

Pupil premium strategy statement – Charlton School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1222
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Sarah Barton Principal</i>
Pupil premium lead	<i>Chris Redman</i> <i>Assistant Vice Principal</i>
Governor / Trustee lead	<i>Adam Caswell</i> PP link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 377,085
Total budget for this academic year	£377,085

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to nurture happy, healthy young people who achieve academically, develop strong character, and are prepared for safe, successful lives in modern Britain. We want all pupils regardless of background to make good progress, across all subjects. Disadvantaged pupils, including high attainers, remain a priority, alongside support for vulnerable groups such as pupils with a social worker, looked after, previously looked after children, service child and young carers.

Our approach is evidence-informed and rooted in high-quality teaching, which research shows has the greatest impact on closing attainment gaps. It is integral to wider school plans for education recovery and long-term improvement. It has also considered the widening gap between disadvantaged pupils and non-disadvantaged pupils following the pandemic and the gaps in learning that period has caused all students. Our approach will be responsive to developing national and local challenges such as the Cost-of-living crisis and increased level of unemployment and families living in poverty in Telford.

In line with the Education Endowment Foundation's tiered model, we prioritise high-quality teaching, targeted academic support, and wider strategies to address barriers to learning and wellbeing.

Our Commitment to Disadvantaged Pupils

To ensure our approach is effective, we will focus on three key pillars:

1. High-Quality Teaching

- Deliver consistently high-quality lessons by implementing the LCT teaching and learning framework that challenge disadvantaged pupils to achieve the best possible outcomes.
- Embed adaptive teaching practices to meet individual needs and close attainment gaps.

2. Targeted Academic Support

- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' progress.
- Raise aspirations by setting ambitious goals and providing tailored interventions to accelerate learning.

3. Holistic Support for the Whole Child

- Ensure strong pastoral care for every disadvantaged pupil.
- Remove barriers to participation by providing full access to extra-curricular opportunities.
- Develop cultural capital through enrichment activities, broadening experiences beyond the classroom.

We will also ensure that stakeholder voice plays an integral part of our pupil premium strategy to be able to provide the best possible support for our students and their families. All our approaches outlined in the document below will be rooted in the belief that where there is a need we will act promptly to ensure that all students can build knowledge, develop character and have inspiring futures.

Challenges

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

Challenge number	Detail of challenge
1	The gap between disadvantaged and non-disadvantaged pupils has increased over a three-year period and in recent GCSE examinations this gap for A8 was 34.47 for PP students in comparison to 42.47 for Non-PP students.
2	Analysis of reading age data indicated that PP students have a lower average reading age than their non-PP peers. The average reading age of a PP student at Charlton presently stands at 11 years old.
3	Analysis of GCSE outcomes and GL assessments indicate that basic numeracy skills for disadvantaged is lower than that of their non-disadvantaged peers.
4	Attendance data indicates that despite improvements over the last three years of PP attendance it is still on average 3% lower than Non-PP students
5	Student voice indicates that some Pupil Premium pupils demonstrate a fixed mindset, often expressing beliefs such as “I’m not good at this” or “I can’t improve,” which limits their engagement with challenging tasks. Our challenge is to embed a culture of growth mindset and explicitly teach metacognitive approaches across the curriculum, ensuring disadvantaged pupils develop the confidence and strategies to become independent, reflective learners.
6	We have identified that Pupil Premium funding are significantly underrepresented in school trips and visits compared to their peers. This limits their access to enrichment experiences that build cultural capital, confidence, and social skill key components of our wider curriculum intent. To address this, we are committed to removing financial and practical barriers, improving communication with families, and embedding equity into our enrichment offer so that all pupils can benefit from these opportunities.
7	We have identified that parental engagement has been proportionally lower amongst disadvantaged parents in comparison to non-disadvantaged parents to events such as parents’ evenings, pathways and careers meetings and parental forums.

