciting curriculum hooks

Personal budgets to support with cost of trips and visits

Supporting Attendance:

Attendance monitoring

Breakfast & Wrap Around Care

Free School Meals / snacks

Communication with Parents:

Parent evenings and forums following feedback from surveys

Dojo, newsletters, text messages, emails

Parent volunteers for class-based learning, trips, visits etc