

Pupil premium strategy statement – King Charles C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	415
Proportion (%) of pupil premium eligible pupils	11.54% (48)
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)	2023/24 to 2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Adam Richards Executive Headteacher
Pupil premium lead	Lindsey Mackenzie Head of School
Governor / Trustee lead	Craig Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,064.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,655.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£70,719

Part A: Pupil premium strategy plan

Statement of intent

This is a 3-year strategy

At King Charles, our core aim is to be a school where everyone shines and to ensure that every child will flourish academically, spiritually and emotionally. 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.

Children flourish when their social, emotional and mental health needs are met and they thrive when they achieve and attain well in line with their peers. In every part of their growth, we apply the Christian principle that everyone is loved, valued and included so all experience life in all its fullness. The focus of our pupil premium strategy is to enable our disadvantaged pupils to flourish and succeed in all areas of their school life.

16% of pupils at King Charles are eligible for the pupil premium and this number is growing steadily. Many of the challenges faced by vulnerable pupils affect our whole school approach; therefore, the approaches outlined in this strategy will support the needs of all our learners, whether they are vulnerable or not.

Through our curriculum offer (our SHINE curriculum) we aim to provide our children with a rich, broad and balanced curriculum offer which ensures school is always irresistible. Children will be afforded opportunities to develop academically, personally and socially. In turn, this will inspire all children, including our disadvantaged children, to have good attendance. Carefully chosen, inclusive enrichment opportunities ensure disadvantaged children have agency for school.

Ensuring all our children benefit from high-quality teaching every day is our top priority. In the summer 2023, the attainment of Key Stage 2 pupils eligible for the pupil premium was below that of non-pupil premium pupils and below the national average. Our strategy is designed to ensure this attainment gap is closed and all pupils attain well, enabling all to belong, believe, aspire and achieve. Consistent lesson pedagogy, questioning, oracy and explicit vocabulary is combined with a strong individualised personal development programme, carefully designed to enable children to flourish.

Our strategy will be rooted in diagnostic assessment and our detailed knowledge of each child. We will structure our curriculum to prioritise disadvantaged learners by activity promoting choice of opportunity. At the heart of our strategy is positive relationships with families to remove all barriers to learning by fostering an equity-based approach. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be overcome and the interventions and allocate a budget accordingly. This could be individual, small groups, whole class or school as required.

Our overall objectives:

- Closing the attainment gap between disadvantaged pupils and non-disadvantaged pupils.
- Privileging disadvantage by creating a culture of ambition and aspiration for all.
- Addressing all barriers to attainment such as attendance, status, belonging and opportunity.
- Strengthening our curriculum to improve attainment mobility.
- Tracking disadvantaged pupils with a forensic lens to ensure equity of opportunity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and PA, emotional school refusal</p> <p>Emotionally based school refusal and high anxiety continues to impact our disadvantaged children which impact on their attendance. 31% of our disadvantaged pupils are persistently absent. Observations and Trauma Informed Schools assessments show families still require support managing anxiety and coping with change. By prioritising a strong culture of belonging, positive relationships with all families, celebrating moments of prestige for all children and having a trusted adult for all PPG children – ‘ I believe in you’ we can overcome this barrier to attainment.</p>
2	<p>Developing Key Skills – Oracy</p> <p>Observations, formative assessments and pupil conferencing shows that our disadvantaged pupils lack the vocabulary and confidence of their advantaged peers. This can impact their engagement in lessons and can result in desktop truancy. By implementing a high-quality Oracy curriculum through Voice 21, planned high-quality texts to build schema and drive the curriculum, we will positively advantage disadvantaged pupils to build equity in the classroom.</p>
3	<p>Writing outcomes across the school</p> <p>0% of our disadvantaged children met the expected standard for writing at the end of KS1 and 40% by the end of KS2. No disadvantaged children achieved greater depth in writing at the end of KS1 or KS2. Nationally in 2023, 77.3% of disadvantaged children achieved the expected standard in writing at the end of KS2.</p> <p>Our challenge remains to ensure our disadvantaged children are given all necessary support so that they attain well, have agency and a strong foundation for the next stage of their education.</p>
4	<p>GLD for EYFS/Y1 Phonics</p> <p>68.97% of children achieved GLD in 2023 and 67.2% achieved in nationally. 0% of our disadvantaged children achieved GLD. Our aim is for our percentage of children achieving GLD to be above the national average and for a greater number of our disadvantaged children to achieve this.</p>
5	<p>Special Educational Needs and Disability</p> <p>24% of our disadvantaged children are also on the SEND Register of Need. This has increased over the last three years with the most common primary need as Speech, Language and Communication. Our most vulnerable pupils and their families need support with the range of SEND to ensure the correct support is accessed early to encourage our pupils to flourish academically, spiritually and emotionally.</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
<p>All pupils make good progress across the curriculum with improved outcomes for our disadvantaged children in the reading, writing and maths at the end of KS1 and KS2.</p>	<ul style="list-style-type: none"> • Reading for pleasure and shared reading spines are carefully planned to support and enhance the wider curriculum and embedded throughout the school • High quality teaching with agreed pedagogy in every lesson • All children are in school every day, learning ready • Formative assessment and gaps analysis combined with laser conversations to forensically track PP children.
<p>Improved oracy and vocabulary</p>	<ul style="list-style-type: none"> • Implementation of Voice 21 across the school and throughout the curriculum • Further enhance our Shine curriculum with tiered vocabulary which is planned and explicitly taught in every lesson • A consistent approach to using Voice 21 and RWI commands across the school • Full opportunities taken for public speaking, including Youth Speaks, collect worship and assemblies
<p>Families are supported to engage with school to better support their children and to feel agency to school</p>	<ul style="list-style-type: none"> • RWI, reading, writing, maths and SEND workshops for families • Shine time sessions – a time for families to come into school to celebrate children’s learning and progress • The school library open every Thursday to enable all families to use the facility and to develop a love for reading • Drop-in visits for families to meets with external professionals such as the Family Support Worker
<p>Enrichment through opportunity – an equity-based approach</p>	<ul style="list-style-type: none"> • Enrichment opportunities and extra-curricular clubs are planned by children’s choice – all PPG children are given first choice of clubs and all barriers to attending are removed. • Maximum use is made of local business and the parent body to raise aspirations, describe career paths, and foster a sense of achievement. • All children attend one (or more) extra-curricular club run by the school.