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 attainment and progress among disadvantaged students at the end of KS4. With a focus on Basics 9-4	<p>By the end of our current plan in 2027/28</p> <p>KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • Improve A8 score year on year • Increase the percentage of PP students achieving Grade 5+ in English and Maths by 5% compared to the previous years. • Termly data drops show consistent upward trend in PP progress scores (minimum +0.2 improvement per term). • In internal assessments and GCSE results, disadvantaged pupils perform closer in line with their non-disadvantaged peers, indicating a closing attainment gap
Improved reading ages among disadvantaged pupils across ALL Key stages	<ul style="list-style-type: none"> • The gap of students' reading ages compared with their chronological ages closes as judged by GL assessments and Lexonik programme • KS3 PP students have received reading interventions where reading age is 24 months or more than chronological age • Implement and monitor reading interventions and feedback to school leaders • The disparity between disadvantaged and non-disadvantaged pupils in reading comprehension scores (e.g. in annual NGRT or internal reading exams) is reduced
Improved numeracy skills across KS3 and KS4	<ul style="list-style-type: none"> • Increase PP average standardised score in GL assessments in KS3 from previous years • Reduce the attainment gap in GCSE Maths based on mock examinations taken in Spring and Summer term (Yr10) • Number of Year 11 students achieving Grade 4 or higher in maths exceeds previous academic year
Improved attendance for disadvantaged pupils across school	<ul style="list-style-type: none"> • Reduce PP attendance gap to 3% or less • By 2027/28, overall attendance for the school is 93% or above. • Reduce the number of PA PP students from 34% to 25% • The overall attendance rate for all pupils being no more than 3% from the national and regional figures
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> • Teacher reports, learning walks and book looks indicated that students are showing PROUD expectations in their lessons consistently.

	<ul style="list-style-type: none"> • Teaching toolkit is embedded throughout all lessons to ensure that students are challenged but feel confident in their lessons • At least 80% of PP students can articulate two metacognitive strategies in student voice surveys by end of academic year • Student voice surveys indicate that 85% of PP students feel they are rewarded for their efforts and hard work • By 2027/28, internal surveys show a higher proportion of disadvantaged students agreeing that they understand how to improve their work and feel in control of their learning (reflecting improved self-regulation).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • Qualitative data from Stakeholder voice indicates disadvantaged pupils feel supported and happy attending Charlton School • Students admitted onto EHWP panel have improved RCADS scores over a 6-week period
Improved engagement for disadvantaged pupils in enrichment and cultural capital activities	<ul style="list-style-type: none"> • Increase PP participation in enrichment activities by at least 5% from 85% the previous academic year • Ensure that ALL PP students attend at least one trip or enrichment activity during the year 2025/26 • Track termly participation data and report to SLT/HOY
Improved engagement for disadvantaged parents in school activities such as parents' evenings, pathways events	<ul style="list-style-type: none"> • Increase PP parent to KS4 parents' evenings by 5% • Increase PP parent engagement with parent voice surveys by 5%
Improve the quality of teaching through the Implementation of the LCT Learning framework	<ul style="list-style-type: none"> • Remember (Activating Prior Knowledge): Daily review and retrieval practice help pupils connect new learning to existing knowledge, improving retention and understanding. This is a low-cost, high-impact strategy supported by cognitive science and Rosenshine's first principle. • Learn (Explicit Instruction): Clear modelling and explanation are especially important for disadvantaged pupils who may lack background knowledge. This phase reflects the principles of mastery learning, which the EEF rates as having a moderate impact (+5 months), particularly when paired with feedback and support. • Practice (Guided Practice with Feedback): Formative assessment and feedback during this phase are rated by the EEF as high impact for very low cost (~+6 months). Feedback that is specific, actionable, and metacognitive in nature is especially beneficial for lower attainers. The LCT framework's emphasis on live feedback and responsive

	<p>teaching mirrors the EEF's findings from its Embedding Formative Assessment trial.</p> <ul style="list-style-type: none"> • Review (Independent Practice and Consolidation): Independent application of learning, followed by structured review, supports long-term retention. Rosenshine recommends aiming for 80% success before moving on. The LCT model includes exit tasks and review activities to check understanding and inform next steps. • Metacognitive Strategy Instruction: Teaching pupils how to plan, monitor, and evaluate their learning is one of the most cost-effective strategies identified by the EEF, with an average impact of +7 to +8 months. This is particularly effective for disadvantaged pupils and is embedded throughout the LCT framework. • <u>Metacognition and self-regulation Teaching and Learning Toolkit EEF</u>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£188, 542**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the LCT teaching and learning framework and ensure that CPD	<p>EEF Guide to Pupil Premium - https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>EEF Toolkit</p> <p>EEF Effective Professional Development</p>	1,3

