

Pupil premium strategy statement- Charlton Kings Infant's School

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 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 | 269 |
| Proportion (%) of pupil premium eligible pupils | 6.1% (17 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2025/2026 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Katie James, Headteacher |
| Pupil premium lead | Emma Turner |
| Governor / Trustee lead | Amy Coole, lead for Inclusion and Diversity |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £21,960 (based on Oct 21 census data) |
| 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 | £21,960 |

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' and developing the role of Mental Health Lead, we recognise the challenges that covid has 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, phonics, reading and writing.

Challenges

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

| Challenge number | Detail of challenge |
|----------------------------|--|
| In- School Barriers | |
| 1 | Approximately 50% of PP pupils in our current cohort demonstrate special educational needs and require specific scaffolds and targeted interventions to meet their additional learning needs. |
| 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 | Approximately 25% of PP pupils in our current cohort are PLAC or LAC children who require specific targeted interventions to support their emotional literacy and mental health needs. |
| External Barriers | |
| 4 | 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. |
| 5 | 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. |

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 |
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| Improved emotional health of all PP pupils in our care to enable them to fully access our broad and balanced curriculum and form secure and positive relationships. | Pupils will make accelerated progress across the curriculum and meet key milestones (EYFSP, Yr1 and end of KS1). |

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| 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 last 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. |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue to Embed Oracy 21 project across the school to | All pupils, particularly those at risk of under achievement, benefit from | 1-4 |

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| <p>improve teaching and learning of oracy, ensuring targeted support and challenge for those at risk of under achievement.</p> <p>Provide high quality whole school 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>Continue to provide high quality phonics teaching and learning, ensuring fidelity to the Phonics International scheme.</p> <p>Whole school CPD and introduction of The Write Stuff writing approach.</p> <p>Ensure progress and attainment in oracy, phonics, reading and writing is rigorously monitored and tracked, facilitating immediate intervention for those at risk of underachievement.</p> | <p>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>EEF Improving Literacy in KS1 - 1 and 3</p> | |
| <p>Whole school CPD and approach to 'Mastering Number' to ensure these strategies to support teaching and learning are embedded within our curriculum and daily practice.</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 Improving Mathematics in EYFS and KS1.</p> | 1-4 |
| <p>Ongoing whole staff training in and development of our rich broad and balanced curriculum.</p> <p>Ensuring our CKIS curriculum is accessible and challenging for all, providing high quality and effective feedback to support accelerated progress and attainment.</p> <p>Young Leaders programme for Y2 pupils – run by Move More apprentice</p> | <p>EEF Feedback – Evidence demonstrates effective feedback can add up to 6 months progress.</p> | 1-5 |
| <p>Whole school approach to promoting emotional health and</p> | <p>EEF metacognition and self-regulation: <i>Evidence shows</i></p> | 15 |

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| <p>well-being of all within our school community through effective relational practice, through our SCARF PSHE curriculum.</p> <p>Level 3 Applied Therapeutic Skills training through Head sights- FSW and Kindergarten lead. Whole school access to webinars as part of the programme.</p> <p>Mental Health Lead training for PSHE lead.</p> <p>School based Family Support Worker (FSW) appointed to promote child and family emotional health and well-being. FSW to work in partnership with the senior leadership team and the wider pastoral care team (including SENDCO, link play therapist and link Educational Psychologist) to ensure early targeted intervention for SEMH need.</p> | <p><i>such approaches can add up to 7 months progress.</i></p> <p>EEF parental engagement : <i>Evidence shows such approaches can add up to 4 months progress.</i></p> <p><i>Social and emotional learning: Evidence shows such approaches can add up to 5 months progress.</i></p> | |
| <p>Whole school CPD and coaching by SENDCO to identify adaptive strategies for pupils with specific learning difficulties to support teaching and learning for SEND pupils.</p> | <p>EEF metacognition and self-regulation: <i>Evidence shows such approaches can add up to 7 months progress.</i></p> | <p>1-5</p> |

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

Budgeted cost: £7500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Introduction of The Write Stuff programme for writing.</p> | <p>EEF – Improving KS1 Literacy Guidance report- <i>Evidence shows</i></p> | <p>1-4</p> |

