Pupil premium strategy statement – Charter Primary
Approved by Governors on 02/12/2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	336 (2-year-olds to Year 6)
Proportion (%) of pupil premium eligible pupils	139/305 = 46%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/23 to 2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Louise Stewart (Headteacher)
Pupil premium lead	Louise Stewart
Pupil premium champion	Kathryn Hurst
Governor / Trustee lead	Bridie Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,480.00
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years	£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*	£229,480.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the challenges we face. This, alongside research conducted by the EEF (Education Endowment Fund) shapes our decisions and strategic direction. Common barriers to learning for disadvantaged pupils can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues.

The school is located amongst one of the 10% most deprived neighbourhoods in the country. Additionally, the children from the school live in an area where the percentage of income deprived families is well above the national average. Employment, education and health deprivation indicators of the school's locality are all in the 10% most deprived areas of England.

Ultimate Objectives:

- The gap in progress and attainment between disadvantaged and non-disadvantaged closes in reading, writing and maths.
- Disadvantaged pupils can talk enthusiastically about their learning and demonstrate their value of education.
- The gap between attendance for disadvantaged pupils and non-disadvantaged pupils narrows
- The percentage of children who are persistent absentees decreases significantly
- Disadvantaged pupils to demonstrate an increased love of reading

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We focus on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation.
- In order to address barriers to learning for our children, pupil premium funding will be spent on both academic and non-academic interventions.
- Pupil premium funding will be allocated using a detailed understanding of the needs of the most vulnerable children across school.
- The approaches adopted by the school are based on strong educational evidence.

The impact of the adopted approaches will be monitored at regular intervals through pupil progress meetings as well as termly School Improvement Advisory Panels.

Challenges

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

Challenge number	Detail of challenge
1	**Poor communication and language skills** are evident in the children across school from our 2-year-olds to our Years 6s. This is noticed through daily conversations, observations and assessments. This is particularly noticeable in disadvantaged pupils. 64/100 (64%) of the children on the SEND register across school have specific communication and language needs and of these children, 28/64 (44%) are entitled to pupil premium funding.
2	**Low attendance and high persistent absenteeism** have been a long-term issue for the school, although this has improved significantly since the appointment of a full-time attendance lead. In 2024-25, pupils who were eligible for Pupil Premium Funding attended 0.2% better than the national disadvantage cohort. 25.2% of the disadvantaged cohort at Charter were considered persistently absent, missing 10% or more of their school sessions over the course of the year. 1.4% of the disadvantaged cohort were severely persistently absent, missing 50% or more of their school sessions over the course of the year.
3	**Low attainment on entry to the Early Years Foundation Stage in all areas.** On entry to Reception, Wellcomm assessments show that 55% of pupils arrive below age related expectations. This adversely affects the percentage of children leaving Reception with a good level of development.
4	**Limited role models in the pupils' wider lives impact their aspirations.** This is evident in the children across school through discussions, observations and pupil voice. This is in part due to lack of employment role models in the locality as well as a lack of enrichment opportunities during lockdown. Low aspirations and a lack of positive role models for our children can impact on their social and emotional needs.
5	**History of low attainment in reading, writing and maths** is an issue for the school where the gap in reading, writing and maths, between disadvantaged and non-disadvantaged pupils has been between 19% (2024) and 37% (2019) for the combined measure. This has decreased significantly to 12.8% in 2025.

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
Children are able to communicate effectively and confidently with adults and their peers	Pupils are confident communicators who are able to clearly articulate their ideas and subject knowledge as evident in assessments and observations using Voice 21 benchmarking.

Attendance of disadvantaged pupils improves	By July 26, data analysis shows that children from all vulnerable groups attend school in line with their peers nationally, in particular, disadvantaged pupils.
The percentage of Reception children attaining GLD is in line with national standards	Children in EYFS make at least good progress ensuring they move to in line with the national average (67.7%).
Children show aspiration and knowledge of the world in their daily lives through conversation and attitude to learning and wider school life	Children will demonstrate an awareness of the possibilities for their future careers, including leadership skills and their value for learning through pupils' conversations, how pupils conduct themselves around school and interact with others. This will be measured through pupil voice, monitoring of engagement in enrichment activities and teacher observations.
Children show an improved ability to read using their phonics strategies	Progress in phonics is strong.
Outcomes in reading, writing and maths assessments show improvements throughout school	Children in KS1 will attain in line with national figures and KS2 will attain at least the FFT50 targets.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide speech and language teacher 1 day per week to work across school with identified children	Speaking, listening and vocabulary skills are low for the majority of children - 64/100 (64%) of the children on the SEND register across school have specific communication and language needs and of these children, 28/64 (44%) are entitled to pupil premium funding. According to EEF: "On	1,3