	Using Pupil Premium – DFE Guidance	
Literacy Co-Ordinator employed to oversee the implementation of whole school literacy policy	<p>The Reading Framework – DFE Guidance</p> <p>EEF Guidance: Improving Literacy in Secondary Schools</p> <p>National Literacy Trust Policy Guide</p>	1, 2
Numeracy Co-Ordinator employed to oversee the implementation of numeracy policy	<p>EEF Guidance: Improving Mathematics in KS2 and KS3</p> <p>EEF Evidence Review: Mathematics in KS3 and KS4</p> <p>DFE Literacy & Numeracy Catch-Up Strategies</p>	1,3
Whole staff CPD on metacognition strategies and how these can be embedded in lessons	<p>EEF – Metacognition and self learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 5
Use of GL assessments in KS3 to assess knowledge in English and Maths	<u>Diagnostic assessment EEF</u>	1, 2, 3
Revision guides purchased for all disadvantaged pupils at the start of their GCSEs	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u>	1,2,3
Tracking and monitoring of GCSE and KS3 Maths data following		1,3

assessments and then implementing intervention appropriately		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£113,126**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Revision Breakfast for KS4 students during examinations	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 2, 3
Targeted Maths intervention before and after school	<u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 3
Staff will have directed time to carry out interventions for Year 11 students	Evaluating Afterschool – After School Alliance EEF – Extending School time : Impact 3 months <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 2, 3
Literacy Representatives from each department will support reading in subject areas	Literacy Leadership in secondary schools	2
Lexonic Leap and Advance are used to support students with below chronological age reading age.	<u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	1, 2
Academic mentoring for disadvantaged students from Middle and Senior Leaders	EEF – Mentoring	1, 2
Bridge Provision to support during examinations	EEF Guidance on Report Special Education Needs	1, 2, 3
Music tuition Students receive 10 free music lessons funded by T&W. Funding will be used to ensure there is a	EEF – Arts participation	6

continuation of support after their initial taster sessions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£75, 417**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of student action groups to identify barriers to engaging in school (Girl's Empowerment Group, Safeguarding Squad)	https://www.childtrends.org/publications/data-schools-amplify-student-voice	5, 6
Embedding Expected standard outlined in DFE guidance on attendance: -Attendance Lead -Effective procedures and processes -Use of diagnostic tools	Working together to improve school attendance (August 2024)	5
Contingency fund for acute issues, whilst also considering the impact of the cost-of-living crisis. This will include assessing students' individual needs and applying funding to their situation. This could include uniform, transport or specific equipment. This is not an exhaustive list and is an embedded strategy the Academy has used.	NFER – Cost of Living crisis: Impact on schools	1, 2, 3, 5,6,7
Increase the number of parents and carers for disadvantaged students engaging within the school community. - Coffee mornings	EEF Toolkit: Parental Engagement EEF Guidance: Working with parents to support learning	1, 4, 5, 6, 7

<ul style="list-style-type: none"> - Parents Evenings - Pathways events - Transition events 	DFE Review of Best Practice in Parental Engagement	
<p>A fully mapped programme to enhance the curriculum which includes:</p> <ul style="list-style-type: none"> - Visits to enhance cultural capital each academic year (Residential, theatre, Zoo, Theme Park) <p>Financial support to ensure participation in school trips and visits</p>	<p>Cultural capital and the extracurricular activities of girls and boys in the college attainment process (Kaufman and Gabler, 2004)</p> <p>EEF – Arts Participation</p>	6
SEMH support through the Emotional Health and Wellbeing pathway for students	https://www.charlton.uk.com/parent-student-information/early-help-offer	4,5,6

Total budgeted cost: £377,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Charlton School Governor Report: Disadvantaged Pupil Outcomes and Support 2024/25

This report outlines the performance, progress, and support strategies for disadvantaged pupils (Pupil Premium – PP) at Charlton School during the 2024/25 academic year. It provides a comprehensive overview of attainment, attendance, engagement, and wellbeing, with a focus on the Year 11 cohort and wider school initiatives.

Year 11 Cohort Overview

The 2025 Year 11 cohort comprised 249 students, of whom 70 (18%) were identified as disadvantaged. While the attainment gap between PP and non-PP students widened to 11 points, it is important to note that PP students did show a marginal improvement in their attainment scores, increasing by 2 points compared to the previous year. Despite this progress, the gap in performance remains a key area of focus.

