

Pupil premium strategy statement – Autumn 2023/24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our three-year pupil premium strategy and how we intend to spend the funding in this academic year (and beyond). This is a new strategy statement as the previous three-year cycle has ended.

School overview

Detail	Data
School name	Charles Dickens Primary School
Number of pupils in school	488
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers	2023-24, 2024-25, 2025-26
Date this statement was published	19/10/2023
Date on which it will be reviewed	10/07/2026
Statement authorised by	Michael Eggleton
Pupil premium lead	Themis Bakas
Governor / Trustee lead	Paola Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220000
Recovery premium funding allocation this academic year	£38295
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	£258295

Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the **highest possible quality of teaching**, have **access to the targeted academic support** and benefit from a **range of wider strategies** including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, but our non-disadvantaged pupils will also benefit.

Our model also ensures that this teaching extends beyond the classroom, with experienced, high-quality teachers providing a significant range of daily intervention groups across all subjects but prioritising the key areas of early reading and number fluency. Evidence (both nationally and in our own setting) shows that these are the areas in which there are the most significant gaps to close.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Our objective is to ensure that the attainment gap between disadvantaged and not disadvantaged learners closes more and more as children progress through the school, to the extent that it is closed by the time they transition to year 7.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessment data demonstrates an attainment gap between disadvantaged and non-disadvantaged children in reading in EYFS and Year 1. This is in-line with the national picture.
2	Internal assessment data and observation consistently demonstrate that children who do not pass their phonics screener - and those who do pass but are not yet fluent readers – are the most likely to struggle to access the core curriculum in Y2 and KS2. There is a significant overlap between this group and disadvantaged children
3	Assessment and feedback identify that attainment data for disadvantaged children in maths is lower than for non-disadvantaged children. This is in-line with the national picture.
4	In KS2, there is a notable difference in the number of greater depth children between disadvantaged and non-disadvantaged.
5	Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged.
6	Data collected on parental engagement (e.g. parents' evening attendance, email engagement etc.) is lower for families of disadvantaged families compared to non-disadvantaged.

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.

Met

Partly Met

Not Met

Intended outcome	Success criteria
1 Improved reading, language and communication outcomes for disadvantaged pupils in reception and Y1 <u>Analysis</u>	Assessments and observations show improved outcomes in reading, language and communication for disadvantaged pupils. This can be seen through progress data from standardised assessments (where applicable), engagement, portfolio scrutiny and formative assessment.

(to be reviewed at end of year)	
<p>2</p> <p>Every child is secure in their phonics and able to read fluently as early as possible.</p> <p><u>Analysis</u></p> <p>(to be reviewed at end of year)</p>	<p>Attainment for disadvantaged children is improved in all subjects due to the removal of phonics barriers and subsequent increased reading fluency.</p>
<p>3</p> <p>Children become even more secure in number fluency, allowing them to better access problem solving as they progress through the school.</p> <p><u>Analysis</u></p> <p>(to be reviewed at end of year)</p>	<p>The attainment gap between disadvantaged and non-disadvantaged learners in maths significantly narrows as children progress through the school.</p>
<p>4</p> <p>There is a higher proportion of disadvantaged children attaining greater depth.</p> <p><u>Analysis</u></p> <p>(to be reviewed at end of year)</p>	<p>The attainment gap between disadvantaged and non-disadvantaged learners in the greater depth boundary significantly narrows as children progress through the school.</p>
<p>5</p> <p>Increased attendance for disadvantaged pupils.</p> <p><u>Analysis</u></p> <p>(to be reviewed at end of year)</p>	<p>Pupils who are disadvantaged attended closer to the rate at which non-disadvantaged pupils attend.</p>
<p>6</p> <p>Increased engagement with parents of disadvantaged children.</p> <p>(to be reviewed at end of year)</p>	<p>Internal metrics demonstrate parental engagement of disadvantaged children is closer to that of non-disadvantaged.</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: £ 95831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a third teacher for each year group to provide high quality PPA cover.	<p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p>The third teacher model ensures that all children receive high-quality teaching using an experienced, familiar and consistent teacher on every day of the week</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2, 3, 4
Implement structured reading fluency scheme to whole class guided reading teaching.	<p>The Fluency Project is a scheme designed (by teachers at CDPS, incidentally) to ensure guided reading is taught not just with a comprehension focus, but also a focus on fluent reading. Evidence demonstrates that improving fluency allows children to make significantly accelerated progress in all subjects.</p>	1, 2, 4
<p>Continual refinement and enhancement of teaching and curriculum planning for English and Maths in line with EEF guidance.</p> <p>Teacher release time and CPD funded to embed key elements of guidance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Continue to develop the SEL curriculum, update and implement new Wellbeing booklets across the school.	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
Continue to refine implementation of software to support instructional coaching CPD model to develop quality of teaching.	<p>Instructional coaching is currently the highest quality CPD which allows for the most impactful teacher development.</p> <p>https://steplab.co/resources/papers/BP6w3bcs/A-Beginners-Guide-to-Instructional-Coaching#:~:text=Instructional%20coaching%20involves%20one%20teacher,based%20on%20a%20short%20observation.</p>	1, 2, 3, 4
Continue to refine implementation of Maths: No Problem scheme of work.	<p>A high-quality curriculum is key, and this scheme ensures all children receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness.</p> <p>Furthermore, by removing the requirement for teachers to plan and resource maths lessons, teachers have more time to consider how to best deliver the lesson – the most impactful part.</p> <p>See previous outcomes and evaluated pupil premium plan 2020-2023.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3, 4

