

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	88
Proportion (%) of pupil premium eligible pupils	10.2% pupil premium 25% service pupil premium
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	01/11/2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alison Allen 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	£28,780
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	£28,780

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

Pupil premium funding is allocated to eligible schools based on the number of:

- Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- Children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales
- Service Pupil Premium is additional funding for schools with pupils who have parents serving in the armed forces. (This funding is primarily to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment. It can also be used to help improve the academic progress of eligible pupils if the school deems this to be a priority).

Schools are free to spend the Pupil Premium as they see fit. However, schools are held accountable for how the additional funding is used to support the children. Schools are required to publish online information about how the funding has been spent.

How is Pupil Premium funding allocated?

It is our priority 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 to achieve that goal, including progress for those who are already achieving highly across the curriculum.

At the heart of our approach is high quality teaching across areas of the curriculum where disadvantaged pupils can require the most support in English and Mathematics. At the centre of the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside the progress of non-disadvantaged pupils. We consider the challenges faced by vulnerable pupils, and the activities outlined in this statement are intended to support their needs.

The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English and Mathematics and interventions are put in place to ensure the progress of these pupils is in line with non-disadvantaged pupils. As a school we draw upon evidence when allocating funding, to ensure that planned activities and interventions are most likely to have an impact on improving achievement and life chances, considering how we can improve attainment, attendance and participation in the opportunities life at school brings.

Details of the provision in place can be found on the provision map and we track achievement data to evaluate the effectiveness of interventions and adjust them accordingly. This information is then reported to school governors who hold school leaders to account for raising standards.

The key principles of our strategy plan are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures particularly in writing.
- To ensure the social, emotional and mental health needs of pupils are met.

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 leading to lower outcomes in writing.
2	Nationally pupil premium and service children make less progress and have lower outcomes than others. We have 35.2% of our pupils who are PP or SPP.
3	Our assessments, 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, residential 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 in writing.	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: • 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. The enrichment of the curriculum through enhancing cultural capital.

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. Improving Literacy in Key Stage 2 EEF	1
CPD and supervision for ELSA	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 one-to-one support structured interventions)

Budgeted cost: £27,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN resources for interventions £400	Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Improving Literacy in Key Stage 2 EEF	1,2
Introduce new English Scheme and subscribe to RWI phonics scheme £4,000	Teaching describes and models how, when, and why pupils should use each editing strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf Phonics EEF	1,2
Dedicated learning support assistant (ELSA) and LSA intervention sessions £23,098	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Social and emotional learning can support higher engagement in learning and develop a positive school	3,5

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

Budgeted cost: £3,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school</i> £440	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4
<i>Military books</i> £50	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
<i>Trips and workshop subsidies</i> £1000	Enrichment of the curriculum learning helps to embed concepts and increase academic, social and emotional development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4
<i>Dedicated Music Specialist</i> £1680	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation EEF	4

Total budgeted cost: £30,668

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium funding allocation had on pupils in the 2023 to 2024 academic year.

<i>Maths</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Pupil Premium</i>	50%	0%
<i>Non Pupil Premium</i>	80%	20%
<i>Reading</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Pupil Premium</i>	66%	34%
<i>Non Pupil Premium</i>	40%	60%
<i>Writing</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Pupil Premium</i>	33%	17%
<i>Non Pupil Premium</i>	70%	20%
<i>Spelling, punctuation and grammar</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Pupil Premium</i>	66%	34%
<i>Non Pupil Premium</i>	33%	60%

Service pupil premium funding (optional)

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

Measure	Details
What was the impact of that spending on service pupil premium eligible pupils?	Achievement of service pupils above or at age related expectations.

