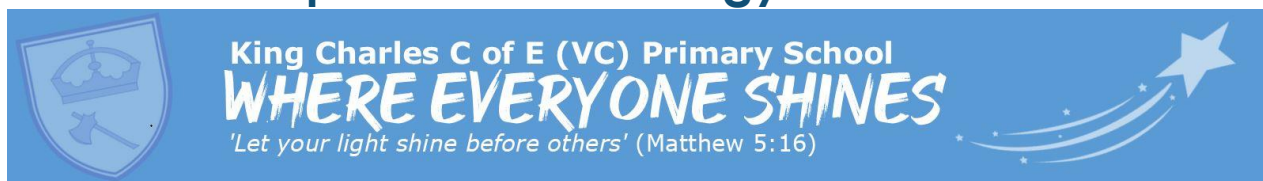


Pupil Premium Strategy Statement



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	King Charles C of E Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Lee Moscato, Headteacher
Pupil premium lead	The school's Senior Leadership Team (Assistant Heads and SENDCo) lead on our PPG Strategy.
Governor / Trustee lead	Karen Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£6,525
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	£65,705

Part A: Pupil premium strategy plan

Statement of intent



King Charles C of E (VC) Primary School
WHERE EVERYONE SHINES
'Let your light shine before others' (Matthew 5:16)



Our core aim is to be a school **where everyone shines** and to ensure that every child is supported to succeed and flourish.

We aim to ensure that all pupils, whatever their starting point, background or challenges they face, are supported to make **good progress and achieve well across the curriculum**. The core purpose of this strategy is to ensure that our disadvantaged pupils are supported to achieve this aim.

Through this strategy and our wider school improvement plan we will work to understand better and **break down the barriers** faced by our disadvantaged and vulnerable pupils and enable academic and personal recovery for all.

Quality first teaching (that that happens at the point of learning) is at the centre of our approach and is reflected in the intentions of our wider school improvement plan. Ensuring that this is the best it can be is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and their peers whilst at the same time benefitting non-disadvantaged pupils and therefore sustaining the progress they make – truly working to enable **everyone to shine**.

Through our **curriculum** offer (our **SHINE** curriculum) we aim to provide our children with a **rich, broad and balanced curriculum** offer which will inspire them to learn and thus lead to good attendance. Through our curriculum and the wider experiences and opportunities it offers, pupils will be afforded opportunities to develop academically, personally and socially.

This strategy must be **responsive and adapt to meet the changing and developing needs** of our school community. To ensure that we remain focused on moving forward we will apply our school's robust and comprehensive approach to monitoring and assessment to ensure that strategies adopted are evaluated as we continue to aim for the best for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Personal, Social and Emotional Needs</p> <p>Assessments, observations and wider school monitoring shows that increasing numbers of pupils (particularly our most disadvantaged pupils) need support with personal, social and emotional needs. Some families have seen this need grow further as a result of the pandemic.</p>
2	<p>Oracy Skills</p> <p>We have identified that our pupils' oracy skills need support to develop further. This is important as we know that purposeful talk can improve outcomes and also lead to pupils developing greater confidence to talk about themselves and others thus increasing their emotional literacy (see challenge 1).</p>
3	<p>Developing Key Skills</p> <p>Internal data shows that our disadvantaged pupils often have poor recall of key skills and knowledge that are needed in order to develop a deeper understanding and fluency. Many pupils need support to read more regularly and need support to develop key skills in mathematics and English.</p>
4	<p>Developing a Love of Reading</p> <p>Reading is at the core of our work as a school and as such we have identified that our disadvantaged pupils often need more support to engage. We want our pupils to experience rich books, develop a love and understanding of authors and simply get lost in a book. Our most disadvantaged pupils and their families need support with this and through our whole-school reading strategy, we are putting all pupils, particularly our most disadvantaged, at the centre of this work.</p>
5	<p>Cultural Capital, Aspirations and Enriching Life Experiences</p> <p>We know that all families have been hit hard by the pandemic and we know that life can be challenging for many – particularly our most disadvantaged families. Through talking to pupils and hearing from families, we know that not all pupils have equal and fair access to experiences that create life-long memories, develop life skills and encourage our pupils to be the best they can be.</p>
6	<p>Engaging with hard-to-reach families</p> <p>Through internal data linked to concerns and wider engagement with school, we have found that our hard-to-reach families are harder to reach. Relationships are central to the support we give our pupils and we need to support all families to engage with school and be supported well.</p>

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
To maintain improved and supported well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils are confident and can articulate where they can get support: well-being stations, trusted adults, resources, home.</p> <p>Families are supported to provide their child with support through signposting, resources and coffee mornings to enable networking.</p> <p>Pupils, as identified, access a range of interventions led by trained staff linked to support wellbeing.</p> <p>Pupil surveys reflect their wellbeing being good and well supported.</p> <p>Colleagues' practice is developed further through our work as a Trauma Informed School.</p> <p>Behaviour standards remain good and relationships between peers are strong.</p>
Pupils make good progress across the curriculum.	<p>The gaps in attainment between PP and non-PP pupils closes. This is monitored through summative and formative assessments.</p> <p>Learning outcomes reflect quality learning showing our core values of achievement, aspiration and creativity in action.</p>
Improved oral and language skills and vocabulary among all pupils, particularly our disadvantaged pupils.	<p>Assessments and observations show improved oral language among all pupils, particularly our disadvantaged. Through triangulation, this is evidenced through outcomes, engagement in lessons and on-going assessments.</p>
Pupils' key skills, particularly our disadvantaged pupils, have improved acquisition and application of these across the curriculum.	<p>There is an increase in pupils' reading ages, attainment in key skills assessments such as time tables, fluency in spelling of common exception words and standards in Read Write Inc.</p> <p>Through book-looks, it is evident that the skills learned are used confidently across the curriculum.</p>
Pupils achieve and maintain standards in reading reinforced by a love of reading leading to high levels of engagement.	<p>Pupil survey and conferencing shows that there is a maintained and increased level of enjoyment in reading.</p> <p>Standards in reading are improved across the school and good progress is made. This is seen in summative and formative assessments.</p>
Pupils achieve well and have high aspirations. They enjoy their learning thanks to inspiring learning leading to	<p>Pupils articulate through conferencing and survey that they have aspirations and can link this to being inspired by others.</p> <p>Pupil voice reflects that pupils enjoy learning.</p>