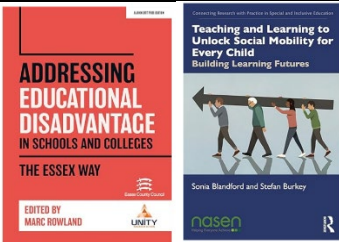
<p>Special Education Needs and Disability</p>	<ul style="list-style-type: none"> • Individual Support Plans will ensure bespoke provision for individuals and groups of children with specific needs. • Due to precise teaching and targeted intervention, children come off the Record of Need as quality first teaching is adapted to meet their learning needs
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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: £43,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	 <p>EFF guide to The Pupil Premium</p> <p>Sutton Trust – Developing teachers</p> <p>What if we are the hope and we fail? Dan Nicholls (dannicholls1.com)</p>	<p>1,2,3,4 and 5</p>
<p>High quality staff CPD from Marc Rowlands and Professor Sonia Blanford</p>	<p>Effective professional development</p> <p>Research says that good teachers are especially important for pupils from disadvantaged backgrounds. Successful schools emphasise the importance of ‘quality first teaching’. Good teachers aim to provide a consistently high standard by setting high expectations, monitoring performance, tailoring teaching to support individuals, providing effective feedback and engaging with data; inputting, analysing and using it to underpin their teaching. Best practice should be shared regularly.</p> <p>Metacognition and self-regulation</p>	<p>1,2,3, 4 and 5</p>

<p>Support Staff CPD with Kernow Learning (EAL, Adaptive teaching, Oracy, Sensory processing)</p>	<p>It is our intention to equip our children with strategies for a positive mindset and to help them grow resilience, self-esteem and confidence.</p> <p>Share your experiences of accessing CPD on SEND! Nasen Supporting SEND - GOV.UK (www.gov.uk)</p> <p>To best support the delivery of interventions and universal provision.</p>	
<p>RWInc - the teaching of early reading through high quality phonics. Daily phonics interventions across the school.</p> <p>RWI Fresh Start phonics for Year 5/6</p> <p>Accelerated Reader - a reading programme used to promote a love of learning at home</p>	<p>Improving literacy in Key Stage 1 Used to effectively implement a systematic phonics programme.</p> <p>Improving literacy in Key Stage 2 - An EEF recommended program to support the development of fluent reading capabilities, which provides instant feedback and assessment, and ensures our children are accessing challenging but manageable texts.</p>	<p>1, 2 and 3</p>
<p>Oracy – Voice 21. Oracy Leader and Champion</p>	<p>EEF- Oral language interventions consistently show positive impact on learning</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £5,655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring: 1:1 and small group tutoring before school for 14 Year 3 and 4 children</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 and 5</p>

