

# Charles Darwin Community Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Charles Darwin Community Primary School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Sept 2022 – Sept 2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Marianne Bennett
Pupil Premium Lead	Marianne Bennett
Governor Lead	Alison Massey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,030
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 133,030

## Part A: Pupil premium strategy plan

### Statement of intent

This statement details our school's use of pupil 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.

The Pupil Premium is additional funding provided to the school, over and above that provided for all pupils, to support the achievement and inclusion of children who are termed "disadvantaged." Disadvantaged pupils are identified as those who currently get free school meals or have ever had free school meals. The aim is to "close the gap" in achievement, should there be one, between disadvantaged pupils and "other" pupils.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils in their responsibility. Although schools are free to spend the Pupil premium as they see fit, they will be held accountable for how they have used the additional funding to support pupils from families on low incomes.

### Challenges

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

Challenge number	Detail of challenge
1	Speech and language abilities on entry to Reception are historically weaker for PP children than non PP children
2	Baseline data shows that a significant percentage of PP children enter the school below that of their peers
3	Minority of PP pupils experience challenging home lives which can adversely impact upon behaviour and attitude when in school

4	A number of children/families are experiencing financial/emotional/mental health difficulties
5	Some children are disadvantaged by lack of opportunity/ wider experiences
6	Some disadvantaged children have additional needs

## 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
Improved percentage of disadvantaged children attaining GLD	Attainment gaps in EYFS between children eligible for PP and others to close (ELG data)
Percentages of disadvantaged children attaining greater depth in reading, writing and maths at KS1 and KS2 in line with others	Attainment gaps between children eligible for PP and others to continue to close (End of KS1 and KS2 data)  Progress rates for PP children to be consistent with or greater than that of others (Internal tracking)  Focused intervention and support leads to increased attainment in reading, writing and maths (Intervention tracking data)
Knowledge and application of times tables to be in-line for disadvantaged children and others	Attainment gaps at Year 4 MTC to be closed between disadvantaged and others
Phonic knowledge and application of PP children to be in line with others	Year 1 phonics screening shows no gap between disadvantaged and others
Behaviour, personal and social development and attitude to learning improves for identified pupils	Number of incidents of poor behaviour recorded on CPOMs is reduced for identified pupils  ELSA work shows that children are more positive, have improved resilience and heightened self esteem



## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured lessons in phonics (following the Little Wandle programme) and early reading at EYFS and KS1</p> <p>All relevant teaching staff receive CPD for teaching of speaking and listening, reading and phonics.</p> <p>EYFS Lead to train in Early language Development</p>	<p>Strategies to improve KS1 literacy are evaluated here: <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a></p> <p>EEF research shows extensive evidence that phonics lessons have high impact for very low cost</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The development of early language is a crucial pillar of a child's personal growth. However, according to research by Speech and Language UK, at least 1.7 million children in this country are behind with talking and understanding of words. Wider research and data confirm this picture.</p>	2
<p>Whole class guided reading sessions in KS2</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF September 2021)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	2
<p>Increased spending on new reading books for all key stages including phonics books</p>	<p>Phonics books precisely matched to a child's phonic ability leads to more rapid acquisition of phonic skills and greater reading confidence and independence.</p> <p>Having a range of suitably challenging texts for children across all cohorts will inspire them to read more and increase amount of higher tier vocabulary to use when speaking and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	
Additional TA hours allows small group and 1:1 support	Individual and small group tuition is considered an effective intervention by the EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>	2 & 6
Designated leadership time for SENCo in order to ensure pupils with Special Educational Needs and Disabilities receive high quality provision and achieve their potential	Strategic overview of SEND pupils' needs allows the SENCo to lead the school in meeting the recommendations from the EEF leading to improved outcomes for pupils with SEND <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf</a>	1,2,3 & 6
Designated leadership time for Deputy Headteacher in order to monitor, moderate and continue to develop all aspects of teaching and learning throughout the school so ensuring all pupils have the opportunity to achieve their potential	DHT has a clear overview of teaching, learning and assessment across the school, recognising strengths and ensuring CPD/adaptation of the curriculum to improve any areas of weakness.	1 & 2
Rolling programme of class cover to ensure subject leadership time for teachers to monitor and developing teaching and learning in their subject areas	Subject leaders have a clear overview of teaching, learning and assessment in their subject and are able to recognise strengths and ensure CPD/adapt the curriculum to improve any areas of weakness.	2
Additional teaching assistant hours in every year group in order to increase the amount of quality adult support available to	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</a>	1, 2 & 6

disadvantaged pupils in daily lessons		
Additional resources eg phonics resource packs / reading books; both for guided & individual reading / spelling & handwriting resources / library books / curriculum materials /wider assessment materials	Phonics hub audit recommends that school purchases and annually replenishes additional/new phonics resources and reading books. It is necessary to replenish/replace/order new resources to support teaching, learning and assessment across the curriculum in line with advice from external agencies.	2
Ongoing staff training in order to ensure high quality teaching and learning across the curriculum but particularly in English and maths.	EEF recommends that TAs are well trained to support pupils in class and to deliver interventions. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</a>	2 & 6
Ongoing training to ensure monitoring, moderation and assessment are accurate and appropriate to purpose	Moderation exercise with external consultants verifies teachers' own moderation and assessment.	2