them achieving and attending well.	All year groups access educational visits and visitors to further enrich the curriculum. A Careers Fayre is provided for our eldest pupils with the hope to inspire them to consider and be aware of careers and jobs within and outside of our locality.
Attendance levels are maintained and the attendance of disadvantaged pupils is improved.	Whole-school attendance levels are good. The gap between PP and non-PP pupils closes.
Families are supported to engage with school and do so.	Families are supported to attend events at school and engage with school staff in conversations and activities to support pupils' learning and wellbeing.

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: £23,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching to ensure that learning is engaging, pupils are supported to achieve well and good progress is made across the curriculum.	EEF guide to pupil premium – tiered approach (point 1) . Sutton Trust – quality first teaching has direct impact on outcomes	2, 3, 4
Clear commitment to continual professional development (CPD) from our Trust and external partners and agencies. Leaders provided with time to be trained, disseminate and follow-up impact.	Sutton Trust – quality first teaching has direct impact on outcomes	All aspects
Use of standardised diagnostic assessments (termly) and use of reports to track progress and support precision planning coupled with ongoing formative assessments.	EEF – embedding formative assessments	3
Reading CPD – early reading (Read Write Inc., a DfE validated systematic synthetic phonics programme),	DfE – The Reading Framework Phonics – Toolkit Strand – EEF	3, 4

intervention, whole-school approach and continued monitoring.		
Further embed our PSHE curriculum where well-being, safety and awareness of self, others and the wider world is a core theme.	EEF – Improving social and emotional learning in schools Zones of Regulation	1
Training for all staff in the development of oracy skills and opportunities across the curriculum with specific assessments for EYFS pupils to ensure we identify and act early.	EEF – Oral language interventions	2
Employ a librarian as a reading champion and a Phonics Champion.	DfE – The Reading Framework Phonics – Toolkit Strand – EEF	3, 4
Providing colleagues with the appropriate level of pay when delivering taught sessions in RWI	This reflects our commitment where we recognise the work of our whole staff team and their commitment to delivering quality teaching.	4

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring: 1:3 tuition for identified pupils based on summative assessments and internal data. 1 day additional employment of a teacher. Support staff colleagues to complete training to develop their skill and ability to lead learning.	EEF – Tuition and Group Teaching Intervention DfE criteria	3, 4
Reading Interventions for those pupils who are within the lowest 20% through the RWI programme.	EEF – (2) Targeted Academic Support	4
Targeted interventions in place to support academic and pastoral needs	EEF – Social and Emotional Learning	1, 3
Employ a Phonics Champion	DfE – The Reading Framework	3, 4

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

Budgeted cost: £21,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed our PSHE curriculum where well-being, safety and awareness of self, others and the wider world is a core theme.	EEF – Improving social and emotional learning in schools Zones of Regulation	1
Support for families with learning at home through signposting, workshops, bespoke resources and events.	EEF – Parental engagement	1, 3, 4, 6
Targeted extra-curricular activity for PP pupils tracked through our PE Passport app.	DfE – research into disadvantaged pupils and extra-curricular opportunities Sutton Trust – extra-curricular inequality	1, 5
Providing loan devices for families to support those without access to technology.	Children's Commissioner's Research – access to technology during lockdowns	5, 6
EWO clinics and support and robust mechanisms in place	Attendance intervention and research - EEF	
Cultural Capital experiences promoted in the curriculum	Ofsted (2019) have placed increased focus on this and the importance of improving cultural capital opportunities, particularly disadvantaged pupils.	5
Purchase of additional devices to enable a bank of loan devices thus not impacting on those available in school for lessons	Children's Commissioner's Research – access to technology during lockdowns	5, 6
Reduction in trip cost is provided for PP pupils	EEF Outdoor learning opportunities	5
Sports and other events, masterclasses and coaching promoted to PP and are encouraged and supported to attend and participate	DfE – research into disadvantaged pupils and extra-curricular opportunities Sutton Trust – extra-curricular inequality	5, 6
Outdoor learning opportunities and enriched outdoor environment.	EEF Outdoor learning opportunities	5

Total budgeted cost: £55,600

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 2020 to 2021 academic year.

Please see [strategy review](#) on our website for full evaluation of academic year 2020/21.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support available to pupils from trained colleagues as a Trauma Informed School.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were provided with support at the time of need and this was particularly effective for those pupils whose parents have been deployed. A clear impact is how well our teachers know their children leading to quick intervention.

Further information (optional)

We focus on the whole child, for every child, when we review and evaluate each child's progress and provision.

Through our Pupil Progress meetings, we ensure that there is regular tracking of impact and planning of next steps for every child, with a focus on our disadvantaged pupils. Within these meetings, we have a 'team around the child' with school leaders (including our SENDCo) part of this meeting where we look at successes and barriers for all which includes attendance, pastoral needs, academic progress and other contextual factors.

To ensure that our whole staff team know our children well and know what barriers they might face, we use context sheets in class files to ensure that medical, pastoral, academic etc. needs are noted thus informing our provision for each child.