

Pupil premium strategy statement – Charlton Kings Infants’ School 2022- 2025 (reviewed December 2023)

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our three year pupil premium strategy, which is reviewed and updated on an annual basis to demonstrate how we intend to spend the funding in this academic year. It also highlights the impact of last year’s spending of the pupil premium grant on improving outcomes for pupils at CKIS.

School overview

Detail	Data
School name	Charlton Kings Infants’ School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	5.2% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Katie James, Headteacher
Pupil premium lead	Emma Turner
Governor / Trustee lead	Amy Coole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
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	£23,280

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 the pupil premium funding will benefit our pupils, it is important to consider a variety of issues; such as the context of our school and more specifically, the needs of each individual child. We identify 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, we prioritise mental health and recognise the socio/economic challenges placed on our families and our pupils within the current economic crisis. We continue to focus upon inspiring pupils to become life-long learners 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 everyone to ensure that all children thrive.

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 inspire all pupils to become lifelong learners, understanding that social, economic and educational disadvantage should not be an anchor and determiner for future success and achievement.
- To maximise access to our aspirational 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:

- Embedding a coaching culture across the school as a vehicle to empower leadership at all levels and promote transformational school improvement.
- Sustaining high quality continuing professional development for all staff to ensure they have the knowledge and expertise to deliver the highest quality teaching and learning for all.
- Training staff to recognise and address the barriers and challenges faced by those pupils vulnerable to underachievement to secure accelerated progress and attainment.

- Ensuring accurate assessment of pupil progress and attainment to inform purposeful and timely intervention and ongoing teaching and learning.
- Using research based interventions, targeted at accelerating progress and attainment for all.

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	43% 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	Lack of opportunity for disadvantaged pupils compared with their peers. The DfE states that 'looked-after and previously looked-after children start with the disadvantage of their pre-care experiences'. 29% 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	We have a growing number of children and families facing socio-economic challenges and whilst they do not meet the criteria for the PPG, we have identified the need for support. As an Infant school, where all children are eligible for universal FSM, it can take time for us to engage with new families and encourage them to apply for FSM if relevant.
5	Continue to monitor punctuality and attendance for all PP children to ensure this is in line with non PP children.
6	The economic, social and emotional challenges faced by our children and families can result in lack of opportunity or experience. We recognise that it is therefore essential that our PP pupils have full access to a broad and balanced curriculum to ensure a rich cultural capital.

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 emotional health of all PP pupils in our care to enable them to fully access our broad and balanced curriculum and form secure/positive relationships and RESPECT learning behaviours.	Pupils will make accelerated progress across the curriculum and meet key statutory milestones (EYFSP, Yr1 screening check and end of KS2 SATs).
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 and school expectations in phonics, reading and writing at key milestones. 100% of children will pass the Y1/2 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 and school expectations in mathematics at key milestones.
Ensure all PP pupils access a broad and balanced CKIS curriculum that promotes a rich cultural capital.	Pupils will demonstrate high levels of involvement and engagement in our CKIS curriculum and 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 our school RESPECT 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: £12,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD and ongoing implementation of 'The Write Stuff' writing approach.</p> <p>Continue to prioritise oracy across the curriculum and daily provision to improve teaching and learning of oracy, ensuring targeted support and challenge for those at risk of under achievement.</p> <p>Sustain high quality phonics teaching and learning ensuring fidelity to the Phonics International scheme.</p> <p>Ensure progress and attainment phonics, reading and writing is rigorously monitored and tracked, facilitating immediate intervention for those at risk of underachievement.</p> <p>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 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>EEF Improving Literacy in KS1 - 1 and 3</p>	1,2,3,5,6
<p>Sustain 'Mastering Number' and mastery maths approach to teaching and learning.</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 Maths - <i>Evidence shows the mastery approach can add up to 5 months progress.</i></p> <p>EEF Improving Mathematics in EYFS and KS1.</p>	1,2,3,5,6
<p>Ongoing development of our rich broad and balanced curriculum.</p> <p>Continue to ensure our CKIS curriculum is accessible and challenging for all, providing high</p>	<p>Ofsted's Education Inspection Framework (EIF) details the importance of a broad and balanced curriculum for all learners to succeed. In particular,</p>	1,2,3,5,6

<p>quality and effective feedback to support accelerated progress and attainment.</p>	<p>disadvantaged learners benefit from the knowledge, skills and vocabulary that a carefully designed and well implemented curriculum allows.</p> <p>The primary tool for all pupils to make exceptional progress is quality first teaching, as outlined by Third Space Learning. By using staff meetings and INSET days as a way to share up-to-date subject information and disseminate subject knowledge, we can ensure all teachers are experts in every subject.</p> <p>EEF Feedback – Evidence demonstrates effective feedback can add up to 6 months progress.</p>	
<p>Whole school approach to promoting emotional health and well-being of all within our school community through effective relational practice, delivered through our SCARF PSHE curriculum.</p> <p>Open Parachute mental health programme (written and developed by a Canadian psychologist) trial in two Y1 classes.</p> <p>Applied Therapeutic Skills training through Headsights.</p> <p>Our school based Family Support Worker will continue to support children and families emotional health and well-being.</p>	<p>EEF metacognition and self-regulation: <i>Evidence shows such approaches can add up to 7 months progress.</i></p> <p>The DfE states that ‘looked-after and previously looked-after children start with the disadvantage of their pre-care experiences’. This can sometimes also mean that children have experienced ACEs in their early childhood.</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>1,2,3,6</p>

