

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 378 |
| Proportion (%) of pupil premium eligible pupils | 6.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| 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 | £41,010 |
| Recovery premium funding allocation this academic year | £3,770 |
| 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 | £44,780 |

Part A: Pupil premium strategy plan

Statement of intent

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. |

| | |
|---|---|
| <p>Disadvantaged pupils make significant academic progress in foundation subjects and any gaps between their attainment and that of their peers is narrowed during KS2.</p> | <p>In foundation subjects, pupils' books and other assessments reflect their progress and attainment, which is in line with, or exceeds, that of their peers.</p> |
| <p>Disadvantaged pupils' attendance is equivalent to non-disadvantaged – 97% or higher.</p> | <p>Swift action to work with families where attendance is below 95%. Attendance improvement plans implemented where required. Disadvantaged pupils' attendance matches that of their peers.</p> |
| <p>The pastoral, behavioural and welfare needs for disadvantaged children are supported in school.</p> | <p>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.</p> |
| <p>Increased opportunities for disadvantaged pupils promoting aspiration and interests.</p> | <p>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.</p> |

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: £22,000

| 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 effective alongside a rich literacy environment. The school's assessment data in 2022-23 shows a weakness in Reading and Writing compared to Maths for disadvantaged pupils. Support will be targeted towards | 1 |

| | | |
|--|---|--|
| | these areas through additional classroom support. | |
|--|---|--|

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

Budgeted cost: £11,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group tuition or additional in-class support for disadvantaged pupils whose progress is behind that of their peers. | <p>The school's assessment data in 2022-23 shows a weakness in Reading and Writing compared to Maths for disadvantaged pupils. Therefore, support will be targeted towards English lessons and reading support, with additional support being provided in classrooms where there is a greater level of need for disadvantaged pupils. This also allows some 1:1 support for pupils who may need additional support in some areas of their learning. The EEF states that 'evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'</p> <p>The school's internal data and close tracking of interventions using EduKey allows rapid response.</p> | 1 |

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

Budgeted cost: £11,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Bespoke use of Emotion Coaching for some children who may struggle to regulate their emotions. This approach is monitored through SDQs and individual Pupil Premium Plans to track its impact on behaviour for learning. Introduced through INSET days and staff meetings. | <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 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</p> | 1, 2, 4 |

| | | |
|--|--|---|
| | routine educational practices and supported by professional development and training for staff.' | |
| 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, ELSA and attending extra-curricular clubs. | <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.</p> <p>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 ELSA interventions, 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 |
| Provide opportunities for disadvantaged children to raise aspirations, including art club and facilitating bursaries for other extra-curricular activities. | 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. | 2 |
| 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. | In 2022-23, whole school attendance was 97.2%, whereas attendance of disadvantaged pupils was 94.8%. According to the DfE , effective leadership and close relationships with families are key factors in promoting good attendance. | 4 |

Total budgeted cost: £44,000

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 2022/23 academic year.

The school's 2021-24 Pupil Premium strategy identifies four key challenges to achievement among our disadvantaged pupils – see *Part A: Challenges* for more detail.

This led to our intended outcomes, which are to be met by the end of our current strategy plan in July 2024. Progress towards these intended outcomes is detailed below.

