



Pupil Premium Funding Statement 2022-2023



1. Sponsor

Assistant Vice Principal Personal Development Ethos and Culture

2. Reviewed

November 2022

3. Revised

December 2022

Supporting Documents

- Pupil Premium Strategy Document
- Pupil Premium Evaluation 2021-2022
- Teaching and Learning Policy
- Behaviour for Learning Policy
- Equality and Diversity Policy

What is the Pupil Premium Grant?

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

Disadvantaged students are a group comprised of:

- **Pupils who are eligible for free school meals, or have been eligible in the past 6 years, including eligible children of families with no resource to public funds (£985).**
- **Pupils who have been adopted from care or have left care (£2410).**
- **Children who are looked after by the local authority, funding is paid to the local authority (£2410).**
- **Pupils with a parent who: is serving in HM Forces, has retired on a pension from the Ministry of Defence (£320). This funding is to help with pastoral support.**

Based on the number of students on-roll, who fulfil the above criteria, the school is given additional funding by the Government; this funding is called the 'Pupil Premium'. Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll. The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Funding Statement.

How should schools spend this money?

The Government allows all schools nationally to identify strategies they can implement in their schools to raise the attainment and progress of their disadvantaged students. The aim of the Pupil Premium is to identify and implement strategies that help to increase social mobility, enable more students from disadvantaged backgrounds to get into the top universities and reduce the attainment gap between the most and least disadvantaged students nationally.

Schools have the autonomy to spend the funds to address the needs of their students and particular challenges of the local context. However, all schools are held accountable for how they have used the funding and the impacts their chosen strategies have had on the outcomes of the disadvantaged students in each cohort. Schools are held to account by the Governing body and external reviews.

Context

Every child has the right to achieve their very best whilst at Charlton school. We are committed to delivering a broad, balanced and knowledge-rich curriculum to enable all students to achieve their best and be well equipped for the future. Our curriculum is enhanced by a wide range of sustained enrichment opportunities enabling students to discover and nurture their individual talents and interests. We celebrate success at all levels. Students are encouraged to apply a growth mindset to both their academic and personal progress.

We aim to not only reduce the achievement gap between disadvantaged students and non-disadvantaged students but ensure that this gap is consistently reduced with disadvantaged attainment meeting national averages for non-disadvantaged learners. **At Charlton, we have 383 students (31%) who will benefit directly from the disadvantaged strategy. The number of students in receipt of the pupil premium fund has increased from 343 students (29%) in 2021-2022 and again from 267 in 2019-2020.**

We recognise that not all students who are eligible for the Pupil Premium are underachieving and that others may be underachieving and not eligible for Pupil Premium funding. Pupil Premium funding is best used on providing the best quality teaching and learning. This may also benefit other groups of students. (EEF guide to Pupils Premium 2019). It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Our school is fully committed to ensuring the progress of all students and especially those that are disadvantaged.

Total Funding for this year, including funding from the Recovery Premium, is **£361,448**.

It is school policy that Pupil Premium funding is ring-fenced, to support students who are eligible for this type of support.

Aims

- To provide all students with fair and equal opportunities to achieve their potential in all areas of the curriculum.
- To use extra funding for disadvantaged students to support opportunities and ensure that first-class quality first teaching is provided.
- To identify priorities specific to our school context and design our strategy to remove these barriers to learning and achievement for individuals and groups of students.
- To plan, monitor and evaluate support and intervention in order to secure progress and achievement.
- To work with external partners and organisations to provide extra support for students with potential barriers to learning and achievement.
- To ensure Governors fulfil statutory responsibilities to make effective use of Pupil Premium funds with the aim of facilitating disadvantaged students to fulfil their potential.
- To support all students who are entitled to the Pupil Premium through the best use of educational research and identified areas of existing good practice (EEF and Sutton Trust)

How do we decide how to spend the Pupil Premium Grant?

