

Pupil premium strategy statement – Charlestown Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katie Lee-Elkins Headteacher
Pupil premium lead	Liz Burnett Deputy Headteacher
Governor / Trustee lead	Gemma Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,995

Part A: Pupil premium strategy plan

Statement of intent

At Charlestown Primary School, our aim is for every pupil to achieve their full potential during their time with us. By the time our children leave at the end of Year 6, we want all pupils, including those who are disadvantaged, to look back on their school experience with pride and joy; knowing that they were supported in every aspect of their development. This includes not only their academic achievement but also their social, emotional well-being and personal growth.

We aspire for all our pupils to leave Charlestown with a lifelong enthusiasm for learning, a curiosity to explore new opportunities, and the skills, knowledge, and confidence to pursue their aspirations across all areas of the curriculum and beyond. Above all, we are committed to ensuring that every child has equitable access to the rich range of experiences and opportunities that bring learning at primary school to life and create lasting memories.

Our Pupil Premium Strategy is rooted in the belief that equity, inclusion, and high expectations for every child are at the heart of effective education. We recognise that disadvantage can present a range of barriers including academic, social, emotional, and cultural. We are determined to remove these barriers so that all children can thrive, irrespective of their background or individual circumstances.

The focus of our Pupil Premium Strategy is to ensure that disadvantaged pupils receive targeted support that is personalised, evidence-informed, and sustainable. Through robust and regular monitoring and ongoing diagnostic assessment, we continuously reflect on, and respond to, both common and individual barriers to learning to achieve our shared aims. We are committed to continually refining our assessment systems to identify and address learning gaps through targeted academic interventions, while also enhancing pupils' broader personal development and emotional well-being. This includes providing enrichment opportunities, cultural capital experiences, and structured support that builds resilience, confidence, and aspiration.

Our approach is grounded in robust educational research and evidence, drawing on the Education Endowment Foundation (EEF)'s *Guide to the Pupil Premium* (2021), the *Teaching and Learning Toolkit*, and research endorsed by the Department for Education (DfE) on the importance of high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. By valuing, supporting, and investing in our staff through professional development, we will strengthen the quality of teaching and learning for all pupils thereby improving outcomes for both disadvantaged and non-disadvantaged learners alike.

We regularly evaluate the impact of our actions through systematic monitoring (learning walks and book looks), data analysis, and pupil voice, ensuring that resources are directed where they will have the greatest impact. These strategies are designed not only to raise attainment and close gaps in the short term but also to build strong foundations for long-term success as our pupils move on to the next stage of their education.

Ultimately, by improving provision for our disadvantaged pupils, we will accelerate their progress and close the attainment gap, while also sustaining and enhancing outcomes and learning experiences for every child at Charlestown Primary School. This strategy reflects our whole-school commitment to raising aspirations, promoting inclusion, and ensuring that every pupil leaves us ready to embrace future opportunities with confidence and ambition.

Analysis of 2024–2025 data indicates that the school is successfully beginning to close the attainment gap between disadvantaged pupils and their peers in EYFS and KS1. Outcomes for this vulnerable group have improved across all areas compared with the previous year, reflecting the positive impact of early interventions and targeted support. However, attainment for disadvantaged pupils remains below both Trust and national averages, with Maths identified as the most significant area for improvement in KS1. In contrast, KS2 data reveals a sustained and widening gap by the time pupils reach upper Key Stage 2 - a reflection of the school's ongoing improvement journey. This highlights the need for urgent, focused intervention and additional support to accelerate progress and secure better outcomes for disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap in KS2: Despite early gains, disadvantaged pupils' progress slows in upper KS2, leading to a widening gap in core subjects.
2	Raising attainment in KS1 Maths: Outcomes in Maths for disadvantaged pupils remain significantly below Trust and national averages, highlighting the need for targeted intervention.
3	Sustaining progress through the school's improvement journey, ensuring consistency and impact of support as the school continues to embed new systems and teaching approaches with a relatively new teaching team.