| Intended outcome | Success criteria | Progress towards outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---------|------------|------------|------------|------------|-------|------------|---------------|-----|--|-----|--|-----|--|---------------|-----|------|-----|----|-----|----|------------------|-----|-----|-----|----|-----|----|----------------------|-----|------|-----|----|-----|----|-------------------|-----|------|-----|------|-----|------|---------------------|-----|------|-----|------|-----|-----|
| 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. | <p>This table shows the percentage of children achieving the expected standard or higher at KS2 in 2023 compared to other cohorts.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Difference</th> <th>Writing</th> <th>Difference</th> <th>Maths</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>CKJS PP 22/23</td> <td>57%</td> <td></td> <td>57%</td> <td></td> <td>71%</td> <td></td> </tr> <tr> <td>CKJS PP @ KS1</td> <td>71%</td> <td>-14%</td> <td>57%</td> <td>0%</td> <td>71%</td> <td>0%</td> </tr> <tr> <td>CKJS PP @ Year 5</td> <td>57%</td> <td>14%</td> <td>57%</td> <td>0%</td> <td>71%</td> <td>0%</td> </tr> <tr> <td>CKJS PP Year 6 21/22</td> <td>86%</td> <td>-29%</td> <td>57%</td> <td>0%</td> <td>71%</td> <td>0%</td> </tr> <tr> <td>CKJS non-PP 22/23</td> <td>91%</td> <td>-34%</td> <td>84%</td> <td>-27%</td> <td>87%</td> <td>-16%</td> </tr> <tr> <td>National data 22/23</td> <td>73%</td> <td>-16%</td> <td>71%</td> <td>-14%</td> <td>73%</td> <td>-2%</td> </tr> </tbody> </table> <p>Though the school is currently achieving its goal of most children achieving the expected standard or higher, there are significant differences between the attainment of disadvantaged and non-disadvantaged pupils in Writing and Maths. Note: This is a cohort of 7 pupils, therefore each pupil is worth 14%.</p> | | Reading | Difference | Writing | Difference | Maths | Difference | CKJS PP 22/23 | 57% | | 57% | | 71% | | CKJS PP @ KS1 | 71% | -14% | 57% | 0% | 71% | 0% | CKJS PP @ Year 5 | 57% | 14% | 57% | 0% | 71% | 0% | CKJS PP Year 6 21/22 | 86% | -29% | 57% | 0% | 71% | 0% | CKJS non-PP 22/23 | 91% | -34% | 84% | -27% | 87% | -16% | National data 22/23 | 73% | -16% | 71% | -14% | 73% | -2% |
| | Reading | Difference | Writing | Difference | Maths | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKJS PP 22/23 | 57% | | 57% | | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKJS PP @ KS1 | 71% | -14% | 57% | 0% | 71% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKJS PP @ Year 5 | 57% | 14% | 57% | 0% | 71% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKJS PP Year 6 21/22 | 86% | -29% | 57% | 0% | 71% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CKJS non-PP 22/23 | 91% | -34% | 84% | -27% | 87% | -16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National data 22/23 | 73% | -16% | 71% | -14% | 73% | -2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | <p>The school's new curriculum is now being fully implemented, with subject leads continuing to have release time in order to assess its impact. Disadvantaged pupils are a key focus of subject monitoring and are part of pupil voice discussions, book looks and learning walks. Subject leads ensure their curriculum design caters for the needs of all pupils, particularly those from disadvantaged backgrounds.</p> <p>Disadvantaged pupils are a focus group during termly pupil progress meetings.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | <p>The table below shows attendance data at CKJS for the 2022/23 academic year. It demonstrates that, on average, attendance for disadvantaged pupils is at 2.4% below the whole-school average. By closely tracking individual pupils' attendance, we are able to identify patterns and work with parents to ensure attendance is as high as possible. There have been various successes following AIMs (Attendance Improvement Meetings) though attendance of disadvantaged pupils at CKJS continues to fall short of our goal, with some families' extraneous circumstances playing a role.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | where required. | % Attendance | | | | |
|---|---|--|--------|--------|-------|------|
| | | Term 1 | Term 2 | Term 3 | Total | |
| | | Pupil Premium average | 94.8 | 95.5 | 94.0 | 94.8 |
| | | Whole school average | 97.2 | 97.1 | 97.3 | 97.2 |
| | | Difference | -2.4 | -1.6 | -3.2 | -2.4 |
| 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. | SDQs and pupil voice interviews feed into individual Pupil Premium Plans, enabling the school to carefully track the social emotional wellbeing of children. A referral system is in place so that staff members are able to quickly seek advice and support if there are concerns about a pupil's wellbeing. Disadvantaged pupils are prioritised for support. SDQs will continue to be monitored. | | | | |
| 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. | Pupil voice interviews at the beginning of the year allow the school to build a picture of the aspirations of disadvantaged pupils. By working with a range of local stakeholders (such as cookery classes and swimming teachers), pupils are given opportunities to take part in activities in order to equalise experience with their peers. Feedback is sought from pupils, parents and carers in order to further tailor this offer. | | | | |