The process of decision-making on Pupil Premium spending starts with diagnosing the challenges for our disadvantaged learners we then use strong evidence to the implementation of strategies and continually monitor and evaluate those strategies in action. In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Education Endowment Foundation 'Pupil Premium Menu'
- Standardised tests 'Assessing and Monitoring Pupil Progress' EEF
- 'Metacognition and self-regulation' EEF
- Teaching mathematics at key stage 3 - GOV.UK
- 'KS2 KS3 Maths Guidance' EEF
- Improving Literacy in Secondary Schools
- Raising Achievement for Disadvantaged Young People (RADY)
- Reading comprehension strategies EEF
- One to one and small group tuition toolkit strand EEF
- Cognitive Behavioural Therapy - Youth Endowment Fund
- Improving School Attendance DFE
- Social and emotional learning EEF
- Aspiration EEF
- Education Endowment Foundation 'Using your Pupil Premium funding effectively'

- Education Endowment Foundation 'School Improvement Planning'
- Education Endowment Foundation Teaching and Learning Toolkit
- Sutton Trust report: "The Pupil Premium: Next Steps"
- National Literacy Trust

The challenges disadvantaged students face are complex and varied. There is no single difficulty faced by all. However, we have identified key challenges that we believe are particularly relevant to our disadvantaged children in our context.

- The attainment of disadvantaged pupils in maths
- disadvantaged pupils generally have lower levels of reading comprehension than peers
- The impact of the partial school closures during the COVID-19 pandemic resulting in knowledge gaps
- A lack of metacognitive and self-regulation strategies when faced with challenging tasks
- Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.7 – 6.47% lower than for non-disadvantaged pupils.

We allocate our Pupil Premium Grant to resources that aim to close the gaps in these areas. The school's Pupil Premium Strategy outlines current developments in school which enable effective use of funding. We have categorised our strategies into three areas:

- Teaching
- Targeted Academic Support
- Wider Strategies

The impact of the use of the Pupil Premium Grant is reviewed termly by the Senior Leadership Team and Governors. An update is shared annually on the school website.

Strategic Organisation

Under the strategic leadership of the Principal, the operational management of the school's policy for Pupil Premium is led by the Assistant Vice Principal and Pupil Premium Team. The team consists of the following members:

- Assistant Vice-Principal (PP reviewer trained)
- School Business Manager
- School Finance Officer for Pupil Premium
- Designated Safeguarding Lead and Deputies
- SEND Coordinator
- Curriculum Leaders
- Pastoral Managers/ Heads of Year
- PP Teaching and Learning Champion TLR3
- Numeracy Lead
- Literacy Lead

Responsibilities

Each member has specific responsibilities, which include monitoring, evaluation and review of support provided.

Assistant Vice Principal

- To provide termly progress of disadvantaged students' reports for Principal and governing body.

- Liaise with DSL about attendance and Looked after Children with reference to LAC Pupil Premium.
- Liaise with the designated teacher for LAC and the Virtual School Head.
- Liaise with the Senior leader responsible for attendance who will work with designated staff to monitor attendance and evaluate against set targets on PP Strategy.
- Provide appropriate support and guidance for staff when planning targets and support for disadvantaged students including current and up to date strategies.
- Liaise with external partners and agencies, where necessary including EEF.
- Monitor quality and impact of intervention, e.g. One-to-one support, mentoring etc.
- Under the guidance of the principal complete school development plan for disadvantaged students, incorporating delegated funding and attendance targets.
- Coordinate termly meetings to monitor progress and support for disadvantaged students.
- Lead termly CPD to promote progress for disadvantaged students and service children.

School Finance Manager and Pupil Premium Finance Administrator

- Monitor delegation of funding for Pupil Premium, and LAC Pupil Premium in liaison with the Safeguarding Lead.
- Provide information on allocation for Pupil Premium funding via the school website and reports to governing board.
- In conjunction with the Assistant Vice Principal, under the guidance of the Principal, complete PP statement, incorporating delegated funding targets.