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 pupils in KS2 make accelerated progress in Reading, Writing, and Maths, reducing the attainment gap with peers to within national expectations by the end of the key stage.	• By July 2026, at least 80% of disadvantaged pupils meet expected standards in Reading, Writing, and Maths. • Attainment gap is less than 5% in each subject. • KS2 Data is in line with, or exceeds Trust and National Averages. • Termly tracking shows expected or accelerated progress for all pupils, including those facing disadvantage.
Disadvantaged pupils in KS1 achieve at least in line with national averages in Maths, with targeted interventions ensuring gaps in number, calculation, and problem-solving are addressed.	• By July 2026, at least 80% of disadvantaged pupils meet KS1 Maths expected standard. • KS1 Data is in line with, or exceeds Trust and National Averages. • Termly assessments show progress per term for targeted pupils.
High-quality teaching and intervention strategies are consistently applied across all phases, with monitoring showing sustained or improving progress for disadvantaged pupils throughout the school.	• By July 2026, at least 90% of teaching staff implement agreed strategies consistently (evident in regular monitoring). • Termly data shows sustained or improving progress for disadvantaged pupils. • At least 80% of staff report confidence in applying strategies after training/coaching.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,997.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver sustained CPD on formative and summative assessment (aligned with EEF <i>Feedback</i> guidance). Focus on teachers using assessment to adapt teaching and close gaps for disadvantaged pupils.	EEF Feedback to Improve Learning (2021) – high-impact, low-cost strategy.	3
Embed use of StepLab coaching for all staff to improve teaching quality and participation strategies (e.g. choral response, TTYP).	EEF High Quality Teaching: Practical Guide — high-quality teaching is the most effective lever for disadvantaged progress	3
Implement trust-led subject masterclasses (Maths, Writing, Reading) and internal coaching to secure consistency in teaching practice.	Supported by EEF Effective Professional Development guidance.	3
Develop leadership of assessment across subjects to ensure use of QLA and summative tracking to inform next steps.	EEF Teacher Feedback and Assessment evidence supports data-informed instruction.	3
Support teacher retention and confidence through professional coaching, peer collaboration, and workload review.	Aligns with DfE Teacher Recruitment and Retention Strategy (2019).	3
Strengthen adaptive teaching approaches for disadvantaged and SEND pupils.	EEF Special Educational Needs in Mainstream Schools (2020) supports this.	3

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

Budgeted cost: £12,498.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small group and one-to-one tutoring for Reading, Writing and Maths (including RWI tutoring, Y6 morning Maths clubs, and pre-teaching). Short, focused intervention groups 15–20 minutes, 3x per week, and RWI 1:1 tutoring organised.	EEF Small Group Tuition.	1-2
Implement “Focus Five” pupil approach to ensure disadvantaged/SEND pupils receive tailored intervention monitored by SLT.	EEF Individualised Instruction.	1-2
Introduce declarative fact and arithmetic interventions to close foundational maths gaps.	Supported by EEF <i>Improving Mathematics in KS2 and KS3</i> recommendations 1 & 3.	1-2
Track intervention impact regularly through formative assessment and using entry/exit data and pupil progress meetings termly.	Supports DfE Pupil Premium guidance (2023) focus on evaluation and impact.	1-2
Ensure the strongest teachers and TAs deliver interventions with fidelity to programmes.	Supported by EEF Making Best Use of Teaching Assistants (2021).	1-2

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

Budgeted cost: £12,498.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement wellbeing and personal development initiatives ("Health and Wellbeing challenges" each half term) to promote resilience and engagement	Supported by EEF Social and Emotional Learning and DfE Mental Health in Schools guidance (2018) .	1-3
Strengthen parental engagement through workshops, regular communication and curriculum transparency (e.g., parent information sessions), embedding community engagement calendar, encouraging volunteering and cultural capital experiences.	EEF Working with Parents to Support Learning .	1-2
Establish pupil leadership opportunities (Reading Ambassadors, House Captains, Play Leaders) to increase belonging and voice.	Aligns with EEF Metacognition and Self-Regulated Learning and Ofsted "Personal Development" framework .	1
Introduce Golden Time, Celebration Assemblies, and consistent reward systems to reinforce positive behaviour.	Supported by EEF Behaviour Interventions .	1-3
Target attendance through early identification and pastoral support for disadvantaged pupils below 91%.	EEF Parental Engagement and DfE Improving School Attendance guidance (2022) .	1-2

Total budgeted cost: £49,995

Part B: Review of the previous academic year (24-25)
Outcomes for disadvantaged pupils

Challenge 1: Embedding High-Quality Pedagogy in Reading and Early Reading (Phonics)

Intended Outcome:

Improved outcomes in Reading so that disadvantaged pupils are in line with, or exceed, non-disadvantaged pupils achieving ARE.