	https://mathsnoproblem.com/	
Refresh stock of manipulatives and ensure they are being used effectively.	<p>Use of manipulatives in maths is a key aspect of our maths curriculum. As such, we have invested in new resources, ensuring all year groups have everything they need for every lesson across the year, and for their interventions too.</p> <p>We will deliver ongoing training to ensure these resources are being used as effectively as possible.</p> <p>https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract</p>	3, 4
Continue to implement highly structured spelling and grammar scheme of work and purchase workbooks for every pupil in Y1 – 6	<p>See previous outcomes and evaluated pupil premium plan 2020-2023.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 4
Continue to implement highly structured handwriting scheme of work and purchase workbooks for every pupil in Y1 – 6 for daily lessons.	<p>See previous outcomes and evaluated pupil premium plan 2020-2023.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 4
Continue to implement highly structured Guided scheme of work and purchase workbooks for every pupil in Y1 – 6	<p>Guided Reading books refreshed and rewritten. All children have their own textbook now as well as workbook, allowing them to mark the text, e.g. underlining words.</p>	1, 2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Year 6 to be split into 3 classes of 20.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 3, 4

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

Budgeted cost: £ 114806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a third teacher for each year group to provide targeted intervention groups.	<p>The second tier of the EEF 'tiered approach' is targeted academic support, which our third teacher model is also designed to fulfil.</p> <p>Third teachers provide targeted intervention both during lessons and beyond, to close gaps in learning.</p>	1, 2, 3, 4
Implement structured number fluency intervention programme in KS1 and KS2. Widen reach of programme to interventions across KS2, providing daily gap-closing interventions.	<p>Number fluency is often a barrier to mathematical problem solving in upper KS2 and beyond. To help close this gap, we have implemented the 'mastering number' DfE-funded MathsHub programme.</p> <p>This programme is embedded in the daily teaching of YR-Y3, and the KS2 edition will be rolled out to Y4 and 5 this year (2023).</p> <p>Additionally, like the phonics above, there is to be more targeted support provided by teachers and SLT, using this programme for interventions for those who require it.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/ https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/	
Implement structured phonics intervention programme in KS1 and KS2. Widen reach of programme to interventions across KS2, providing daily gap-closing interventions.	<p>A detailed baseline assessment of all children's reading across all year groups has identified where some children beyond Y1 are either still not quite secure in their reading, or not fluent enough. This is the primary barrier to overcome for these pupils to make accelerated progress.</p> <p>All identified children are in an afternoon phonics group (one for each phase) run by teachers and SLT. Their path through the phases is accelerated with the aim of swiftly closing the gaps.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://floppysphonics.com/</p>	1, 2, 3, 4
<p>Support Staff to run targeted support for:</p> <ul style="list-style-type: none"> - Social and emotional skills - Curriculum-based targeted support. 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5

<ul style="list-style-type: none"> - Early Language - Phonics - Reading 		
To ensure PP EYFS children have access to daily forest school	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,2,3

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

Budgeted cost: £ 47658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each pupil to use a home-school book to ensure regular communication.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5, 6
Our Early Help Manager will spend 90% of her working day supporting vulnerable pupils, pupils with wider disadvantage and their families.	Engaging with parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5, 6
The ELSA will spend 50% of her	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 6

timetable supporting pupil's on the second tier of out wellbeing approach		
To ensure the PP plan is adjusted regularly to support individual pupils. To ensure targeted interventions are evaluated and re-viewed.	N/A	1-6
Whole staff training on behaviour management, developing school ethos and improving behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1-6
Focus on developing attendance of target groups and individuals. FLO and attendance to implement procedures from the guidance	principles of good practice set out in the DfE's Improving School Attendance advice.	1-6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-6

Total budgeted cost: £ £258295

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 to 2023 academic year.

Last year signalled the end of our previous three-year plan, and with that the ideal opportunity to analyse the impact it has had over its duration.

The data overwhelmingly supports the success of the plan – it clearly demonstrates that the further children progress through the school, the more the gap between disadvantaged and non-disadvantaged children is closed, until it is barely evident by the time children leave at the end of year 6. This is especially clear when analysing our KS2 SATS results from 2023 (and previous years too). Our combined score for R, W, M was 95% for pupil premium pupils and 95% for non pupil premium pupils

Our approach will continue its three-pronged structure: high quality teaching, high quality curriculum and highly effective intervention.

As such, much will remain in place from the previous plan with further refinement and some highly impactful new approaches, such as the phonics intervention scheme and number fluency add-on.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A