	average, **oral language approaches** have a high impact on pupil outcomes of 6 months' additional progress."	
Small class sizes in Reception	EEF: "There is some evidence for additional benefits of smaller class sizes with younger children, so **smaller class sizes** may be a **more effective** approach during the **early stages** of primary school."	1,3
Voice 21	EEF: "The findings of the pilot suggest that the Voice 21 approach is promising." "Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development."	1,4
Continued improvement of the selection of reading books for children to access to read for pleasure as well as phonically regular books and guided reading texts; staff CPD provided by trust primary specialists; online reading record to enable parents to access this more readily	"Comparing the number of hours that children are read to reveals significant disparities between those from rich and poorer backgrounds" (Adams, 1990; Teale, 1984). "To close this gap, we need to ensure that every teacher has the knowledge and skill to teach reading with confidence." Alex Quigley 2020. Children reading at ARE has been consistently and significantly below the national standard across school. The gap between disadvantaged and non-disadvantaged pupils remains significant.	5
The Origin Maths Hub – Teacher Research Group for Maths Mastery CPD for staff along with Power Maths scheme and materials required to support quality first teaching. NCETM Mastering Number programme for EYFS and Key Stage One staff.	EEF: "On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme." Historically low maths attainment data requiring continued focus in order to ensure disadvantaged pupils are able to have strong maths knowledge from EYFS to take them through school.	5
Additional teacher for single age in years 3-6, smaller maths group teaching in Key Stage One to enable more targeted support within the mastery curriculum.	EEF: "On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme." EEF: In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall	5

	behind are unlikely to narrow disadvantage gaps.	

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All EYFS children are assessed using the WELLCOMM package termly with appropriate targeted interventions planned	Starting points for children are low, particularly in language. "By the time children reach the age of 5 years the expressive vocabulary gap between children from the richest and poorest backgrounds is around 18 months" (Bradshaw, 2011) EEF: "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."	1,3
HLTA trained in use of WELLCOMM and the following interventions	Starting points in EYFS for language are low. EEF: "Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment."	1,3
Read Write Inc Phonics full implementation including development days	The percentage of children passing the KS1 phonics screening check has historically been consistently below national average. As part of the Little Sutton English Hub, the school is required to "teach with fidelity to a chosen SSP programme" and that "all teachers and TAs teach the chosen SSP programme confidently." EEF: "Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." Continued full implementation is required to ensure disadvantaged pupils acquire the appropriate reading skills to enable them to succeed throughout school.	1,3,5
3 HLTAs employed in KS1 and KS2 to assist in raising standards and enhance provision	Starting points are low and previous data shows persistent gaps between the progress and attainment of PP and NPP. "Evidence consistently shows the positive impact that targeted academic support can have, including on those	5

	who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy." The EEF Guide to The Pupil Premium.	
Release time for teachers to meet with SLT and stakeholders to discuss pupil progress for PP pupils; three times per year. The resulting discussions will provide planned interventions and effective teaching and learning strategies.	We need to ensure that our PPG allocation is being spent correctly so release time is covered to continue to develop and challenge our teachers in our drive for educational excellence.	5
School-led tutoring including FFT Lightning Squad	DfE School-led Tutoring Guidance Sept 2021: "The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools and academy trusts are expected to prioritise these pupils for the tutoring." The school is expected to subsidise the programme by 50%. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	1,4,5
Pupil Premium Breakfast Club	All pupils who are eligible for Pupil Premium funding and are not currently reaching their target in reading, have been invited to a breakfast club 3 times per week. They arrive at school at 8.10 to have breakfast and partake in targeted intervention run by HLTAs.	1,4,5

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion	Pupil Premium Champion appointed to provide a closer link between learning	1, 2, 3, 4 and 5

	and teaching and other Pupil Premium strategies.	
Pastoral team for family support	The pastoral team engage with families to provide the support they require, including Early Help, to get children to school, first day calling and home visit to collect. The team support families to access the external support they require in order to remove barriers to learning and attendance. They focus on improving parental engagement in their child's access to school life and wider supporting agencies. "Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps." EEF	1,4
Full Time Attendance Lead	Attendance levels are low and there is a significant number of children who are persistent absentees. The attendance lead supports and meets with parents to support and challenge. Weekly analysis of attendance is also conducted by the attendance lead in order to inform next steps. DFE guidance followed: "Working Together to Improve Attendance" September 22	1,4
School trips, residential subsidies and extra - curricular club subsidy	Children's horizons will be broadened in order for them to learn more about culture, history, geography, art and fitness. As a result of this, language and aspirations will also increase for future life achievements. Each child will be given a "Golden Ticket" to attend a professionally run club for free. Links with the local universities and other schools will improve pupil premium children's aspirations. "Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils." EEF	1,4
Emotional literacy and resilience improved through pastoral team support using Time for You.	Many children have had adverse life experiences which affect their emotional well-being. The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs or	1,2,4

	behavioural issues can be effective especially for older children. Counselling/positive reinforcement sessions 1:1 with children.	
Breakfast provided daily for every child in school (bagel or cereal) subsidised by the Magic Breakfast programme	EEF Toolkit states “Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools.”	1,5

Total budgeted cost: £272,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics:
11/16 (68.8%) of our year 1 Disadvantaged cohort achieved the Expected Standard in phonics.

