

# Pupil premium strategy statement for Charlton Kings Infants' School - 2022- 2025 (updated November 24)

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	265
Proportion (%) of pupil premium eligible pupils	(17 pupils) 6.4% 1 Early Years PPG
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – amended yearly to match our cohort</b> )	2022-2025
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
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	£ 21,310
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 21,310</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. Every child belongs.*

**OFSTED May 2024: 'This is a school with true community spirit. Inclusivity is at the school's core. The school works effectively with parents to give every child the best chance.'**

When making decisions about how the pupil premium funding will benefit our children/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, family knowledge and professional knowledge and expertise, to ensure children's personal, social, emotional and academic needs are met. As an organisation (kindergarten and school), we prioritise mental health and recognise the socio/economic challenges placed on our families and our children/pupils within the current economic crisis. We continue to focus upon inspiring our young children to become life-long learners to ensure that all achieve success, irrespective of social, economic and educational disadvantage. Ultimately, we recognise that some 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 secure knowledge and assessment, rather than assumption.
- To inspire all our young children 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:

- Working in close partnership with our families, local communities and multi-agency professionals.
- 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
<b>In- School Barriers</b>	
1	Assessment and identification demonstrates that 18% of PP pupils in our current cohort (above the national average) demonstrate specific educational needs and require personalised scaffolds and targeted interventions to meet these needs.
2	Nationally, evidence demonstrates that poor personal, social and emotional skills (with a specific focus upon self-regulation, self-esteem and resilience) for our children and young people are a key concern. We recognise that poor levels of involvement and well-being impact negatively upon our children/pupils fully accessing and engaging in learning opportunities across our broad and balanced curriculum.
3	The Education Endowment Foundation (EEF) has carried out National research which demonstrates a lack of opportunity for disadvantaged pupils compared with their peers. The DfE also states that 'looked-after and previously looked-after children start with the disadvantage of their pre-care experiences'.
<b>External Barriers</b>	
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	We 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 alongside a wealth of extra-curricular activities 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 to enable them to form secure/positive relationships and fully access our broad and balanced curriculum alongside a wealth of extra-curricular activities.	Pupils make accelerated progress across the curriculum and meet key statutory milestones - EYFSP, Yr1 screening check and end of KS2 SATs (within Key Stage 2 provision).
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 make accelerated progress and meet school expectations for progress and attainment in phonics, reading and writing at key milestones.  100% of children 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 make accelerated progress and are on track to achieve school expectations for progress and attainment in mathematics at key milestones.
Ensure all PP pupils access a broad and balanced CKIS <a href="#">curriculum</a> and a wealth of extra-curricular activities to promote a rich cultural capital.	Pupils demonstrate high levels of involvement and engagement in our CKIS curriculum and extra-curricular learning opportunities.
Ensure pupils and families are aware of how to support personal mental health and well-being to promote positive growth mindset and our school <a href="#">RESPECT</a> learning behaviours.	Pupils can self-regulate and demonstrate increased self-esteem and resilience as learners.
Improve 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: £ 14,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 <a href="#">Phonics International scheme</a>.</p> <p>Ensure progress and attainment in 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. Lesson studies and model lessons carried out to ensure consistency of practice. Whole school Speech Sounds training delivered by our partner Speech and Language therapist.</p> <p>Whole school CPD and ongoing implementation of The Write Stuff writing approach. Lesson studies and model lessons carried out to ensure</p>	<p><b>EEF - Children's early literacy is dependent on their oral language skills. Approaches for teaching early literacy should, therefore, be used in ways that build on approaches that support <u>communication and language</u>, which are fundamental to children's literacy.</b></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>	<p>1,2,3,4,6</p>

