

Pupil premium strategy statement – Charlton School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1244
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	A McNaughton Principal
Pupil premium lead	A Prosser Assistant Vice Principal
Governor / Trustee lead	TBC Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,264
Total budget for this academic year	£384,264

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, previously looked after and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Evidence-informed high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for continuing educational recovery following the COVID-19 pandemic, notably in its early identification, targeted support and Social, Emotional and Academic Mentoring programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set and are therefore able to achieve their academic potential in the classroom.
- Act quickly to close any emerging gaps through diagnostic assessment, classroom-based intervention and targeted academic support.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Provide outstanding pastoral intervention for disadvantaged students to address barriers of social and emotional health, wellbeing and belonging to achieve ambitious attendance targets.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with geometry and algebra, including graph work, this can sometimes be due to a lack of equipment.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 30-42% (36% average) of our disadvantaged pupils arrive below age-related expectations in Math's compared to 6-34% (20% average) of their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 35-57% (46% average) of our disadvantaged pupils arrive below age-related expectations compared to 28-37% (33% average) of their peers. This gap persists during pupils' time at our school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive and self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in maths.</p>
5	<p>Our internal tracking data and assessments (including wellbeing survey), suggest that the wellbeing of many of our disadvantaged students has been impacted by partial school closures and periods of isolation. 47% of those receiving support for their emotional health and wellbeing are our disadvantaged students, those who have a social worker or are young carers. This is partly driven by concern about catching up lost learning exams and future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 237 pupils (112 of whom are disadvantaged) currently require additional support with social and emotional needs, 59% those who are currently receiving small group interventions are disadvantaged.</p>

	In 2023-2024 over 69% of disadvantaged students attended after school clubs.
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.7 – 6.34% lower than for non-disadvantaged pupils.</p> <p>16% of disadvantaged pupils have been ‘persistently absent’ compared to 4% of their peers during that period. Despite being a significant improvement upon the previous year, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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 for all students, particularly our disadvantaged pupils across the curriculum at the end of KS4, with a focus on maths.	<p>By the end of our current plan in 2024/25</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • 2024/25 KS4 outcomes demonstrate that disadvantaged students meet the P8 national average for non-disadvantaged learners of 0.16. • 2024/25 outcomes demonstrate that the attainment of disadvantaged students meets the A8 national average for non-disadvantaged learners of 45.9. • % of 5+ in English and Maths in line with the national average for non-disadvantaged learners of 45.9%.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate an average standardised score increase of 21 points. Improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a further increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrates that the overall absence rate for all students is no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers is reduced by 3%. • The percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 3% lower than their peers.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£188,289**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of teachers and middle leaders to ensure all departments to be fully staffed with well-qualified subject specialists.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to continually improve. (EEF research 2019) To ensure all PPG students experience high-quality teaching. EEF (Education Endowment Foundation) Expert teachers positively impact upon learning (EEF Guide to Supporting School Planning)</p>	<p>1,2,3,4</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly and used effectively to inform classroom-based intervention.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</p>	<p>1,2,3</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to</p>	<p>1,3, 4</p>

<p>It will first be rolled out in maths and science followed by other subjects.</p> <p>Whole School Training – Psychology of Learning</p>	<p>help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation -EEF High impact for very low cost.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Further exploring the way in which children learn. Identifying different theories of cognitive development, alongside strategies to support children with their individual learning needs. Staff will gain an understanding of the relationship between wellbeing and an ability to engage in learning and allow students to reach their potential. We will explore the idea of ‘academic self-concepts’, and the impact of low confidence on engagement and learning.</p>	
<p>Enhancement of Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>White Rose resources implemented to embed Mastery approach across the Maths curriculum.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher’s subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2

It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.		
RADY Professional Learning Platform and Coaching.	Implementing the RADY pledge. Including a target uplift and prior attainment adjustment, as well as ensuring the school's tracking and monitoring system more accurately reflects any 'live' gaps. Telford And Wrekin Remote Coaching programme ensures 3.5 hours per half term of support from a coach. Access to the Professional Learning Programme (PLP) for 12 months. The PLP is based around six recorded training modules released half termly throughout the academic year and disseminated to all staff through PP department champions during subject development CPD allowing for selection of appropriate subject specific content.	1,2,3,4,5,6

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

Budgeted cost: **£99908**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting LEXONIC Leap and Advance programmes a targeted intervention which promotes reading for knowledge, fluency of decoding and word mastery for disadvantaged learners who are below age related expectations.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2
Engaging with the School Academic Mentoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 2, 3

receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Music tuition Students receive 10 free music lessons funded by T&W. Funding will be used to ensure there is a continuation of support after their initial taster sessions.	Activities have educational value in themselves and also academic links between music and spatial awareness, increased outcomes identified in English, Mathematics and Science. (EEF – Arts participation. