

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Charlton Mackrell Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	8.1% pupil premium 27.9% service pupil premium
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	03/10/2023
Date on which it will be reviewed	October 2024
Statement authorised by	Rebecca Cawley Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Anna King lead for SEND and disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,290
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£137
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	£26,427

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils and service pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among our disadvantaged pupils.
2	Nationally pupil premium and service children make less progress and have lower outcomes than others. We have 36% of our pupils who are PP or SPP.
3	Our assessments (including Anna Freud well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and service pupils, including their attainment.
4	Pupil premium pupils typically do not have access to wider opportunities such as swimming lessons, residentials and trips to broaden their world view.
5	Some of the service pupils need very specialist support around deployment and the unique dynamics of military life.

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
Improve oral language skills and vocabulary among disadvantaged pupils, including assessment of progress.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book sampling and ongoing formative assessment.
Greater progress and improved writing and spelling, punctuation and grammar results by the end of Key Stage 2.	KS2 outcomes to show at least 80% of our disadvantaged pupils meeting the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and service pupils.	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in friendship issues • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improve learning progress by children engaging in trips and opportunities beyond the classroom. True enrichment opportunities which embrace all aspects of the curriculum.	Improved academic progress in data scores. Improved enjoyment of school activities. Real life experiences the children would otherwise not encounter. Curriculum enrichment.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to upskill staff with SEN needs and interventions.	Oral language interventions can have a positive impact on pupils' language skills and can result in fewer behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
<i>CPD and supervision for ELSA</i>	Social and emotional learning can support higher engagement in learning and develop a positive school ethos. Supporting the social and emotional learning of pupils can assist with integration into their school community and help enhance the way pupils engage with their peers and teachers. Extensive evidence shows improved outcomes in later life when these skills are enhanced. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £24,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEN resources for interventions (£1,334)</i>	Oral language interventions can have a positive impact on pupils' language skills and can result in fewer behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
<i>School led tutoring 40% top up for targeted 1-2-1</i>	Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils and those service children who have had high mobility between schools.	2

<p><i>or small group tuition (£1,084)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p><i>Dedicated learning support assistant (ELSA) and LSA intervention sessions £21,882</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils and those service children who have had high mobility between schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Social and emotional learning can support higher engagement in learning and develop a positive school ethos. Supporting the social and emotional learning of pupils can assist with integration into their school community and help enhance the way pupils engage with their peers and teachers. Extensive evidence shows improved outcomes in later life when these skills are enhanced.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>

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

Budgeted cost: £2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Forest school £440</i></p>	<p>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities they might not be able to access and can support development of non-cognitive skills such as resilience and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4</p>
<p><i>Swimming subsidies £943</i></p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, there are benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

<p><i>Military books £27</i></p>	<p>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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p><i>Trips and workshop subsidies £690</i></p>	<p>Enrichment of the curriculum learning helps to embed concepts and increase academic, social and emotional development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4</p>

Total budgeted cost: £26,400

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.

PP and SPP pupil outcomes improved and are significantly above the national average. SPP children performing particularly well with many working at greater depth.

Children feeling safe and happy in school.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On wellbeing resources to support an after-school 'Little Troopers' after school club. ELSA dedicated sessions. Residential subsidies. Moving on books for military children leaving.
What was the impact of that spending on service pupil premium eligible pupils?	Achievement of service pupils above or at age related expectations.