Attainment and Progress

Analysis of the Basics measures (English and Maths) reveals that the attainment gap between PP and non-PP students has increased in both the 9–4 and 9–5 thresholds. However, a positive trend is evident in the Basics 9–4 measure, which has improved by three points since 2023. Among the 70 PP students, 31 achieved a Grade 4 or above in both English and Maths, while 14 achieved a Grade 5 or above. In total, 45 PP students (64%) secured a ‘good pass’ (Grade 4+) in these core subjects. Eighteen students did not achieve a Grade 4 in either subject, which is 7% higher than the average across collaboration schools.

In terms of the EBacc measure, 36 PP students were entered—an increase from 26 the previous year—representing 51% of the PP cohort. This marks a 14% rise in entry rates. However, only 16 students achieved a standard pass and just 3 secured a strong pass. This is a decline from the previous year, where 37% of PP students achieved a standard pass in the EBacc.

Academic Interventions and Parental Engagement

Throughout the academic year, the school has closely monitored the performance of disadvantaged pupils using mock examination data. This has informed a range of targeted academic interventions, particularly in mathematics, in line with Education Endowment Foundation (EEF) guidance. Mentoring and small-group tuition have been employed to address knowledge gaps.

To support the transition from Key Stage 3 to Key Stage 4, the school has engaged proactively with PP parents. Information sessions and workshops were held for families of students moving

from Year 9 to 10 and Year 10 to 11, helping them understand the reformed GCSE system and expectations.

Parental engagement remains an area for development. Attendance at parent-focused events among PP families continues to lag that of non-PP peers. However, through targeted communication—including emails, phone calls, and social media outreach—the school has seen improved attendance from PP parents at these events over the past year.

Attendance and Wellbeing

Attendance among disadvantaged pupils stood at 88.72%, compared to 94.51% for non-PP students. Despite this gap, there has been a significant improvement in persistent absence rates for PP students, which have dropped by 9.79% since the 2022/23 academic year. This improvement is attributed to a proactive approach, including 104 attendance support meetings and the implementation of 1,3,5 wellbeing checks tailored to disadvantaged families.

The school continues to prioritise emotional health and wellbeing. In 2024/25, 386 students were placed on the EHWPB register, with 185 (47%) from disadvantaged backgrounds. Additionally, 84.59% of PP students participated in at least one extracurricular activity, reflecting strong engagement beyond the classroom.

(So What)

Literacy Development

Literacy interventions have been a key focus, with Lexonik Advance and Lexonik Leap programmes implemented and tracked by the Literacy Lead. At least 33% of students accessing Lexonik this year were disadvantaged. Students with a standardised assessment score (SAS) below 100 in the autumn term were re-tested in the summer using the NGRT.

Reading improvements among PP students receiving Lexonik were notable:

- *Year 7: 66% improved (vs 73% of non-PP)*
- *Year 8: 79% improved (vs 53%)*
- *Year 9: 66% improved (vs 50%)*
- *Year 10: 57% improved (vs 50%)*

These results demonstrate the positive impact of targeted literacy support on disadvantaged learners. (Hammer more of Luxonic success)

Behaviour and Rewards

Behavioural data shows a reduction in the number of PP students referred to the Behaviour Reflection Room (BRR). Of the 4,337 BRR episodes recorded in 2024/25, 2,043 involved PP students—a decrease from the previous year. Although the Behaviour for Learning team experienced staffing shortages, the Behaviour Intervention Lead (BIL) continued to provide effective mentoring support alongside his regular duties.

Year 7 students have shown strong engagement and behaviour. Attendance in this year group exceeded 97%, outperforming national and local averages. On average, Year 7 students earned 0.93 house points per day. Negative behaviour events in Year 7 totalled 222, a reduction from the previous academic year.

Conclusion

Charlton School continues to make concerted efforts to support its disadvantaged students through targeted academic interventions, robust attendance strategies, and a strong focus on wellbeing and literacy. While challenges remain—particularly in closing the attainment gap and increasing parental engagement—the data reflects meaningful progress in several key areas. The school remains committed to building on these improvements and ensuring equitable outcomes for all learners

Parental engagement with school at parent centred events:

Year Group	Att%	PPG Att %	Non PPG %
Year 7	73%	51%	80%
Year 8	64%	51%	71%
Year 9	59%	50%	77%
Year 10	68%	50%	77%
Year 11	60% (Average of both)	44.5% (Average of both)	67% (Average of both)
	64.8%	49.3%	74.4%