<p>consistency of high-quality teaching and learning.</p> <p>Use of visual prompts in all classrooms, daily timetables, widget symbols, pictures linked to vocabulary, to support those pupils with EAL. Adults across the school to use consistent Makaton signs to enable children with developing language to communicate their needs.</p>		
<p>Sustain 'Mastering Number' and mastery maths approach to teaching and learning. Lesson studies and model lessons carried out to ensure consistency of high-quality 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><i>EEF Maths - Evidence shows the mastery approach can add up to 5 months progress.</i></p> <p><i>EEF Maths – Early Years tool kit- early numeracy approaches can add up to 7 months</i></p> <p><b>EEF Improving Mathematics in EYFS and KS1.</b></p>	<p>1,2,3,4,6</p>
<p>Ongoing development of our rich broad and balanced curriculum to ensure it remains accessible and challenging for all.</p> <p>Ongoing monitoring of the quality of teaching and learning across the curriculum (including the use of effective pupil feedback) to ensure accelerated progress and attainment for all PP pupils.</p>	<p>Ofsted's <a href="#">Education Inspection Framework (EIF)</a> details the importance of a broad and balanced curriculum for all learners to succeed. In particular, 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 <a href="#">Third Space Learning</a>. By using staff meetings and INSET sessions to share up-to-date subject information and disseminate subject knowledge, we strive to ensure all teachers are experts in every subject.</p> <p>Targeted time is given to track and analyse progress and attainment of</p>	<p>1,2,3,4,6</p>

	<p>all pupils, including disadvantaged pupils during termly pupil progress meetings. Our Pupil Premium lead and full SLT work in partnership to ensure oversight and provide challenge.</p> <p><b>EEF Feedback</b> – 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>Forest School lead (FSL) provides high quality forest school learning opportunities for all pupils to build personal, social and emotional skills alongside curriculum linked learning opportunities.</p> <p>Engagement in mental health, therapeutic and trauma training through 'Headsight Services' Schools Partnership Programme - <a href="#">Our Schools Programme - Headsight Services</a></p>	<p><b>EEF metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i></p> <p>The <a href="#">DfE</a> 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 a number of Adverse Childhood Experiences (ACEs) in their early childhood.</p> <p><b>EEF parental engagement :</b> <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>	1,2,3,4,6
<p>Continued training, support and coaching from SENDCO and a range of multi-agency Professionals (including Educational Psychologist, link Speech and Language Therapist) to identify adaptive strategies for pupils with specific learning difficulties to support teaching and learning for SEND pupils.</p>	<p><b>EEF metacognition and self-regulation:</b> <i>Evidence shows such approaches can add up to 7 months progress.</i></p>	1 and 2

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

Budgeted cost: £ 3,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily priority reading focus for identified pupils at risk of underachievement.</p>	<p><b>EEF</b> - 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></p>	<p>1,2,3,6</p>
<p>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.</p> <p>Precision monitoring, fine and gross motor interventions, daily targeted speech interventions to include Talk Boast, Dancing Bears, 5 minute maths.</p>	<p><b>EEF</b> - <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></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>	<p>1,2,3,6</p>
<p><a href="#">ELSA</a> interventions delivered by trained ELSA practitioners.</p> <p>Partnership work with 'For the Child' - to support teachers with strategies to support identified vulnerable children.</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>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 <a href="#">Third Space Learning</a> says 'In some cases this will mean looking further than just academic attainment'. By 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><b>EEF</b> - <i>Up to 4 months added progress for social and emotional</i></p>	<p>1,2,3,6</p>



	<p><i>learning programmes (Social &amp; Emotional learning - Teaching &amp; Learning Toolkit).</i></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>	
Speech and Language support for targeted individuals by qualified Speech and Language therapist.	<b>EEF - metacognition and self-regulation:</b> Evidence shows such approaches can add up to 7 months progress.	1-3