Continued support and coaching from SENDCO to identify adaptive strategies for pupils with specific learning difficulties to support teaching and learning for SEND pupils.	EEF metacognition and self-regulation: <i>Evidence shows such approaches can add up to 7 months progress.</i>	1 and 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily priority reading focus for identified pupils at risk of underachievement.	EEF - Phonics <i>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.</i>	1,2,3,6
Teaching Partners to deliver 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. Precision monitoring, fine and gross motor interventions, daily targeted speech interventions, Dancing Bears.	EEF - <i>There is consistent evidence that 1:1 and small group tutoring supports children struggling with aspects of literacy - Improving Literacy in Key stage 1.</i> <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>	1,2,3,6
ELSA interventions delivered by trained ELSA practitioners. Play Therapy provision for children requiring 1:1 support for social and emotions difficulties. Additional TP support to promote involvement and engagement of identified pupils	For some previously looked after children at CKIS, these experiences in early childhood can affect their mental health and social and emotional wellbeing, meaning that academic learning cannot take place effectively. As Third Space Learning says 'In some cases this will mean looking further than just academic attainment'. By	1,2,3,6

in learning across the Curriculum.	<p>prioritising their emotional wellbeing through ELSA interventions, Play Therapy, Drawing and Talking and other schemes, we are able to help children find ways to express themselves, self-regulate and to become effective learners</p> <p>EEF - <i>Up to 4 months added progress for social and emotional learning programmes (Social & Emotional learning - Teaching & Learning Toolkit).</i></p> <p>EEF - <i>Research shows up to 5 months added progress for Play-based programmes and the teaching of self-regulation strategies.</i></p>	
Speech & Language support for targeted pupils by link private Speech and Language therapist.	EEF - metacognition and self-regulation: <i>Evidence shows such approaches can add up to 7 months progress.</i>	1-3

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

Budgeted cost: £5,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Family Support Worker to provide targeted family support and engagement.	EEF - <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>	1-6
Ensure access to extra-curricular activities for pupils who would benefit from identified personal and social development opportunities.	EEF metacognition and self-regulation <i>Evidence shows such approaches can add up to 7 months progress</i>	1-6
Employment of a trained Forest School leader to deliver sessions to	NEF research in association with Forest Research confirms the impact of outdoor learning. Forestry Commision England	

all children as well as targeted sessions for vulnerable pupils.	call it 'a marvellous place to learn.' EEF – Discusses the positive impact of Adventure Learning	
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Total budgeted cost: £23,280

Part B: Review of outcomes in the previous academic year 22/23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year 2022 to 2023.

Y2 (6 pupils 33% SEND)

Phonics	67% (4 pupils) achieved the phonics screening check. The 2 pupils who did not achieve the screening check in Y1 and Y2 joined the school during Y2 and were on the school's SEND register.
Reading	67% (4 pupils) achieved at least Expected Standard with 50% (3 pupils) achieving EXS+. The 2 pupils who did not achieve EXS joined the school during Y2 and were on the school's SEND register.
Writing	67% (4 pupils) achieved at least Expected Standard with 17% (1 pupil) achieving EXS +. The 2 pupils who did not achieve EXS joined the school during Y2 and were on the school's SEND register.
Maths	50% (3 pupils) achieved Expected Standard. Two of the 3 pupils who did not achieve EXS joined the school during Y2 and were on the school's SEND register.

Y1 (7 pupils 57% SEND)

Phonics	71% (5 pupils) achieved Y1 phonics screening check. The 2 pupils who did not achieve the screening check were on the school's SEND register.
Reading	71% (5 pupils) were on track to achieve at least Expected Standard by the end of KS1. The 2 pupils who were not on track were on the school's SEND register.
Writing	29% (2 pupils) were on track to achieve at least Expected Standard by the end of KS1. 80% (4/5) of those not on track were on the school's SEND register. Targeted intervention for those pupils who were not on track resulted in pupils making accelerated progress.
Maths	43% (3 pupils) were on track to achieve at least Expected Standard by the end of KS1. 75% (3 / 4) of those not on track were on the school's SEND register. Targeted intervention for those pupils who were not on track resulted in pupils making accelerated progress.

YR (5 pupils 40% SEND)

Good Level of Development (GLD)	80% (4 pupils) achieved GLD at the end of EYFS. The 1 pupil who did not achieve GLD was on the school's SEND register.
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We had two PP pupils join during Year 2, both children were LAC/PLAC and had experienced significant adverse childhood experiences, including trauma. Timely SEMH and academic interventions (including through the National Tutoring programme) were put in place and both children made significant progress, but remained below the expected standard at the end of KS1. Both children had significant gaps in phonic knowledge and made rapid progress, but neither passed the phonics screening check due to the short period of time they were on our roll.

Overall attendance in 2022/23 continued to be outstanding and was in line with previous years. Whilst attendance of disadvantaged pupils (94.54%) was lower than non-disadvantaged peers (96.35%), we recognise that attendance and punctuality has improved from 2021/22, disadvantaged pupils (92.99%) compared with (95.10%) non-disadvantaged peers. It continues to remain a priority for ongoing monitoring during the next academic year.

We recognise the lasting impact of the Covid 19 pandemic for some of our pupils. As evidenced in schools across the country, school closure 20/21, and enforced isolation 21/22, was most detrimental to our disadvantaged pupils. They were not able to fully 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 or whilst pupils were isolating. 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.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Protocol Education