

# Pupil premium strategy statement- Charlton Kings Infant's School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Kings Infants' School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	5.9% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katie James, Headteacher
Pupil premium lead	Emma Turner
Governor / Trustee lead	Jamie Newstead, lead for Inclusion and Diversity

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,450 (based on Oct 20 census data)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£18, 450</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### *'The wings to fly, the confidence to try'*

*Our vision at Charlton King's Infant School is to provide a safe and inclusive environment where **every** child is given the support to thrive as a kind and considerate member of our community. We aim to ensure that our children become passionate learners who are independent and confident when taking managed risks, resilient when facing challenges ahead. We strive to ensure 'No child is left behind' and that no barrier or challenge impedes our children's progress or their future lives.*

When making decisions about how best the pupil premium funding will benefit our pupils, it is important to consider a variety of issues such as context of our school and more specifically, the needs of each individual child. We look at the barriers and challenges our children face and use evidence based research, alongside professional knowledge and expertise, to ensure children's needs are met academically, socially and emotionally. As a school working towards being 'Mental Health Champions', we recognise the challenges that the last 2 years have placed on our families and our pupils. We continue to focus upon **improving pupils as learners** in order to ensure that all pupils, irrespective of social, economic and educational disadvantage, achieve success. Ultimately, we recognise that a number of children who are not in receipt of pupil premium funding in our school context are at a disadvantage and to this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on the majority of our children to allow all to flourish.

#### **Ultimate Objectives**

Our ultimate objectives are:

- To ensure a culture of high expectation of achievement for **every** child based on assessment, rather than assumption.
- To improve all pupils as learners, understanding that social, economic and educational disadvantage should not be an anchor and determine achievement.
- To maximise access to our rich broad and balanced curriculum, improve self-esteem and resilience, and reduce barriers for those vulnerable to underachievement.

#### **Achieving these objectives:**

We will achieve these objectives by ensuring:

- High quality continuing professional development for all staff to ensure they have the knowledge and expertise needed to improve all pupils as learners, recognising the barriers and challenges faced by those pupils vulnerable to underachievement.
- Accurate assessment of pupils' progress and attainment in order to inform purposeful and timely intervention and ongoing teaching and learning.
- Use of research based interventions, targeted at accelerating progress and attainment, specifically in the areas of PSHE, oracy and reading.

## Challenges

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

Challenge number	Detail of challenge
<b>In- School Barriers</b>	
1	Communication, speech and language skills with a specific focus upon oracy and vocabulary. Poor oracy skills and limited vocabulary impact negatively upon pupils fully accessing our broad and balanced curriculum, specifically upon their progress and attainment in phonics, reading and writing.
2	Personal, social and emotional skills with a specific focus upon self-regulation, self-esteem and resilience. Poor levels of involvement and well-being impact negatively upon pupils fully accessing and engaging in learning opportunities across our broad and balanced curriculum.
3	A high percentage of PP children enter EYFS below or significantly below age related expectations in many areas of learning and development (particularly in the prime and specific areas). This can impede their chances of achieving GLD by the end of EYFS.
4	Approximately ¼ of PP pupils in our current cohort demonstrate special educational needs and require specific scaffolds and targeted interventions to meet their additional learning needs.
<b>External Barriers</b>	
5	The economic, social and emotional challenges faced by our children and families can result in lack of opportunity or experience. It is essential that these pupils have full access to a broad and balanced curriculum to ensure a rich cultural capital.
6	Punctuality and attendance for some pupils eligible for PPG is below that of non PP pupils. Children who are not accessing school consistently or who are regularly late, are immediately at risk of not fully accessing planned learning opportunities.
<p><b><i>We are aware that the COVID pandemic has intensified the challenges faced by all pupils and families, particularly those vulnerable to underachievement. The significantly reduced social learning opportunities and for some, poor access to remote/home learning opportunities during enforced school lockdowns, has further impacted upon pupils' progress and attainment. This has caused gaps in learning and misconceptions; and in some cases disengagement with learning is apparent.</i></b></p>	