This is 14.6% lower than the national non-Disadvantaged cohort at 83.4%.

The gap to national non-Disadvantaged has improved by 0.7%, from -15.3% in 2023/24 to -14.6% in 2024/25.

The year 1 Disadvantaged cohort's phonics Expected Standard has increased by 0.6% from 68.2% in 2023/24, to 68.8% in 2024/25.

The Disadvantaged pupils at Charter are in percentile 48 for phonics Expected Standard when compared to other schools.

The school's success in phonics has been recognised by the Little Sutton English Hub as we have graduated from the hub's support. Their most recent report stated: "The school has a strong leadership team that are committed to ensuring every child leaves the school reading."

Attendance:

There are 147 children in the school who are Disadvantaged. The overall absence of these children is 7.1%, which is 2.9% higher than the national non-Disadvantaged cohort, which is 4.2%

The school's gap to non-Disadvantaged pupils nationally has decreased by 0.2% from +3.1% in 2023/24 to +2.9% in 2024/25.

The school's Disadvantaged cohort's overall absence has decreased by 0.4 from 7.5% in 2023/24 to 7.1% in 2024/25.

The Disadvantaged pupils at Charter are in percentile 51 for overall absence compared with other schools.

Outcomes:

EYFS:

The gap between Charter PP children and their non-disadvantaged peers in EYFS has remained the same as last year.

5/10 (50%) of our Disadvantaged cohort achieved a Good Level of Development , which is 21.5% below the national non-Disadvantaged cohort at 71.5%.

The Disadvantaged pupils at Charter are in percentile 45 for EYFS GLD when compared to other schools.

Key Stage Two:

Multiplication Check – Year 4

Gap to:	
National: Non-Disadvantaged	-1.8%
National: Disadvantaged	+0.5%
School: Non -Disadvantaged	-1.3%

The Disadvantaged cohort have a MTC Average Point Score of 19.9, which is 1.8 lower than the national Non-Disadvantaged cohort at 21.7.

The gap to Non-Disadvantaged pupils nationally has improved by 0.7 from -2.5 in 2023/24 to -1.8 in 2024/25.

The Disadvantaged cohort's MTC Average Point Score has increased by 1.1 from 18.8 in 2023/24, to 19.9 in 2024/25.

The Disadvantaged pupils a Charter are in percentile 46 for MTC Average Point Score when compared to other schools.

The gap between Charter PP children to PP children nationally has closed significantly in KS2 tests in all areas, including the MTC and average scaled scores.

In Year 4, Charter's PP children exceed the average score for PP children nationally.

KS2 PP children at Charter are exceeding PP nationally in reading, writing and combined. The gap between PP children at Charter and those nationally has decreased significantly in maths this year, moving to the smallest it has ever been.

Combined:

Gap to:	
National: Non-Disadvantaged	-12.8%
National: Disadvantaged	+8.3%

School: Non -Disadvantaged	-24.0%

14/25 (56%) of the Disadvantaged children in the cohort achieved the Expected Standard in reading, writing and maths, which is 12.8% lower than the national non-Disadvantaged cohort at 68.8%.

The school's gap to non-Disadvantaged pupils nationally has improved by 8.8% from -21.6% in 2023/24 to -12/8% n 2024/25.

Our Disadvantaged cohort's combined Expected Standard has increased by 10.2% from 45.8% in 2023/24 to 56% in 2024/25.

At KS2, the average scaled score for Charter PP children has increased in all areas.

	Y4 MTC Average Score	KS2 RWM gap	KS2 Reading gap	KS2 writing gap	KS2 maths gap
2023	-2.1	-19%	-14.4%	+0.2%	-12.7%
2024	+0.8	+2.4%	+1.4%	+9.2%	-3.2%
2025	+1.1	+4.7%	+1.4%	+0.2%	+4.7%

Average Scaled Scores gap between Charter PP and national NPP (Non-Pupil Premium)

KS2 Average Scaled Scores	KS2 Reading	KS2 Maths	KS2 GPS
2023	-3.9	-6.3	-2.4
2024	-2.8	-0.8	-0.8
2025	-2.1	-0.9	-3.6

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Average Scaled Scores gap between Charter PP and national PP

KS2 Average Scaled Scores	KS2 Reading	KS2 Maths	KS2 GPS
2022	-2.2	-4.9	-3.4
2023	-3.9	-6.3	-2.4
2024	-2.8	-0.8	-0.8
2025	+1.7	+3.1	+0.3

Pupil Premium Pupils at Charter are still below their non-disadvantaged peers, but this gap has closed significantly.

	Y4 MTC Average Score	KS2 RWM gap	KS2 Reading gap	KS2 writing gap	KS2 maths gap
2023	-4.6	-40.8%	-32.0%	-18.7%	-45.4%
2024	-1.7	-18.9%	-15.3%	-9.3%	-23%
2025	-1.3	-12.8%	-20%	-17%	-18%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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**
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.