

Pupil premium strategy statement

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	Charing CE Primary School
Number of pupils in school	161 + 23 in the preschool
Proportion (%) of pupil premium eligible pupils	79 (48%)
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	T Bird
Pupil premium lead	T Bird
Governor / Trustee lead	D Milham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,599 (51 children)
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 81,599

Part A: Pupil premium strategy plan

Statement of intent

High expectations of all pupils, an ethos of faith, friendship and fun, an exciting and varied curriculum and highly effective teaching combine to develop students who strive to be the best they can be. This ethos underpins our vision for all pupils to aspire to be creative, confident learners, securing and developing skills in the classroom and beyond. It is our responsibility to ensure all our students can become the very best versions of themselves.

Challenges

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

Challenge number	Detail of challenge
1	Poor reading skills – Disadvantaged children have lower reading skills in KS1. This slows progress in future years
2	Poor maths skills – Disadvantaged children have lower maths skills in KS1. This affects progress in future years
3	Low Aspirations – Disadvantaged pupils have lower aspirations and limited experiences outside of school
4	Low Mental Wellbeing – Disadvantage children have a lower expectation of themselves and lower wellbeing compared to non-disadvantaged children
5	Low attendance – This reduces school hours and can cause pupils to make limited progress towards end of year expectations
6	Limited support from home – Some parents do not engage with school learning due to their own educational experiences and therefore the children receive limited support with homework, reading and maths practice.

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
Disadvantaged children’s reading improves in line with other children nationally	Termly and annual progress data shows progress at least in line with other children.
Disadvantaged children’s maths improves in line with other children nationally	Termly and annual progress data shows progress at least in line with other children.
Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future	Register of clubs show children eligible for PP are accessing after school clubs.
Disadvantaged pupils have opportunities access Nurture provision	Children eligible for PP are included in the Nurture groups. Children are also accessing the Nurture room for individual time when needed
To improve the attendance of disadvantaged pupils	Attendance of PP children is in line with attendance of non-PP children.
Parents of pupils eligible for PP are engaged in their child’s learning, attend parental events and have higher expectations of their children.	Parent events are accessed by parents of children eligible for PP

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: £ 48,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sixth class	Lower pupil ratio in classes across the school; less mixed year groups. This gives opportunities for children to progress even more	1,2,4
Focussed support from teaching assistants in all classes	Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants	1, 2, 4
Maths Mastery training for staff and leadership time	Maths mastery creates a more engaging curriculum to allow children to show learning in a range of different ways	2, 4

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

Budgeted cost: £15, 305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Everyone Reading in Class, SLT & TA support	Daily reading in class for every child increases fluency and pace of reading and allows every child read with an adult regularly	1, 4
RWI interventions	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.	1, 4
Targeted interventions for pupils	Experienced teacher teach small groups and 1:1 interventions to support closing gaps for most vulnerable pupils	1,2,3

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

Budgeted cost: £ 18,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance reward scheme (£400)	Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.	1, 2, 3, 4, 5, 6
Nurture provision (£6,372)	Children learn best when they are emotionally secure. Access to Nurture and Boxall profiling supports children to increase wellbeing	3, 4, 6
Contribution to school trips for disadvantaged children (£1,000)	There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children.	3, 4, 6
Contribution to cost of after school clubs for disadvantaged children. (£500)	Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem	3, 4, 5, 6
Parent events to encourage parents to spend time in school with their children, eg, breakfast event or open craft afternoon (£300)	Parents feel more confident to come into school for a purpose and to spend time with their children. This raises the confidence of children and adults.	3, 4, 6
Breakfast club, including provision of school milk for families eligible for PP (£1400)	Children learn better when their basic needs are met. Breakfast club and school milk help children to be ready for school, and not feeling hungry.	3, 4, 5, 6
Art therapy sessions (£360)	Children who need that opportunity for therapy session to talk about their feelings but find it hard can do it through Art	3,4
Early years intervention- making a strong start (teacher training) (£1,476)	Development for teachers in the EYFS to improve practice.	1,2,3,4
Pupil feedback- staff training (£500)	Release time for subject leaders discuss with children their view on their learning to support teaching and learning	3
Reduced price for PP children to attend wrap around care (£1,000)	To support those parents who need to work and don't have child care; to give children an opportunity to start school in	3,4,5,6

	a positive way with food and mixing with friends; giving children opportunities after school they may not get outside of school	
Forest School opportunities (£4,747)	Give children opportunity to learn outside and pick up life skills. An alternative learning space to the classroom, to give them a more rounded education.	3,4,5,6
Oral language intervention (early talk boost, Neli program) (£100)	Opportunity to develop the oral language of the children	1,4,6

Total budgeted cost: £ 81,599

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 2022 to 2023 academic year.

Every PP child attended at least one school trip, most attended two to help give them an enrichment experience. Just over 60% of the PP children attend after school clubs.

All PP pupils made at least expected progress in Reading, Writing and Maths last year. All PP children in year 6 achieved EXS or better. This was impacted by the introduction of ERIC, provision of TAs, additional training provided for all staff and the catch up support given to the children. Small class sizes supported these outcomes; the appointment of more staff led to smaller groups to give more bespoke and targeted teaching.

Areas to improve for 23-24: PP attendance and more PP attending after school clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Geography planning	Oddizzi
DT and art planning	Kapow