## 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 children’s vocabulary and oracy skills, including subject specific and technical vocabulary.	By the end of KS1, all pupils will have a well-developed vocabulary and will demonstrate knowledge and understanding of spoken English. Pupils will confidently use a range of oracy skills to express themselves and communicate their learning across our broad and balanced curriculum.
Ensure accelerated progress for those pupils who are below/significantly below ARE on entry to EYFS (Kindergarten or YR) across multiple areas of learning and development and are at risk of not achieving the Good Level of Development (GLD) at the end of YR.	Pupils will make accelerated progress within the EYFS and any attainment gap between PP and non PP pupils will have significantly reduced.  100% of children will achieve GLD at the end of the EYFS.
Improve progress and attainment of pupils in phonics, reading and writing to ensure that this is in line with (or better) than that of non PP peers both nationally and within CKIS.	Pupils will make accelerated progress and will be on track to achieve at least ARE in phonics, reading and writing at key milestones (EYFSP, Yr1 and end of KS1).  100% of children will pass the Y1 phonics screening check.
Improve progress and attainment of pupils in mathematics to ensure that this is in line with (or better) than that of non PP peers both nationally and within CKIS.	Pupils will make accelerated progress and will be on track to achieve at least ARE in mathematics at key milestones (EYFSP and end of KS1).
Ensure all PP pupils access a broad and balanced curriculum that promotes a rich cultural capital.	Pupils will demonstrate high levels of involvement and engagement within cross-curricula learning opportunities.
Ensure pupils and families are aware of how to support personal mental health and well-being in order to promote positive growth mindset and learning behaviours.	Pupils will be able to self-regulate and demonstrate increased self-esteem and resilience as learners.
Improved punctuality and attendance for identified pupils.	Families will be aware of the impact of poor attendance and punctuality on pupil progress and attainment and

	will work in partnership with the school to secure regular attendance and punctuality. Attendance rates for identified pupils will be 95% or better with 100% punctuality.
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## 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: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Oracy 21 project across the school to improve teaching and learning of oracy, ensuring targeted support and challenge for those at risk of under achievement.</p> <p>Continue to provide high quality phonics teaching and learning ensuring fidelity to the Phonics International scheme.</p> <p>Ensure progress and attainment is oracy, phonics, reading and writing is rigorously monitored and tracked, facilitating immediate intervention for those at risk of underachievement.</p> <p>Whole school Oracy and phonics and reading training for Teachers and Teaching Partners to ensure staff have the knowledge and skills to develop expertise in the teaching of oracy, phonics and reading.</p>	<p>All pupils, particularly those at risk of under achievement, benefit from high quality teaching and learning by highly trained and experienced staff.</p> <p>EEF Oracy projects - <i>Evidence shows such strategies can add up to 6 months progress.</i></p> <p>EEF Phonics - <i>Evidence shows such strategies can add up to 5 months progress.</i></p> <p><b>EEF Improving Literacy in KS1 - 1 and 3</b></p>	1-4
<p>Whole school CPD and approach to 'Mastering Number' to ensure these strategies to</p>	<p><b>EEF Improving Mathematics in EYFS and KS1.</b></p>	2-4

support teaching and learning are embedded within our curriculum and daily practice.		
Ongoing whole staff training in and development of our rich broad and balanced curriculum. Ensuring our CKIS curriculum is accessible and challenging for all, providing high quality and effective feedback to support accelerated progress and attainment. STEM science project for Y2 pupils.	<b>EEF Feedback</b> – Evidence demonstrates effective feedback can add up to 6 months progress.	1-5
Whole school approach to promoting emotional health and well-being of all within our school community through effective relational practice, our SCARF PSHE curriculum and use of the ‘Zones of regulation’ with pupils. Family support and workshops led by our family engagement lead to promote child and family emotional health and well-being.	<b>EEF metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i>	2 5
Whole school CPD and coaching by SENDCO and designated Educational Psychologist to identify strategies for pupils with specific learning difficulties to support teaching and learning for SEND pupils.	<b>EEF metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i>	1-5

