

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Charlton Kings Junior School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sue Selwood
Pupil premium lead	Nick Jukes
Governor / Trustee lead	Lesley Crompton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,140
Recovery premium funding allocation this academic year	£2,632.50
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	£37,772.50

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Charlton Kings Junior School, the vision for pupils in receipt of Pupil Premium is identical to the school's vision for all pupils; that children leave us exceptionally well prepared for life's journey, wherever that may lead, and is encapsulated in our 'ABC' school values:

A - Attainment for All

Through providing the highest quality of teaching and learning we enable children to realise their academic, physical and spiritual potential.

B - Belief

Through our motto, 'Believe in Yourself', we help our children to become socially mature, encouraging empathy and understanding of others and resilience and resourcefulness in themselves.

C - Community

Through our community we develop a sense of belonging, engagement with society and respect for others and the environment.

We aim, through constantly seeking the highest quality of teaching and learning, to enable our children to:

- Realise their academic potential and to be equipped to be successful in the next stage of their school career
- Be socially mature; demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society
- Possess effective life-long skills: resilience, resourcefulness and respect
- Develop appreciation and love of life: aesthetically, physically and spiritually

With the school's vision in mind, we realise our potential to influence current and future opportunities. We are committed to equalising opportunity where disadvantage exists through high aspiration for all; rich and tailored experiences embedded within an inspiring curriculum; careful and impactful use of funding to maximise learning of both knowledge and skills; and a robust, reflective and searching focus on the impact of the work we do.

Considered use of research from a number of sources, including the Education Endowment Foundation and NFER underpin our strategy for the coming year. At Charlton Kings Junior School, we:

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils as well as whole-school strategies which benefit all learners.
5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off, assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

In line with other successful schools, we see raising the attainment of disadvantaged pupils as part of our commitment to help all pupils achieve their full potential. We prioritise quality teaching for all. We recognise that attendance, behaviour and emotional support are key factors but that they are not sufficient on their own for academic success. We value the voice of every child and make concerted effort to know every pupil as an individual so we can respond accordingly to their needs. We are focused on ensuring teaching and learning interventions are linked directly to supporting classroom work and we have developed a timetable and feedback policy that promote more rapid and targeted intervention to address learning needs. We are also committed to ensuring all support staff are effective in their role by providing the training necessary to have sufficient expertise to deliver interventions, provide feedback and monitor progress.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment , including those exacerbated by disruption to schooling during COVID-19 pandemic. We have used individual diagnostic assessments to identify areas where support is needed to maximise progress. This links to the school's SDP Priority 1 – for all children to become fluent readers.
2	Identification of any pastoral, behaviour or welfare needs of disadvantaged pupils, including access to technology. This links to the school's SDP Priority 4 – to ensure the behaviour of all pupils is exceptional as a result of consistent application of a learning ethos across school by all adults.
3	Lack of opportunity for disadvantaged pupils compared with their peers. The DfE states that 'looked-after and previously looked-after children start with the disadvantage of their pre-care experiences'. In the wider school community, there can be a large disparity between those children who have access to a wide range of extra-curricular, sporting and cultural opportunities and those who do not. In order to build our pupils' social and cultural capital, it is important that

	Pupil Premium funding is used in part to enrich cultural capital and equalise opportunities between pupils.
4	Identification of other factors affecting disadvantaged pupils' engagement with school such as attendance and parenting support. The DfE is clear in its advice on links between attendance and attainment. By working closely with families, members of the senior leadership and administrative teams can offer tailored support.

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 make significant academic progress in core subjects and any gaps between their attainment and that of their peers is narrowed during KS2.	School internal tracking data shows improving progress. Most disadvantaged pupils achieve the expected standard or higher at the end of KS2.
Disadvantaged pupils make significant academic progress in foundation subjects and any gaps between their attainment and that of their peers is narrowed during KS2.	In foundation subjects, pupils' books and other assessments reflect their progress and attainment, which is in line with, or exceeds, that of their peers.
Disadvantaged pupils' attendance is equivalent to non-disadvantaged – 97% or higher.	Swift action to work with families where attendance is below 95%. Attendance improvement plans implemented where required.
The pastoral, behavioural and welfare needs for disadvantaged children are supported in school.	Individual needs are identified through pupil voice and SDQs. Where SDQ scores are outside expected boundaries, individual support plans are set up and carefully monitored, with outcomes recorded, appropriate actions taken and progress made.
Increased opportunities for disadvantaged pupils promoting aspiration and interests.	Individual activities and opportunities set up according to identified need/interest, such as music lessons, extra-curricular sport, social opportunities. Curriculum design reflects opportunities to raise aspiration for disadvantaged pupils, taking into account cultural capital and key role models in society.