Year Group 3 Year Trend	Att %	PPG %	Non PPG %
Year 7	67.3%	53.3%	74.33%
Year 8	64%	44%	67.33%
Year 9	55%	43.3%	68%
Year 10	61.3%	36.3%	72.66%
Year 11	60%	46.6%	65%

Externally provided programmes

Programme	Provider
Self Esteem and Anger Management	Bright Stars Boxing
SEMH	Ford Hall Farm
SEMH	House 1
SEMH	Bright Star Education
SEMH	CrossFit Shropshire
Self Esteem and Confidence	Smashlife
Communication and Interaction	Spectra

Service pupil premium funding (optional)

<i>How our service pupil premium allocation was spent last academic year</i>
<p>Students are guided via our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as academic mentors to track their progress. Heads of Year and Pastoral Managers offer further support, as required, accessing the services of external agencies and family support.</p> <p>Students are encouraged to attend trips and visits as well as extra-curricular opportunities to build friendships and a sense of belonging.</p> <p>A dedicated member of staff (pastoral manager) is available to support service pupils with anxiety and loss when a family member is deployed</p> <p>As part of our ongoing support for Service children we also now track that as a subgroup within the PP tracking documents to ensure that they are receiving support when needed.</p> <p>Service children also have been taking part in the Blue Skies Project working with the Jon Egging Trust. Service Children have also been given the opportunity to work closely with the charity Beyond the Uniform which is offering SEMH support for those children who's parents are serving overseas.</p>
<i>The impact of that spending on service pupil premium eligible pupils</i>
<p>84% of all service children attended after school clubs.</p> <p>MOST service children attended class visits and other educational experiences offered.</p> <p>40% of service students are receiving small group or one to one support for emotional health and wellbeing through our graduated response.</p>

Further information (optional)

Additional activity

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

- Support learners' aspirations for university and ensure appropriate exposure to HE opportunities for targeted Y9-Y11 learners through engagement with the Aspire to HE initiative.
- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils. We have begun the implementation of a revised ATL system to ensure that students ATL is focused on learning rather than behaviour to remove possible barriers of poor ATL scores when a student is working well but may have some behaviours of indicators that are out of their control. Removal of a judgement on equipment for example.
- Coordinated approach to Educational Experiences, including trips and events to ensure that PP learners can access all experiences to support effective teaching and development of wider cultural capital. For educational experiences PP students are entitled to £100 off some trips such as PGL residential.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), focussing on life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.

Planning:

Our Pupil Premium strategy has been carefully designed as part of a three-year plan (2025–2028), informed by national guidance and the Education Endowment Foundation's (EEF) implementation framework. The strategy identifies six key challenges facing disadvantaged pupils, including lower attainment in maths and literacy, reduced reading comprehension, wellbeing concerns, and attendance gaps. Planning was based on diagnostic assessments, internal data, and stakeholder feedback, including an external review which validated the strategy's coherence and ambition. We have adopted a whole-school approach, embedding CPD to ensure shared responsibility for disadvantaged outcomes. The strategy also includes targeted support for service pupils and wider enrichment opportunities to build cultural capital.

Implementation:

Implementation of the strategy has shown positive impact across several areas. Literacy interventions, particularly Lexonik Leap and Advance, have led to measurable improvements in reading comprehension among disadvantaged pupils, with Year 8 and Year 9 showing the strongest gains. Attendance among disadvantaged pupils has improved significantly, with persistent absence rates dropping by 9.79% compared to the previous year. Wellbeing support is well established, with 47% of students on the emotional health and wellbeing register being disadvantaged, and over 84% of PP students participating in extracurricular activities. Academic interventions, including mentoring and small-group tuition, have been deployed effectively, particularly in maths. Staff training and CPD have supported the rollout of metacognitive strategies and diagnostic assessments. However, challenges remain in closing the attainment gap, which widened to 11 points in the 2025 Year 11 cohort, and in improving EBacc pass rates despite increased entry numbers.

Review & Next Steps

The strategy has delivered meaningful progress in literacy, attendance, wellbeing, and engagement, but further work is needed to address persistent attainment gaps and parental engagement. As Pupil Premium is now a standalone priority within the Academy Development Plan, next steps will include refining maths interventions expanding literacy support to more pupils, and embedding metacognitive strategies across all subjects. Strengthening parental engagement through co-designed events (PP parent GCSE sessions) and digital outreach remains a priority. Continued use of live data tracking, mid-year reviews, and external validation will support ongoing improvement.