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

**Budgeted cost: £6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention (NELI) Programme in YR to ensure targeted intervention for those	<b>EEF</b> - Early Language projects - <i>Evidence shows such strategies can add up to 6 months progress.</i>	1-4

identified as 'at risk' of underachievement in language development.		
<p>Introduction of Phonics International intervention programme to support target children in KS1.</p> <p>Daily priority reading focus for identified pupils at risk of underachievement.</p>	<p><b>EEF</b> - Phonics has a positive impact overall (+5 months) alongside reading comprehension strategies (+6 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1-4
<p>Teaching Partners to develop high quality structured 1-1 and small group interventions to accelerate the progress of identified pupils, increasing the % of pupils achieving end of year expectations:</p> <p>Oracy, phonics, reading, number.</p>	<p><b>EEF</b> - There is consistent evidence that 1:1 and small group tutoring supports children struggling with aspects of literacy - Improving Literacy in Key stage 1.</p> <p>Evidence suggests that TPs can have a positive impact on academic achievement if used to deliver targeted intervention that is planned and modelled by teachers. TPs must link the intervention to in class independent learning.</p>	1-4
<p>ELSA interventions delivered by trained ELSA practitioners.</p> <p>Play Therapy provision for children requiring 1:1 support for social and emotions difficulties.</p> <p>Additional TP support to promote involvement and engagement of identified pupils in learning across the Curriculum.</p>	<p><b>EEF</b> - Up to 4 months added progress for social and emotional learning programmes (Social &amp; Emotional learning - Teaching &amp; Learning Toolkit).</p> <p><b>EEF</b> - Research shows up to 5 months added progress for Play-based programmes and the teaching of self-regulation strategies.</p>	2 3 4 5 6
<p>SLT coaching and mentoring of target pupils focused on supporting metacognition and self-regulation.</p>	<p><b>EEF - metacognition and self-regulation:</b> Evidence shows such approaches can add up to 7 months progress.</p>	1-6

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

**Budgeted cost: £2450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of Pastoral Support Team (Family Engagement Lead and Year Group Family Liaison Leads) to provide targeted family support and engagement.</p> <p>Designated staff to receive specialist training and support.</p>	<p><b>EEF</b> - <i>Evidence shows that parental support and engagement and involvement can add up to 4 months' progress for children. Evidence also show there is high impact for EYFS and KS1 children and those who are low attaining.</i></p>	<p>2 5 6</p>
<p>Ensure access to extra curricular activities for pupils who would benefit from identified personal and social development opportunities.</p>	<p><b>EEF metacognition and self-regulation</b> <i>Evidence shows such approaches can add up to 7 months progress</i></p>	<p>2 5</p>

**Total budgeted cost: £18450**

## 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 2020 to 2021 academic year.

Our internal assessments during 20/21 identified that the performance of disadvantaged pupils in Y2 was in line with or better than the performance of disadvantage pupils in 18/19 and 19/20 across key areas of the curriculum. Performance in Y1 and EYFS was lower than the outcomes we aimed to achieve due to the significant prolonged disruption to school for these pupils as a direct impact of the Global Pandemic :

#### Y2 (4 pupils)

Phonics	75% achieved phonics screening check
Reading	75% Expected Standard / Expected Standard +
Maths	100% Expected Standard

#### Y1 (5 pupils)

Phonics	60% achieved internal phonics screening check
Reading	60% on track to achieve Expected Standard / Expected Standard +
Maths	60% on track to achieve Expected Standard / Expected Standard +

#### YR (4 pupils)

Good Level of Development (GLD)	50% achieved GLD at the end of EYFS
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Our assessment of the reasons for these outcomes being slightly below our objectives points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit consistently from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. This was aided by use of high quality

remote learning opportunities, targeting our school priorities of oracy, phonics, reading, number and a broad and balanced curriculum.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year due to disruption to schooling, the impact of the lack of social learning opportunities and inconsistency in school attendance. However, we targeted use of school funding, including Pupil Premium and Catch up funding to provide well-being support for all pupils, ensure access to our remote learning offer and provide targeted interventions where required. We continue to building upon this effective approach with the activities detailed in this current plan.

Overall attendance (not including period of enforced lockdown) in 2020/21 continued to be outstanding and was in line with previous years. Whilst attendance of disadvantaged pupils (98.46%) was higher than non-disadvantaged peers (98.12%), we recognise that attendance and punctuality for certain identified pupils needs to remain a focus within our current plan.

## Externally provided programmes

Programme	Provider
N/A due to lack of available providers for EYFS and KS1	

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have previously commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers alongside engaging in local and national professional development focused on the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.