Impact and Data Analysis

- Year 1 Phonics: Improved to 78.8% (up from 75.9%). Disadvantaged pupils rose from 33.3% to 75%, nearing national (80%).
- Year 2 Phonics Recheck: All pupils rose to 91.1% (above national 89%). Disadvantaged improved from 16.7% to 44.4%.
- KS1 Reading: All pupils 73.2% (up from 56%). Disadvantaged 44.4% (up from 0%) but still below Trust (57.4%).
- KS2 Reading: All pupils 76.3% (above national 75%). Disadvantaged dropped from 58.8% to 25%.

Summary of Impact

Strong improvement in early Reading and phonics outcomes with a positive year-on-year improvement. However, non-disadvantaged pupils are still outperforming disadvantaged peers in this area.

Disadvantaged underperformance in KS2 remains significant, particularly for those facing disadvantage.

Challenge 2: Embedding High-Quality Teaching Pedagogy in Writing and Maths

Intended Outcome:

Improved outcomes in Writing and Maths so that disadvantaged pupils are in line with, or exceed, non-disadvantaged pupils achieving ARE.

Impact and Data Analysis

- KS1 Writing improved to 67.9% from 54% (above Trust 66.9%). Disadvantaged rose from 0% to 33.3%.
- KS2 Writing: 76.3% from 72.6% (above national 72%), but disadvantaged dropped to 37.5% from 58.8%.
- KS1 Maths: 82.1% from 58% (above Trust 78%), disadvantaged 33.3% (up from 0%) but still lower than trust's 65.5%
- KS2 Maths: 64.4%, down from 67.7% (below national 74%), disadvantaged 25%, down from 52.9%.

Summary of Impact

KS1 attainment in Writing and Maths rose significantly and KS2 Writing improved. However, disadvantaged performance in KS1 Writing and Maths does not yet meet or exceed non-disadvantaged peers. KS2 outcomes in Writing and Maths declined from previous year for both disadvantaged and non-disadvantaged pupils.

Outcomes for pupils facing disadvantage remains a priority for our pupil premium strategy 2025-2028 (challenge 1 and 2).

Challenge 3: Attendance and Punctuality of Disadvantaged Pupils

Intended Outcome:

Improved parental engagement and attendance for disadvantaged pupils.

Impact and Data Analysis

- Whole School Attendance was 93.8%, slighter lower than national at 95%
- Free School Meal attendance was 86.3% (trust average was 93%)
- Persistent absence was 12.4% (with trust average 10.24% and national 13.5%)
- Qualitative feedback shows increased parental engagement with school-based events and communication in surveys / questionnaires shows improved parental attitudes.

Summary of Impact

Qualitative data shows improvements in parental engagement and attitudes. However, reduced timetables and persistent absence impacted negatively on overall attendance data bringing it below trust and national averages for all pupil groups, including disadvantaged.

Challenge 4: Wellbeing, Confidence, and Aspiration of Disadvantaged Pupils

Intended Outcome:

All pupils, including disadvantaged, feel emotionally safe and confident in their learning.

Impact and Data Analysis

- Stakeholder surveys show improved emotional security and belonging and improved parental attitudes towards school communication, extra-curricular offer and school events (e.g. performances).
- Increased participation of disadvantaged pupils in enrichment activities including clubs, residential etc.
- Positive relationships re-established with families and pupils.

Summary of Impact

A 'culture shift' has been noticed, and commented on, by all stakeholders including governors, staff and families. This is evident in stakeholder surveys as well as anecdotal evidence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars: Online and app-based maths fluency platform supporting automatic recall of multiplication facts	Maths Circle Ltd: https://trockstars.com
Language Link: Diagnostic assessment and intervention tool to support speech, language, and communication development.	Speech Link Multimedia Ltd: https://speechandlanguage.info
Read Write Inc. (RWI) Fast Track Tutoring & Portal: Phonics and literacy intervention programme for targeted pupils requiring rapid catch-up	Ruth Miskin Training: https://www.ruthmiskin.com
Precision Teaching: Implemented in school by trained staff to support targeted fluency and retention in key skills.	Evidence-based intervention model (not a commercial provider). Informed by educational psychology and EEF guidance on <i>Small Group & One-to-One Support</i> . EEF Small Group Tuition .