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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring in English and Maths	<p>Individual and small group tuition is considered an effective intervention by the EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	2 & 6
Small group language intervention in EYFS	<p><a href="https://www.campbellcollaboration.org/blog/small-group-interventions-vive.html#:~:text=A%20Campbell%20systematic%20review%20shows,language%20skills%20and%20reading%20comprehension.">https://www.campbellcollaboration.org/blog/small-group-interventions-vive.html#:~:text=A%20Campbell%20systematic%20review%20shows,language%20skills%20and%20reading%20comprehension.</a></p> <p>EEF research evidences an increase of 6 months progress for children receiving small group oral language interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1 & 6
1:1 phonics intervention daily for identified children and in groups for those who need keep up intervention	<p>EEF rates phonic intervention as having high impact for very low cost, based on extensive evidence (+5) with an average impact of 5 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	2
Structured use of small comprehension groups twice weekly across KS2	<p>EEF recommends targeted, structured interventions to improve literacy in KS2</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></p> <p><a href="https://www.campbellcollaboration.org/blog/small-group-interventions-vive.html#:~:text=A%20Campbell%20systematic%20review%20shows,language%20skills%20and%20reading%20comprehension.">https://www.campbellcollaboration.org/blog/small-group-interventions-vive.html#:~:text=A%20Campbell%20systematic%20review%20shows,language%20skills%20and%20reading%20comprehension.</a></p>	2

Identified children to receive 1:1 T/TA support and small group tuition Including Step-Up maths intervention	Individual and small group tuition is considered an effective intervention by the EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>	2 & 6
Additional teaching assistant hours in every year group in order to increase the amount of quality adult support available to disadvantaged pupils in one to one or small group intervention support as necessary	Individual and small group tuition is considered an effective intervention by the EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>	2 & 6
Computing resources ~ additional ipads and laptops & technical support for IT based interventions eg Nessy and IDL	Pupil use of IT based interventions in school has consistently shown an improvement in reading/spelling scores and accurate independent use.	2 & 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Family Support Worker to provide one to one pastoral care as appropriate ~ attendance, punctuality , behaviour at home, behaviour in school , bereavement counselling, support for Children’s Social Care	Improved attendance for families working with FSW. Behaviour tracking shows improved behaviours for children in families receiving behaviour support. Voice of the Child wishes and feelings show bereaved children and those with CSC involvement are being well supported.	3 & 4
ELSA (Emotional Literacy Support Assistant) trained member of staff providing guidance, mentoring and support to vulnerable pupils throughout the school with a particular focus on children with poor mental health or difficulties forming/maintaining relationships with peers	Behaviour logs, parental contact, ELSA profiles, Voice of the Child wishes and feelings show that vulnerable children are well supported.	3 & 4
Funding for specialist support as necessary for identified pupils eg Educational Psychologists, dyslexia specialists, dyspraxia specialists,	Feedback from visiting specialists shows that actions put in place following their visits have had positive impacts on the children involved.	1, 2, 3, 4, 5 & 6

autism support, ADHD support, behaviour support		
My Happy Mind programme in place across the school	Vulnerable children show greater resilience and positive mindset which impacts on attainment, attendance and aspirations.	3 & 4
Emotional literacy / resilience training for identified pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> Behaviour logs, parental contact, ELSA profiles, wishes and feelings show that children are well supported.	3 & 4
Financial support in order that pupils may have full access to instrumental tuition opportunities	This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	5
Specialist visitors & tutors ~ artist in residence / author visits / poet visits /pets / science club	This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	5
Discounted educational visits	Historically, all pupils have attended all school educational visits. This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	5
Bursary scheme for residential visits	Historically, all pupils have attended all school residential visits. This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	5
Designated hardship fund for school snack & dinner system for pupils in need	DFE research shows that free school meals have a “positive and significant” (equivalent to two months expected progress) impact on the attainment of pupils in Year 6 compared to children with similar starting points and not in receipt of school meals.  School evidence shows that children who have received school meals through the hardship funds are more likely to be focussed, resilient and positive than previously. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184047/DFE-RR227.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184047/DFE-RR227.pdf</a>	3 & 4
Funded after school clubs for PP pupils (a tiny minority of externally led after school clubs are charged but these will be funded for pp pupils on request)	This ensures that PP children experience the same broad curriculum, enrichment experiences and opportunities to develop cultural capital as their peers.	5

<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
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**Total budgeted cost: £ 135000**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, key stage 2 performance data, phonics screening results and Year 4 MTC.

School's 2024 performance data will be published by the DfE.

Our 2024 performance data can help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

At the end of KS2 the percentage of PP children achieving the expected standard in writing and GPS is well above the percentage of others and this is broadly in line for SPAG and maths. Disadvantaged children did not achieve as well as others in other areas at ARE at the end of KS2. Disadvantaged children achieved less well than others at the higher standard. Disadvantaged children achieved slightly better than others in Year 1 phonics, in EYFS fewer disadvantaged children compared to others achieved GLD this is lower than last years' results. In the Year 4 Multiplication Tables Check more disadvantaged children achieved a score of 19 or more compared to non-disadvantaged.

Our assessments and observations during 2023/2024 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19.

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2024. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

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## 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*

<b>Programme</b>	<b>Provider</b>
Step-up Maths	First 4 Maths
NESSY	Nessy Learning
IDL	International Dyslexia Learning Solution Limited
Little Wandle	Little Wandle
Fluency Bee	White Rose
First4Maths academy	First 4 Maths
Pathways to Write, Read, Spell and progress	The Literacy Company

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year (£640)***

ELSA (Emotional Literacy Support Assistant) trained member of staff is available to provide guidance, mentoring and support to service pupils throughout the school with a particular focus on good mental health, concerns around deployment and bereavement.

Funding available towards wrap-a-round care where this is required because a parent is deployed.

### **The impact of that spending on service pupil premium eligible pupils**

Behaviour logs, parental contact, ELSA profiles, Voice of the Child, wishes and feelings show that service children are well supported.

Children are settled, engaged with good or improving attendance



## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- professional development opportunities for all staff. [EEF evidence](#) states that high quality teaching is pivotal in improving children's outcomes.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate