

Pupil premium strategy statement – Charlton Mackrell Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	33.7% (13.5% pupil premium, 20.2% service pupil premium)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	27.11.25
Date on which it will be reviewed	27.11.26
Statement authorised by	Alison Allen
Pupil premium lead	Headteacher

Governor / Trustee lead	Anna King, lead for SEND and disadvantaged pupils
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,295
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,295

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. With reference to the intended outcomes detailed below, is the school's 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 in writing and mathematics.
- 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 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 33.7% 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 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
Improved use of vocabulary in writing among disadvantaged pupils, including assessment of progress in writing.	Assessments and observations indicate significantly improved use of vocabulary and sentence punctuation in writing

	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 improvement in writing, 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.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in friendship issues <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Improved learning progress by children engaging in trips and opportunities beyond the classroom. True enrichment opportunities which embrace all aspects of the curriculum.	<p>Improved academic progress in data scores.</p> <p>Improved enjoyment of school activities. Real life experiences the children would otherwise not encounter.</p> <p>The enrichment of the curriculum through enhancing cultural capital.</p>

Activity in this academic year

This details how we intend to spend our pupil 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
<i>CPD and supervision for ELSA</i>	Social and emotional learning can support higher engagement and develop a positive school ethos. Supporting the social and emotional learning of pupils	3

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

Budgeted cost: £26,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Dedicated learning support assistant (ELSA) and LSA intervention sessions</i> £16,347</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method for supporting lower 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 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>	3,5

<p><i>Purchase of RWI Subscription and resources, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i> £4,380</p>	<p>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.</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,2
<p><i>Purchase of Accelerated Reader annual subscription</i> £1,232</p> <p><i>Funding of 5 class hours of individual reading per week</i> £3,544</p>	<p>Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally before writing.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	
<p><i>Resources for interventions</i> £835</p>	<p>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.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1,2

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

Budgeted cost: £1,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Forest school</i> £440</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>	4
<p><i>Military resources</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>	5

<i>little troopers</i> £150	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
<i>Trips subsidies</i> £500	Enrichment of the curriculum helps to embed concepts and increase academic, social and emotional development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4

Total budgeted cost: £27,428

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Maths	Expected Standard	Greater Depth
<i>Pupil Premium</i>	67%	67%
<i>Non-Pupil Premium</i>	67%	50%
Reading	Expected Standard	Greater Depth
<i>Pupil Premium</i>	83%	33%
<i>Non-Pupil Premium</i>	92%	42%
Writing	Expected Standard	Greater Depth
<i>Pupil Premium</i>	67%	0%
<i>Non-Pupil Premium</i>	67%	17%
Spelling, punctuation and grammar	Expected Standard	Greater Depth
<i>Pupil Premium</i>	83%	67%
<i>Non-Pupil Premium</i>	83%	58%

Social, Emotional and Mental Health

There are emerging social, emotional and mental health needs amongst Pupil Premium children. As a school we have increased our ELSA provision to 3 afternoons a week to make sure we are able to make a timely response to Pupil Premium children who need support with their mental and emotional wellbeing. We aspire for all of our children to have a sense of belonging to our school community and prioritising pastoral care has had a positive impact on learning. Forest School has provided a superb platform for children to explore their environment and begin to self-risk assess in a safe and inclusive setting. The children have had opportunities to lead in a small group and to show how independent and resourceful they can be.

Early reading

The investment in the Read, Write, Inc synthetic phonics scheme has proved very successful for our younger pupils and results have shown this with 93% of children passing the phonics check in Year 1 (2025)

Reading in Key Stage 2.

The end of Year assessments in Year 6 showed 83% of Pupil Premium children achieving expected standard. Investment in Accelerated Reader as a tool to support assessment, has

given children and teachers benchmarks to work from when suggesting new books and a clear view of comprehension and how this is improving. Time spent reading with an adult and support with guided reading has improved reading fluency and expression, alongside the development of a love of reading.

Cultural and Social Experiences

Pupils have had a wide range of opportunities to develop their cultural and social experiences to enhance knowledge and understanding. Pupil have been able to make connections such as visiting Somerset Rural Museum to support learning about the evacuation of children in World War 2, a visit Haynes Motor Museum in their learning in Geography about transport and take part in the upper school residential to Mill on the Brue.

Service Pupil Premium

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Service Pupil Premium children benefit from all of the above initiatives. Alongside these, school runs a 'Little Troopers' club in the Spring Term which addresses the challenges of separation for families during postings. Children are also provided with books if or when they leave Charlton Mackrell School to help prepare them for a time of change.

The impact of that spending on service pupil premium eligible pupils

All Service Pupil Premium children made very good progress from their starting points to Year 6.

<i>Maths</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Service Pupil Premium</i>	100%	100%
<i>Reading</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Service Pupil Premium</i>	100%	50%
<i>Writing</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Service Pupil Premium</i>	100%	0%
<i>Spelling, punctuation and grammar</i>	<i>Expected Standard</i>	<i>Greater Depth</i>
<i>Service Pupil Premium</i>	100%	100%

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.