with a RWI and reading focus..		
<p>Fresh Start - is a systematic synthetic phonics RWI programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.</p> <p>The teaching of early reading through RWInc and high quality 1-1 and small group interventions with teachers and TAs.</p> <p>Nessy - this is a targeted reading and spelling intervention that supports children who have been diagnosed with Dyslexia or have Dyslexic tendencies</p>	<p>Oral language During school closures, children had more limited opportunities to communicate with others and develop their language skills. Significant language gaps can prevent pupils from accessing the learning and meeting their full potential.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted academic support</p> <p>Phonics</p> <p>Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research).</p> <p>Nessy Methodology</p>	1, 2, 3, 4 and 5
Termly review of SEN support plans with a link to PP and the impact of interventions. Peer-on-peer coaching for teaching staff. SENDCO input in staff meetings – addressing support or QFT practices	<p>SEND code of practice Advice template (publishing.service.gov.uk)</p> <p>Early identification and intervention for children with SEND, as to clarify the disparity between PP children and their peers. The Bishops' have an ethos of high attainment for all pupils.</p>	5

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

Budgeted cost: £21,688

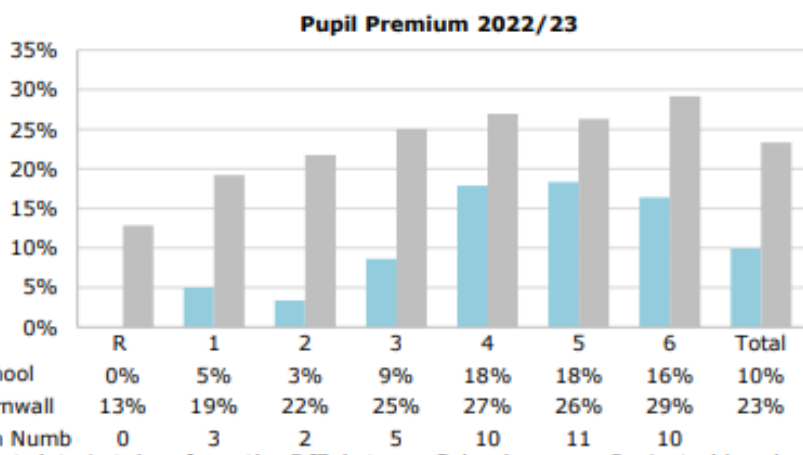
Activity	Evidence that supports this approach	Challenge number(s) addressed
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Residential visits, curriculum enhancing trips and wider enrichment opportunities	Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils Physical activity EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
First access music lessons	ASONE HUB (asoneperform.com)	1 and 5
Further strengthen our PHSE curriculum using Trauma Informed Schools resources	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2, 4 and 5
Bespoke provision and plans to support children with EBSR, particularly for the start of the day. For example a 'Quiet Start' room and an available TIS practitioner to support children	Trauma Informed Schools UK	1 and 5
A wide offer of extra-curricular clubs, sports, coaching and outdoor learning opportunities are promoted and supported to enable PP children to attend and participate. Reduction in price of residential/adventurous visits	Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	1, 4 and 5

Total budgeted cost: £70,719

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



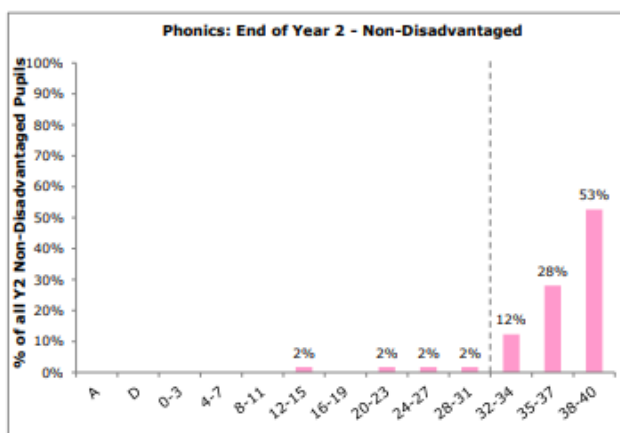
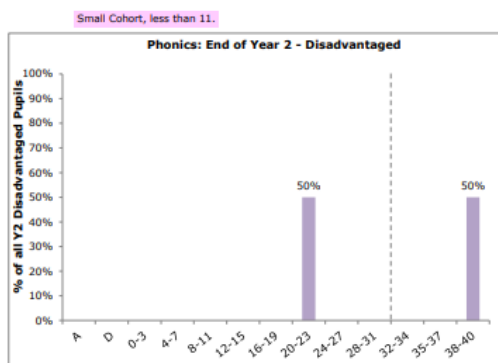
The proportion of disadvantaged pupils at the school has remained below the national average. It is clear that early identification of disadvantaged families needs prioritising to ensure all eligible children access the PP grant. The effects of the pandemic still adversely impact the PP families and those that are 'just

managing' who do not qualify for PPG.