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| | <i>such approaches can add up to 18 months progress by GCSE level</i> | |
| <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>EEF - 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 provide 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>EEF - There is consistent evidence that 1:1 and small group tutoring supports children struggling with aspects of literacy - <i>Improving Literacy in Key stage 1.</i></p> <p><i>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.</i></p> | 1-4 |
| <p>ELSA interventions delivered by trained ELSA practitioners.</p> <p>Play Therapy provision for children requiring 1:1 support for SEMH needs.</p> <p>Additional TP support to promote involvement and engagement of identified pupils in learning across the Curriculum.</p> | <p>EEF - Up to 4 months added progress for social and emotional learning programmes (<i>Social & Emotional learning - Teaching & Learning Toolkit</i>).</p> <p>EEF - Research shows up to 5 months added progress for Play-based programmes and the teaching of self-regulation strategies.</p> | 1-5 |
| <p>SLT coaching and mentoring of target pupils focused on supporting metacognition and self-regulation.</p> | <p>EEF - metacognition and self-regulation: <i>Evidence shows such approaches can add up to 7 months progress.</i></p> | 1-6 |
| <p>SEND CPD for all members of teaching staff (Teachers and Teaching Partners). To include sensory profiling and trauma support. Targeted 1:1 support for adults working with children with complex learning needs – delivered by SENDCo, Pastoral lead and external experts.</p> | <p>EEF - There is consistent evidence that 1:1 and small group tutoring supports children struggling with aspects of literacy - <i>Improving Literacy in Key stage 1.</i></p> <p><i>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.</i></p> | |

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| | <p><i>TPs must link the intervention to in class independent learning.</i></p> <p>EEF - Up to 4 months added progress for social and emotional learning programmes (Social & Emotional learning - Teaching & Learning Toolkit).</p> <p>EEF - Research shows up to 5 months added progress for Play-based programmes and the teaching of self-regulation strategies.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2460

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continue to monitor attendance of PP children- termly monitoring reviews by Headteacher and Pastoral Team. Targeted support for families vulnerable to poor punctuality and attendance. Working alongside families to educate them about the impact of missing school. | <p>EEF parental engagement : Evidence shows such approaches can add up to 4 months progress.</p> <p>EEF attendance: Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to a new evidence review published by the Education Endowment Foundation (EEF).</p> | 1-5 |
| Further development of Pastoral Support Team – introduction of school based Family Support Worker support to provide targeted family support and engagement. Designated staff to receive specialist training and support. | EEF - 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. | 1-5 |
| Ensure access to extra curricular activities for pupils who would benefit | EEF metacognition and self-regulation Evidence | 3 4 |

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| from identified personal and social development opportunities. | <i>shows such approaches can add up to 7 months progress</i> | |
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Total budgeted cost: £21,960

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 2021 to 2022 academic year.

Our internal assessments during 21/22 identified that the performance of disadvantaged pupils in Y1 was significantly better than the performance of disadvantage pupils in 18/19 and 19/20 across key areas of the curriculum. Performance in Y2 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 (5 pupils)

| | |
|---------|---|
| Phonics | 100% achieved phonics screening check |
| Reading | 60% Expected Standard / Expected Standard + |
| Maths | 60% Expected Standard/Expected Standard + |

Y1 (4 pupils)

| | |
|---------|--|
| Phonics | 100% achieved internal phonics screening check |
| Reading | 100% on track to achieve Expected Standard / Expected Standard + |
| Maths | 75% on track to achieve Expected Standard / Expected Standard + |

YR (8 pupils)

| | |
|---------------------------------|-------------------------------------|
| Good Level of Development (GLD) | 38% achieved GLD at the end of EYFS |
|---------------------------------|-------------------------------------|

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 20/21, and enforced isolation 21/22, 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 the disruption caused by the Global Pandemic, the impact of the lack of social learning opportunities and inconsistency in school attendance. However, we targeted use of school funding, including Pupil Premium to provide well-being support for all pupils and provided targeted interventions where required. We continue to build upon this effective approach with the activities detailed in this current plan.

Overall attendance in 2021/22 continued to be outstanding and was in line with previous years. Whilst attendance of disadvantaged pupils (95.07%) was higher than non-disadvantaged peers (93.10%), 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.