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

**Budgeted cost: £ 3,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children and Families Support Worker (CFSW) continues to support children and families and their emotional health and well-being through therapeutic interventions such as ELSA, Drawing & Talking, Sand therapy. Our CFSW is also a trained 'Solihull' parenting programme lead and will be providing parenting courses for identified families during the 24-25 academic year.	<b>EEF</b> - 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.	1,2,3,4,6
Whole school, group and targeted individual attendance monitored weekly, monthly and termly by HT, and attendance lead with oversight by Governors on a termly basis.		5
Ensure equality of provision and access to extracurricular activities for pupils who would benefit from	<b>EEF metacognition and self-regulation</b>	1,2,3,4,6

identified personal and social development opportunities.	<i>Evidence shows such approaches can add up to 7 months progress</i>	
In addition to whole class 'Forest school' learning opportunities for all children, our FSL leads bespoke intervention sessions for identified pupils requiring additional support for their SEMH needs.	<b>NEF</b> research in association with <a href="#">Forest Research</a> confirms the impact of outdoor learning. <a href="#">Forestry Commision</a> England call it 'a marvellous place to learn.'  <b>EEF</b> – Discusses the positive impact of Adventure Learning	1,2,3,4,6
As an Eco school we believe this extends to school uniform and therefore run a uniform swap shop as well as selling used uniform at a heavily discounted rate allowing all parents to provide uniform for their children despite socio- economic hardships being faced by many families. We have worked hard to remove the stigma around secondhand uniform.  This also extends to events such as world book day and special events, such as 'Christmas story night' when our PFA support us to ensure equality of provision and access for all of our children and families.	Wearing school uniform, on its own is unlikely to improve pupil progress, but as the <a href="#">EEF</a> tell us, when embed in a whole school ethos, it can improve pupil behaviour. This said, without support it can add extra stress to many families. The charity Salvation Army have recently opened second hand school uniform shops in numerous places nationwide after issuing a statement that, 'Having decent school uniform provides dignity for the child so they can go to school with confidence and feel ready to learn.'	1,2,3,4,6
'Forces' family questionnaire to fully understand bespoke needs for these families and children to ensure both daily and targeted provision matches need.		1-6
Well-being presentation evening for families (shared with CKJS as some families have children in both schools). Providing information and advice for families on supporting their own mental health and well-being and that of the child/ren.		1-6

**Total budgeted cost: £ 21,310**

## Part B: Review of outcomes in the previous academic year 23/24

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Y2 (7 pupils – 71% 5/7 SEND)

Phonics	86% (6/7) achieved phonics screening check
Reading	29% (2/7) achieved the school's 'Expected' Standard 86% (6/7) achieved Expected progress
Writing	14% (1/7) achieved the school's 'Expected' Standard 86% (6/7) achieved Expected progress with 14% (1/7) achieving better than Expected progress
Maths	29% (2/7) achieved the school's 'Expected' Standard 86% (6/7) achieved Expected progress with 14% (1/7) achieving better than Expected progress

#### Y1 (4 pupils 0% SEND)

Phonics	100% achieved phonics screening check
Reading	100% on track to achieve at least the school's 'Expected' Standard with 75% (3 /4) on track to exceed this 50% (2/4) achieved Expected progress with 50% (2/4) achieving better than Expected progress
Writing	100% on track to achieve at least the school's 'Expected' Standard with 75% (3 /4) on track to exceed this 75% (3/4) achieved Expected progress with 25% (1/4) achieving better than Expected progress
Maths	100% on track to achieve at least the school's 'Expected' Standard with 75% (3 /4) on track to exceed this 75% (3/4) achieved Expected progress with 25% (1/4) achieving better than Expected progress

**YR (6 pupils 50% 3/3 SEND)**

Good Level of Development (GLD)	33% (2/6) achieved GLD at the end of EYFS  50% (3/6) achieved Expected progress with 50% (3/6) achieving better than Expected progress in Reading  83% (5/6) achieved Expected progress with 17% (1/6) achieving better than Expected progress in Writing  83% (5/6) achieved Expected progress with 17% (1/6) achieving better than Expected progress in Maths
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**Externally provided programmes:**

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