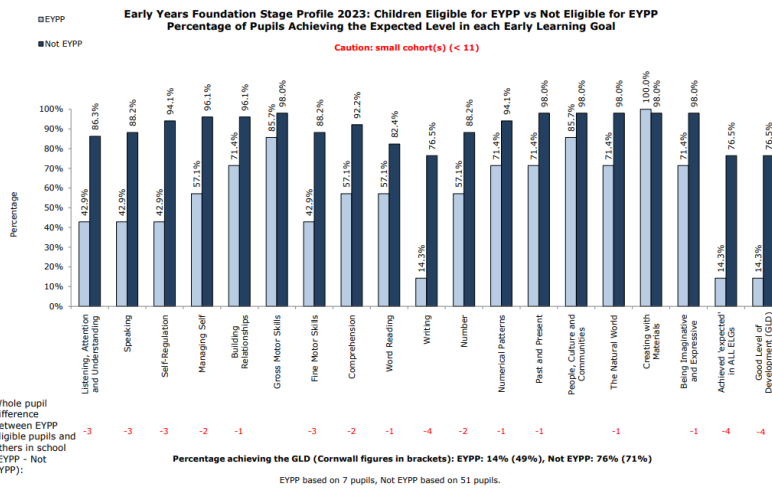
Attainment at EY and Phonics

Phonics: By the end of Year 2 (Cumulative) - Disadvantaged

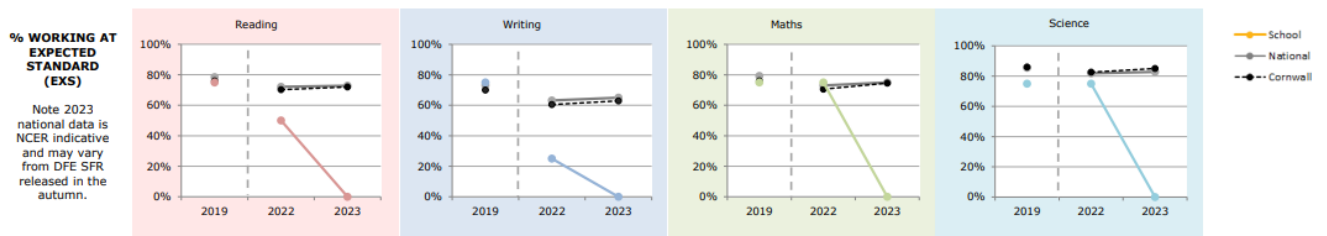
	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	National % Achieved	Pupil Diff. School vs. Cornwall
Dis.	2	1	50%	83%	81%	0
Non-Dis.	57	53	93%	93%	91%	0



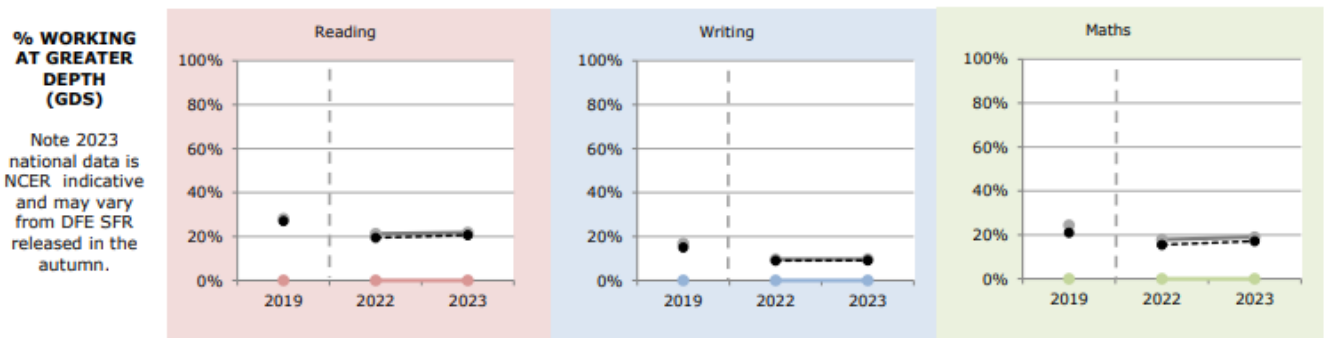
Out of 4 FSM pupils in EY only 1 achieved GLD in the prime areas. Therefore attainment at the end of reception for disadvantaged pupils needs to remain a priority.