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Service Pupil Premium funding has been used to strengthen support for pupils' social, emotional, and mental health (SEMH), as well as their sense of belonging within the school and wider community. A key focus has been on providing opportunities for pupils from service families to connect, share experiences, and build resilience.

Weekly clubs have continued where service pupils come together over lunch, in a supportive environment to talk and collaborate. These sessions have helped pupils form positive relationships, develop emotional literacy, and feel supported by peers who share similar experiences.

The school also organised an enrichment trip to Spaceport Cornwall, designed to help pupils build relationships outside the classroom, develop teamwork skills, and strengthen their connection to both their peers and the local community.

In addition, the school successfully secured additional funding in the Summer Term through the Armed Forces Education Trust, enabling further academic support for service pupils throughout 2025-2026. This funding enhances our ability to provide targeted interventions and in conjunction with the Service Pupil Premium, ensures service pupils thrive both personally and academically at Charlestown Primary School.

The impact of that spending on service pupil premium eligible pupils

The initiatives funded through the Service Pupil Premium have had a clear and measurable impact on pupils' wellbeing and engagement. Feedback from pupils highlights an increased sense of belonging and confidence, with many reporting that the weekly clubs provide a safe and valued space to share experiences and build friendships. Staff have observed improved emotional regulation, greater participation in lessons, and stronger peer relationships among service pupils. The trip to Spaceport Cornwall successfully fostered teamwork and strengthened relationships between pupils outside of the school setting. Overall, the Service Pupil Premium has had a positive impact on pupils' confidence, sense of belonging, and engagement in learning.

Further information (optional)

In addition to the specific approaches (activities) identified to address our prioritised intended outcomes, please see below for an overview of additional support offered on a day-to-day basis for all pupils, including our disadvantaged. This has been sub-divided into the three key areas, as identified in the EEF's Tiered Model Approach as part of their planning guidance for schools [‘Moving Forwards, Making a Difference’](#), Pg5.

1. Teaching

High Quality Teaching / Assessment:

Robust and well-sequenced core and wider curriculums ensure consistency and progression throughout the school.

Gradebooks used termly for summative assessment and data analysis.

Termly Pupil Progress meetings to monitor and track pupil progress.

Moderation – internally in school and externally across trust

Professional Development (shared with wider team by individuals attending):

I, We, You model used to support a gradual release of responsibility.

Leadership partnerships formed with colleagues and trust specialists and release time given to support the development of these / sharing good practice.

School improvement work supported by the trust through leadership network sessions

Staff undertaking NPQ qualifications and sharing good practice.

TA's valued and upskilled with specific training to support Targeted Academic Support.

Mentoring & Peer Coaching:

RWi Portal and Leadership Development Days

Peer-Coaching & Practice Time to improve RWi phonics teaching, learning and interventions.

Regular monitoring and feedback through Step Lab

2. Targeted Academic Support

Interventions to support Language Development, Literacy and Numeracy:

Language Link

Phonological awareness

1:1 RWi phonics tutoring

Reading (volunteers)

TA Deployment / interventions:

Redeployment to take ownership of interventions across KS

Upskill / specific training for TA's

Teachers leading interventions up to 3 x weekly

Activity Resources for PP & SEND Combined:

Nurture groups during lunch times

Fun fit – physical literacy

IEPs and strategies agreed by external professionals

3. Wider Strategies**SEMH + Behaviour:**

Whole school / class approaches consistent (school rules, golden time)

Individual behaviour plans if needed

TIS Support

Service Families Offer e.g. Little Troopers

Personal Development:

Extra Curricular offer

Trips/residentials including exciting curriculum hooks

Support with cost of trips and visits for Pupil Premium

Supporting Attendance:

Attendance monitoring

Breakfast & Wrap Around Care

Free School Meals / snacks

Communication with Parents:

Parent evenings and forums following feedback from surveys

Dojo, newsletters, text messages, emails

Parent volunteers skills audit for class-based learning, trips, visits etc