

Charles Darwin Community Primary School

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	Charles Darwin Community Primary School
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022 – Sept 2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Adam Croft
Pupil Premium Lead	Adam Croft
Governor Lead	Jennifer MacDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,470
Recovery premium funding allocation this academic year	£ 6,670
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	£ 137,140

Part A: Pupil premium strategy plan

Statement of intent

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.

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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,140

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>Strategies to improve KS1 literacy are evaluated here: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p> <p>EEF research shows extensive evidence that phonics lessons have high impact for very low cost</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
Introduction of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional TA hours allows small group and 1:1 support	Individual and small group tuition is considered an effective intervention by the EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	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 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf	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 disadvantaged pupils in daily lessons	<p>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).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	1, 2 & 6
Additional resources eg phonics resource packs / reading books; both for guided & individual reading / spelling & handwriting resources / library books / curriculum materials /wider assessment materials	<p>Phonics hub audit recommends that school purchases and annually replenishes additional/new phonics resources and reading books.</p> <p>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.</p>	2
Ongoing staff training in order to ensure high quality teaching and learning across the curriculum but particularly in English and maths.	<p>EEF recommends that TAs are well trained to support pupils in class and to deliver interventions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	2 & 6
1:1 ELKAN Intervention	<p>An independent evaluation of the Talking Matters programme shows that children in settings who received the programme made more progress in their receptive and expressive language abilities when compared to children in settings who did not receive the programme.</p> <p>https://s3.elklan.co.uk/EvaluationReports/</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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	2
Structured use of Better Reading Partners intervention across KS2	<p>Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools:</p> <ul style="list-style-type: none"> • They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. • They made an average Comprehension Age gain of 10 months. • 99% of them showed more interest and confidence in reading after BRSP. 	2

	<p>https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/</p> <p>EEF recommends targeted, structured interventions to improve literacy in KS2</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</p> <p>Children receiving BRSP in KS2 made accelerated progress as evidenced in school's intervention data from 2018 - 2022</p>	
<p>Identified children to receive 1:1 T/TA support and small group tuition</p> <p>Including Step-Up maths intervention</p>	<p>Individual and small group tuition is considered an effective intervention by the EEF</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	2 & 6
<p>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</p>	<p>Individual and small group tuition is considered an effective intervention by the EEF</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	2 & 6
<p>Computing resources ~ additional ipads and laptops & technical support for IT based interventions eg Nessy and IDL</p>	<p>Pupil use of IT based interventions in school has consistently shown an improvement in reading/spelling scores and accurate independent use.</p>	2 & 6

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

Budgeted cost: £ 15,000

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, autism support, ADHD support, behaviour support	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
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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 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 / 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	<p>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.</p> <p>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.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184047/DFE-RR227.pdf</p>	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
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £ 137,140

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS, key stage 1 and 2 performance data, phonics screening results, Year 4 MTC and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to 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.

Data from tests and assessments show that PP children have achieved broadly in-line with or above others at end of KS1 and KS2 other than percentages achieving greater depth in maths at the end of KS2. Disadvantaged children did not achieve as well as others in Year 1 phonics, EYFS GLD and Year 4 MTC, despite some strong individual performances.

Our assessments and observations during 2021/22 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 2022. 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.

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
Step-up Maths	First 4 Maths
NESSY	Nessy Learning
IDL	International Dyslexia Learning Solution Limited
Go Read	

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