Class teachers

- Know their PP students and implement strategies to address individual barriers to learning.
- PP students are set or grouped based on target grades rather than current attainment, where possible groupings are mixed ability.
- Learning is contextualised, and any accidental discrimination is eliminated within planning and delivery.
- Carefully planned seating plans maximise learning opportunities, for example, aspirational learning partners. PP students identified on the seating plan.
- Questioning ensures that all students are having to think hard, strategies such as cold calling are used to check understanding.
- Teachers are aware of individual progress/attainment and targets and act quickly to close emerging gaps through in class intervention.
- Students who are underachieving are invited to attend intervention or are supported by an academic mentor.
- Take prompt action to inform middle/senior leaders of any areas where a child's progress or performance may be directly or indirectly affected by social or economic disadvantage.

Curriculum Leaders and SEND Coordinator

- To monitor the implementation of identification of disadvantaged students in receipt of the Pupil Premium.
- To ensure the monitoring of the progress of disadvantaged students takes place by class teachers.
- To monitor the progress of disadvantaged students across the department, and in different year groups.
- To implement department and classroom intervention to accelerate the progress of disadvantaged students.
- To utilise any extra ring-fenced funds provided by the school to support disadvantaged students and evaluate the use of such funds.

- To ensure that classroom support assistants are used to support the progress of disadvantaged students as appropriate.

Pastoral Leads and Heads of Year

- To be aware of disadvantaged students in each year group and report on their progress.
- To liaise with the Assistant Vice Principal, Admin team and parents regarding attendance and progress of disadvantaged students and service children.
- To liaise with form tutors about the termly review of progress of disadvantaged students.
- Monitor and support form tutors to implement effective mentoring.
- To meet with disadvantaged students termly and make contact with their families, providing support and intervention in liaison with the Pupil Premium Lead.
- To provide pastoral care for students in receipt of the Pupil Premium and Service Premium, liaising with Tutors and the Pupil Premium Lead, as appropriate.

PP Teaching and Learning Champion TLR3

- To work with Curriculum Leaders to implement the use of knowledge organisers across all departments
- Work with small groups of students to develop revision, metacognition, and self-regulation strategies
- Assist with the implementation and monitoring of intervention and academic mentoring.

Numeracy and Literacy Leads

- To monitor the academic progress of students in receipt of the Pupil Premium in each year group.
- To coordinate strategies to support teaching staff to deliver excellent teaching of literacy and numeracy across the curriculum.
- To co-ordinate the implementation of whole-school literacy and numeracy strategies.
- To implement intervention to support any individuals or groups enabling students to work at age related expectations or above tracking progress and evaluating impact.
- To liaise with the Assistant Vice Principal of Teaching and Learning/Achievement to monitor and evaluate the impact of literacy and numeracy interventions.

Reporting

The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes and cost-effectiveness. The designated link Governor for Pupil Premium (Mr Styles) will act as an intermediary between the Assistant Vice Principal and Governors. Termly meetings are held with the Assistant Vice Principal to evaluate strategy implementation and the subsequent impact on progress and attainment. The link Governor may also participate in discussions with students, where appropriate, with a focus on academic progress and personal development. The outcomes of the Pupil Premium policy will be communicated via the link Governor and will include:

- Information on the progress made by disadvantaged students through analysis of academic assessment outcomes.
- Have an ongoing evaluation of provisions which are made for targeted individuals and groups including an evaluation of the cost-effectiveness, in terms of the progress made by students receiving a particular provision, when compared with other forms of support.
- Monitor, evaluate and review behaviour and attendance trends, including case studies where appropriate.
- Communication of staff, parent and student voice outcomes.

The Principal will report annually to the Governing Body on how effective Pupil Premium spending has been and what impact has been made.

Communication with stakeholders

The school will ensure that the Pupil Premium funding statement, current strategy and the evaluation of the previous strategy are published annually on the school's website and contains clear evidence of the impact of the policy to support students' progress.

This will include:

- The level of Pupil Premium funding received in the current academic year and levels of funding received in previous academic years.
- How the school has spent the Pupil Premium and why it has decided to spend it in the way it has based on current educational research.
- Any difference made to the learning and progress of disadvantaged students as shown by performance data.

For parents of students in receipt of Pupil Premium, personal information will be sent home in students' progress reports.