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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum release time for subject leads to develop opportunities to enhance identity and aspiration for disadvantaged pupils.	Ofsted's Education Inspection Framework (EIF) details the importance of a broad and balanced curriculum for <i>all</i> learners to succeed. In particular, disadvantaged learners benefit from the knowledge, skills and vocabulary that a carefully designed and well implemented curriculum allows. The school's ' VOICES ' curriculum drivers have been specifically chosen to enhance needs of disadvantaged pupils.	1, 3
Staff meetings and INSET days on curriculum development, allowing all staff to be an expert in every subject.	The primary tool for all pupils to make exceptional progress is quality first teaching, as outlined by Third Space Learning . By using staff meetings and INSET days as a way to share up-to-date subject information and disseminate subject knowledge, we can ensure all teachers are experts in every subject.	1, 3
Staff development and training to ensure all children are fluent and confident readers by the end of KS2.	Our current School Development Plan states Priority 1 is ' <i>for all children to be confident and fluent readers by the end of KS2 as a result of high quality teaching and learning experiences, with a continued focus on raising achievement for those children identified as being in the lowest 20% of reading attainment.</i> ' This target has been identified as a result of the school's internal data.	1
Implementation of a new school-wide spelling scheme, alongside Phonics teaching in Years 3 and 4.	The school's literacy training provider, Somerset Literacy Network, has recommended a rigorous approach to spelling in order to embed spelling patterns and rules for use in everyday learning. The EEF suggests phonics as a systematic approach for older readers (between the ages of 7 and 10) who are struggling to develop reading skills is	1

	<p>effective alongside a rich literacy environment.</p> <p>The school's assessment data in 2020-21 shows a weakness overall in writing compared to reading and maths (see 2020-21 evaluation below).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 or small group tuition with a qualified teacher for children with clearly identified gaps in attainment.	<p>The EEF states that 'evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.' It additionally says that 'short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.' This is the model that the school follows.</p> <p>The school's internal data and close tracking of interventions using EduKey allows rapid response.</p> <p>The school's internal assessment data from 2020-21 shows a weakness overall in writing compared to reading and maths (see 2020-21 evaluation below).</p>	1

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work alongside Achievement For All to embed Emotion Coaching into classrooms. Monitor this approach through SDQs and individual Pupil Premium Plans to track its impact on behaviour for learning. Introduced	<p>SDP Priority 4 states our commitment to ensure the behaviour of pupils is exceptional as a result of consistent application of a learning ethos across the school by all adults.</p> <p>Evidence from school closures due to Covid-19 suggest that some children are finding it more difficult to express their emotions in a controlled manner, either</p>	1, 2, 4

<p>through INSET days and staff meetings.</p>	<p>at home or at school. By embedding Emotion Coaching into classroom practice we can ensure that all children are given strategies with which to help self-regulate.</p> <p>The EEF states that ‘improvements [in academic performance] appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.’</p>	
<p>Embed pastoral support for looked after and previously looked after children, both 1:1 and within the classroom setting. This will include the use of Emotion Coaching, Play Therapy and attending extra-curricular clubs.</p>	<p>The DfE states that ‘looked-after and previously looked-after children start with the disadvantage of their pre-care experiences’. This can sometimes also mean that children have experienced ACEs in their early childhood. For some looked after and previously looked after children at Charlton Kings Junior School, these experiences in early childhood can affect their mental health and social and emotional wellbeing, meaning that academic learning cannot take place effectively. As Third Space Learning says ‘In some cases this will mean looking further than just academic attainment’. By prioritising their emotional wellbeing through Emotion Coaching, Play Therapy, Drawing and Talking and other schemes, we are able to help children find ways to express themselves, self-regulate and to become effective learners</p>	2
<p>Provide opportunities for disadvantaged children to raise aspirations, including art club and facilitating bursaries for other extra-curricular activities.</p>	<p>Though the EEF states that the impact of arts participation is ‘positive but low’, at Charlton Kings Junior school, there can often be a large disparity between those children who take part in a wide range of extra-curricular, sporting and cultural opportunities and those who are not. In order to build our pupils’ social and cultural capital, it is important that Pupil Premium funding is used in part to enrich cultural capital and equalise opportunities between pupils.</p>	2
<p>Where attendance is below 95%, members of senior leadership and administrative teams work alongside families to put in place individualised plans to support better attendance.</p>	<p>In 2020-21, whole school attendance was 98%, whereas attendance of disadvantaged pupils was 96.8%. According to the DfE, effective leadership and close relationships with families are key factors in promoting good attendance.</p>	4

