



# PUPIL PREMIUM STRATEGY STATEMENT

November 2023

# Charlestown Community Primary School 2022-23

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	55.4%
Academic year/years that our current pupil premium strategy plan covers	AC to insert
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Allison Collis
Pupil premium lead	Claire Boocker
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,735 Post Lac £2530 LAC £5060 EY £9210
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£332,535  estimated spend £332,035

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to raise the attendance, aspirations and outcomes of children who are perceived as disadvantaged through a range of evidence informed strategies, experiences and interventions.

We are committed to all children making at least good progress, having good social and communication

## Challenges

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

Challenge number	Detail of challenge
1	<i>Speech and language challenges and SEN</i>
2	<i>Vocabulary development and literacy</i>
3	<i>Attendance at school and low aspirations</i>
4	<i>Social and Emotional development</i>
5	<i>Mental health</i>
6	<i>External factors such as lack of food, warmth, emotional available adults,</i>
7	<i>Lack of wider experiences beyond the Charlestown Community</i>

## 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
Good level of language	Children make good progress in all areas Children achieve at least expected levels in core subjects so that they can access the KS3 curriculum and beyond.
Good attendance at school	Attendance of children improves year on year.

Good social skills and emotional regulation	Children can use language to identify emotions (Zones of regulation) and know how to resolve challenges and conflict sensibly and confidently
Good mental health	Children have good mental health and have strategies to support when this is not so
Basic needs met	Children access free uniform, free breakfast and lunch
Opportunities offered beyond the Charlestown community	Children attend the residential school regardless of financial contribution. Children experience trips and visits to Wales, Blackpool, Lake District, Jodrell Bank and Manchester Airport regardless of financial contribution

## 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 and targeted academic support

Budgeted cost: £ 180, 536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in Nursery to provide capacity for early support	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/early-years-intervention/</a>	1,2,4
Additional teacher to deliver 2 days interventions in Y2/3	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/teachingassistant-interventions">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/teachingassistant-interventions</a>	1,2
Provide 1:1 tuition for targeted pupils in English and/or maths in Year 2 and year 6	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/evidence-summaries/guidance-reports/literacy-ks2</a>	1,2

Provide SEN teaching assistants that can deliver bespoke interventions, including WELLCOM and assess SEN needs such as dyslexia, dyspraxia and screen for ADHD.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1701428267">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1701428267</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1, 2, 4,5
Provide a specialised teacher to deliver high needs learning, especially in SEL (ARC teacher)	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1701416776">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1701416776</a>	1,2,4,5
Provide teaching assistants to work with children with high SEMH needs and S+L needs	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1701416776">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1701416776</a>	1,2,4,5

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

Budgeted cost: £151,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer in post £20,308	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3,5
Family support working in post £37,870	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1701415947">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1701415947</a>	3,5,6
Learning mentors in post x2 £28794 £27527 = £56321	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/behaviour-interventions/</a>	1,3,5,6
Funding for trips and residential £6000	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/outdoor-adventurelearning/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/outdoor-adventurelearning/</a>	7
Increase school activities (clubs) which offer a wide range of	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/arts-participation/</a> <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/arts-participation/</a>	5,7

opportunities, including sports and the arts £1000	<a href="http://org.uk/evidencesummaries/teaching-learningtoolkit/extending-school-time/">org.uk/evidencesummaries/teaching-learningtoolkit/extending-school-time/</a>	
Provide a wide range of opportunities to access and compete in sports. PE - Using PE Funding	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/sports-participation/</a>	5,7
Provide basics such as food, clothing, uniform, footwear, bus passes to get to school etc to those in need	Lower-level basic needs like food, water, and safety must be met first before higher needs can be fulfilled  <a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a>	3,6

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*As a school, subject leaders and the assessment lead monitor the progress of pupil premium children and strive to ensure that they are progressing inline with non pupil premium children and are inline with national, if not exceeding.*

	Reading				Writing				Maths				Combined			
	At & Above	National EXS+	Above	National GDS	At & Above	National EXS+	Above	National GDS	At & Above	National EXS+	Above	National GDS	At & Above	National EXS+	Above	National GDS
Year 6																
FSM	53%	61%	3%	17%	19%	54%	3%	6%	14%	55%	6%	11%	11%	42%	0%	3%
NFSM	79%	79%	8%	32%	42%	75%	4%	15%	29%	77%	0%	26%	29%	64%	0%	9%
Year 5																
FSM	59%	61%	6%	17%	47%	54%	0%	6%	47%	55%	0%	11%	41%	42%	0%	3%
NFSM	54%	79%	4%	32%	46%	75%	0%	15%	50%	77%	0%	26%	42%	64%	0%	9%
Year 4																
FSM	76%	61%	16%	17%	48%	54%	0%	6%	68%	55%	0%	11%	36%	42%	0%	3%
NFSM	58%	79%	0%	32%	47%	75%	5%	15%	68%	77%	0%	26%	42%	64%	0%	9%
Year 3																
FSM	67%	51%	0%	8%	35%	41%	0%	3%	63%	52%	0%	7%	30%			
NFSM	42%	72%	5%	21%	28%	63%	0%	10%	47%	73%	0%	18%	28%			
Year 2																
FSM	48%	51%	0%	8%	30%	41%	0%	3%	22%	52%	0%	7%	22%			
NFSM	64%	72%	0%	21%	59%	63%	0%	10%	45%	73%	0%	18%	45%			

*We aim to make sure that all children have access to additional support where appropriate. As a school, we have a 'pupil premium tracker' which teachers and SLT use to monitor and evaluate what is in place additionally for pupil premium children and what additional opportunities have been made available to them. The tracker also monitors their attainment over the course of the year.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
WELLCOM	GL ASSESSMENT
BOXALL PROFILE	BOXALL PROFILE
LEXIA	LEXIA LEARNING
TOE BY TOE	TOE BY TOE
QB ASSESSMENTS FOR ADHD	QB TECH

## Further information

### Quality first teaching

Children in receipt of pupil premium, especially those who are currently not progressing as we would expect, are placed at the front of the classroom so that the teacher can support through input, observe the challenges faced etc and intervene quickly.

### Safeguarding

Out of 246 pupil premium children, 80 are on the safeguarding watch list, meaning there are ongoing challenges or historical challenges in their lives beyond the classroom.

### Pupil premium attendance data\*

Despite the intensive work that goes into attendance, pupil premium attendance is still of huge concern and has decreased annually. There is a lack of urgency to get to school and fines are often not paid.

2022-2023 90%

2021-2022 92.4%

2020-2021 93.5%

The vast majority of persistent absentees who are invited for attendance panel meetings are PP children. Majority of those that work through the attendance policy and sent to the local authority attendance team are pupil premium families.

### Pastoral work analysis (year of 22/23)

Home visits by family support worker/attendance officer	390
Home collections	135
Meetings with parents by attendance officer	40
Meetings with parents by family support officer	120
Attendance concerns (CPOMS entries)	487
Attendance meetings held	50
Attendance fines issued	67
Learning mentor proactive work cases	63



Children working on the dog mentor programme	25
Specific advanced behavioural support	13
Early morning reluctance/attendance anxiety	12