

Pupil premium strategy statement

Charlton C of E Primary School



This statement details our school's use of pupil premium 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Charlton C of E Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (£94 575) 2024-2025 (£125 081) 2025-2026
Date this statement was published	27th November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sally-Anne Pettersen
Pupil premium lead	Amy Moat
Governor / Trustee lead	Sue Vick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125 870 (2025-2026)
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	£97 294 (2023-2024) £125 081 (2024-2025) £125 870 (2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

Charlton C of E Primary School is a one form entry Primary in Dover. We are in an area of high social deprivation.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. These are considered alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Ultimate Goals

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's or equivalent in English and Maths.

The range of provision we consider making for this group include and would not be limited to:

- To allocate a 'Catch Up' - providing small group work with an experienced teacher/TA focussed on overcoming gaps in learning where appropriate.
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support when appropriate.
- Pay for or subsidise activities, educational visits and residential trips thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of learning software and other resources and programmes.
- To extend PE and wellbeing provision.

- To allow pupil premium children the opportunity to learn a musical instrument.
- Behaviour and nurture support throughout the day and during lunchtimes by providing activities to engage and promote our Christian values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Challenges

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

Challenge number	Detail of challenge
1	Children who are in receipt of Pupil Premium do not achieve the same rate of progress and attainment as children not in receipt of Pupil Premium in reading, writing and maths in Key Stage 2.
2	Children who are in receipt of Pupil Premium do not achieve the same rate of progress and attainment as children not in receipt of Pupil Premium in phonics in Key Stage 1.
3	Children who are in receipt of Pupil Premium do not always have the same access to support services as children not in receipt of Pupil Premium and may experience low levels of physical and emotional wellbeing.
4	Children who are in receipt of Pupil Premium do not always have the same access to uniform and clubs as children not in receipt of Pupil Premium
5	Poor attendance and punctuality of children in receipt of pupil premium funding.

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
1. To close the progress and attainment gap between all pupils and disadvantaged children in reading, writing and maths at Key Stage 2.	Progress and attainment is in line if not better than national and local average
2. To close the gap in phonics between all pupils and disadvantaged pupils.	Progress and attainment is in line if not better than national and local average
3. To continue to provide a high level of well-being and pastoral support for disadvantaged children and their families.	For children and families to be able to access services and support to ensure that their wellbeing and involvement is high
4. To provide financial assistance for uniform, trips, clubs, Breakfast and After School Club	All children have the same access to clubs and uniform
5. To raise attendance and punctuality	Attendance for disadvantaged pupils is in line with national average

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: £ 1525

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. To assess children termly in core subjects	Assessment Data	1,2
2. To track pupil progress and attainment and implement additional support (pupil progress meetings held termly)	Pupil Progress Meetings PiXL Data/QLA SEN Code of Practice 0-25 discusses the assess, plan, do, review approach https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 EEF High Quality Teaching, Diagnostic Assessments and Curriculum Adaption https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2
3. To ensure quality first teaching	Book looks Lesson observations/drop ins Subject specific monitoring	1,2

	<p>CPD</p> <p>EEF guide to pupil premium</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes https://www.suttontrust.com/our-research/great-teaching/</p>	
4. To continue to embed and develop a validated phonics scheme of work	<p>The reading framework: teaching the foundations of literacy- highlights the need for a systematic and synthetic approach to phonics with fidelity to the chosen scheme.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1,2

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

Budgeted cost: £ 71567

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Identified pupils to access booster sessions and other identified interventions	<p>Assessment Data</p> <p>Pupil Progress Meetings</p> <p>EFF and the DfE have provided evidence that indicates targeted intervention and catch-up sessions need to be implemented in order to close the gap in progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1,2
2. Continue PIXL subscription	<p>PIXL have created a hub of resources that focus on improving life chances of young people. They were initially funded by the DfE and born from 'The London Challenge', a school improvement programme.</p> <p>https://www.pixl.org.uk/</p>	1,2

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

Budgeted cost: £ 52778

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Employ a Pastoral Lead (FLO)	<p>EEF and Sutton Trust have research that shows that a dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1631189626</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/Parental-Engagement-Fund-Final-Report.pdf</p>	3,4,5
2. Regular attendance meeting- with agreed follow up actions (at least x 3 termly)	<p>Ofsted research and DfE publications highlight that pupils who have above 95% attendance achieve better outcomes.</p> <p>Supporting school attendance EEF</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-</p>	1,2,5

	persistent-absence	
3. Provide funding support for clubs, uniforms, milk, Breakfast Club and After School Club	<p>EFF highlights the need for children to be ready to start the school day, that children arrive to school on time and increase attendance and that children are ready to learn.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs?utm_source=/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs&utm_medium=search&utm_campaign=site_search&search_term=breakfaste</p>	4
<p>4. Staff to embed ELSA and Nurture UK training.</p> <p>5. Other training opportunities such as TEACCH</p>	<p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p>The Kent Mainstream Core Standards, Nurture UK and the DfE all provide research and actions that can improve outcomes for children.</p> <p>https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>New: Evaluation of wellbeing programme finds positive impact on... EEF</p> <p>https://www.nurtureuk.org/research-evidence/</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	3

<p>6. To provide Play Therapy to identified children</p>	<p>The ACEs Study (Trauma Informed Schools) and EEF highlight the need in their research to effectively identify those children who need specific support linked to their social and emotional learning. With targeted support wellbeing, behaviour and learning can be improved.</p> <p>https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/news/new-evaluation-of-wellbeing-programme-finds-positive-impact-on-absence-levels</p>	<p>3</p>
<p>7. To provide an opportunity for children to engage in music with Rock Steady and Music for Schools</p>	<p>EEF Arts Participation highlights the need for participation in Arts projects as these have a positive impact on academic outcomes and other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3,4,5</p>

Total budgeted cost: £ 125 870 (2025-2026)

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 2024 to 2025 academic year.

Teaching

Priority 1: All new staff have received rapid catch up, keep up and SEN training.

Priority 2: PIXL is utilised in Year 1, 2 and KS2 to identify gaps in in progress and attainment and using therapies- these gaps close.

Priority 3: Further CPD activities took place for staff e.g. AET training, Nurture UK training and specific intervention training

Targeted Academic Support

Priority 1: Targeted interventions take place in order to close the gap in progress and attainment.

Wider strategies

Priority 1: Attendance improved for disadvantaged children.

Priority 2: Children are offered support with paying for school experiences, school uniform was offered to PP families, breakfast club, free milk.

Priority 3: A Pastoral Lead was employed full time beginning in September 2024 to increase capacity and parental engagement therefore leading to improved outcomes for children.

Data Below

Charlton C of E Primary School Published Data 2024-2025						
	GLD	Phonics	Reading	Writing	Maths	MTC
EYFS	76.67%					
Year 1		43%				
Year 2		77% (resist)	60%	44%	60%	
Year 3						
Year 4						55% (21+ marks)
Year 5						
Year 6			55%	76%	55%	
			Combined= 45%			

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
PIXL	PIXL
Little Wandle	Little Wandle
Play Therapy	Butterfly Therapy
Speech Link and Language Link	Speech Link
Edshed Spelling	Edshed Spelling
Rock Steady	Rock Steady
Make time for Music	Make time for Music
Nurture UK	Nurture UK
AET training	Autism Education trust