Total budgeted cost: £38,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The school's 2020-21 Pupil Premium strategy identified five key aspects of support for disadvantaged pupils. For more detail on the previous strategy, see '[CKJS Pupil Premium Strategy 2020-21](#)' on the school's website.

- A: Academic performance
 - Academic progress for all disadvantaged children between KS1 and June 2021.

	Reading				Writing				Maths			
	KS1		June		KS1		June		KS1		June	
BLW	2	7%	5	18%	3	11%	5	18%	2	7%	4	14%
WTS	8	29%	2	7%	12	43%	15	54%	12	43%	5	18%
EXS	13	46%	14	50%	11	39%	7	25%	12	43%	14	50%
E+	18	64%	21	75%	13	46%	8	29%	14	50%	19	68%
GDS	5	18%	7	25%	2	7%	1	4%	2	7%	5	18%

- June 2021 Year 6 assessment data (teacher assessed)

	Reading		Writing		Maths	
	Count	Percentage	Count	Percentage	Count	Percentage
BLW	0	0%	0	0%	0	0%
WTS	0	0%	2	29%	0	0%
EXS	3	43%	4	57%	5	71%
E+	7	100%	5	71%	7	100%
GDS	4	57%	1	14%	2	29%

- This shows that all children in Year 6 achieved the expected standard or higher in Reading and Maths, with 71% achieving the same in Writing.
- Writing is the weaker area (which is reflected in whole-school data), and should therefore be a focus for interventions in 2021-22.

- Intervention logs and Pupil Premium plans on EduKey demonstrate progress made by children over time during interventions.
- B: Pastoral support
 - A more ad-hoc approach to pastoral was taken due to the rapidly changing situation during COVID-19 lockdowns. This included Drawing and Talking, Play Therapy, bereavement counselling and individual support for those forced to self-isolate or live abroad
 - Lola (PAT dog) was used both as a boost to reading and in order to support children's social and emotional needs.
 - The school lacked the means to track pastoral support. This will be implemented using SDQs next year.
- C: Behaviour for learning
 - In a pupil survey (May 2021), 85% of children said they learn lots of interesting things at school.
 - Staff have a good knowledge of the disadvantaged pupils they teach, as evidenced by Pupil Premium Plans, and plan learning accordingly.
 - The introduction of the VOICES strands will be a further opportunity to tailor the school's curriculum to the needs of disadvantaged learners.

- D: Attendance

	PP	Whole school
2019-20	95.7%	97.6%
2020-21	94.8%/96.8%	98%

- This table shows a steep drop in attendance figures for disadvantaged children. However, one child lived away from the UK for 4 months due to Covid travel restrictions. With this adjustment, Pupil Premium attendance is at 96.8% which shows a narrower gap between Pupil Premium attendance and whole-school attendance compared to 2019-20.
- Meetings with parents where patterns of poor attendance emerge have been effective and will continue.
- E: Parental engagement
 - Communication with families of children in receipt of Pupil Premium funding is good. A parent survey in 2021-22 would be beneficial to understand how else the school can support families.
 - There was regular communication between school and home (a phone call at least once every two weeks) during lockdown.
 - A priority last year was allowing disadvantaged children to attend holiday clubs. There was 36% uptake, with resoundingly positive feedback.
 - During lockdown, technology was provided to families who needed support.
- F: Aspiration and equalising experience
 - Pupil questionnaires in September 2020 enabled a good understanding of the interests, hobbies and aspirations of disadvantaged children at CKJS. Consequently, after school clubs and holiday clubs were offered in line with this.
 - Disadvantaged children took part in a range of extra-curricular activities, including attending holiday clubs, learning a music instrument (through GM's bursary scheme) and additional swimming lessons.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.