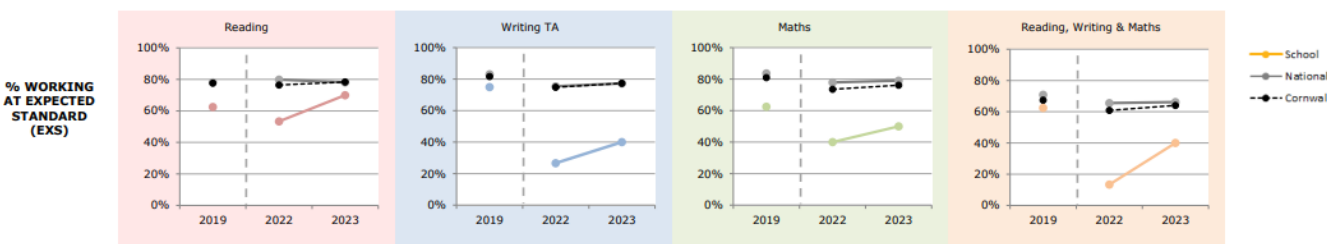
Attainment at KS1 needs improving. Early identification of potential PP children remains a priority.



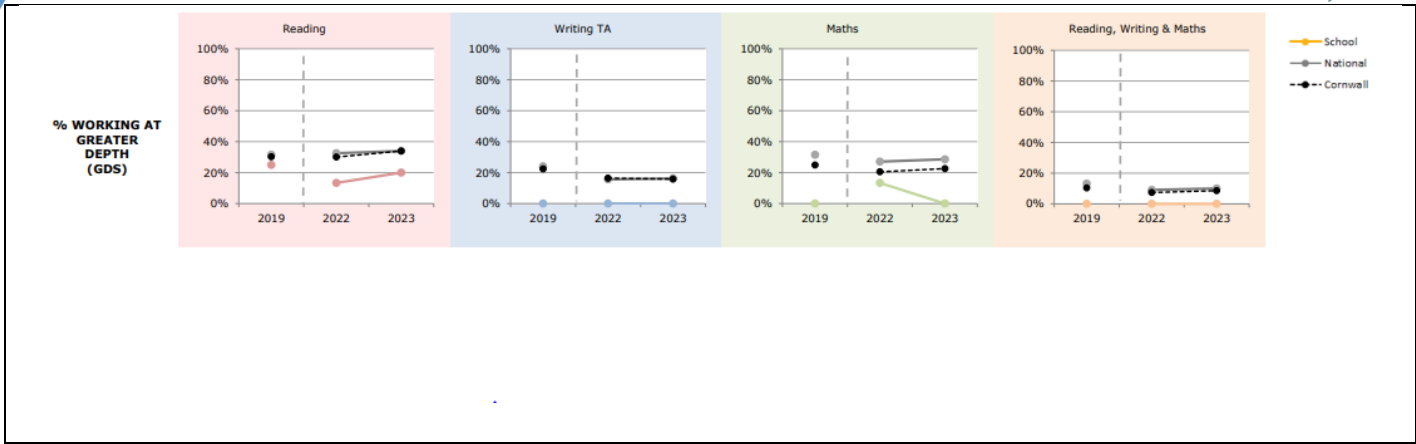
Attainment at KS1 – Greater Depth. No PP children in KS1 achieved greater depth.



Attainment at KS2 is below national average.



Attainment at KS2 Greater Depth



Externally provided programmes

Programme	Provider
Lego play therapy	Trained TA
Fun Fit	Trained TA x2
1-1 Speech and Language	NHS
Language screen	OxEd
Nessy	Nessy Reading and Spellings
RWI	Ruth Miskin
Developing experts - science	Odgen Trust
TISUK	Trauma Informed Schools
TT Rock Stars	Maths Circle Ltd
My Maths	Oxford University Press.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none"> • Pastoral support available to pupils from TIS practitioners. • Little Troopers lead teacher club: Home - Little Troopers • Small group tuition to close gaps in reading and maths knowledge and skills • Enrichment provision and transport
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none"> • Pupils were provided with support at the time of need which was effective for those parents deploying overseas and supporting operations at sea. • Teachers know their children very well – this leads to quick intervention and support as required. • 3 families have stayed in the local area instead of moving when parents have been redeployed overseas.

Further information (optional)

Our pupil strategy will be supplemented by addition activity that is not being funded by pupil premium or the recovery premium. This will include:

- Funded breakfast club places for disadvantaged pupils to enable parents to work and ensure children receive breakfast before school.
- After school clubs targeted at disadvantaged pupils.
- Funded or subsidized enrichment programmes including trips to promote cultural capital and hinterland of knowledge.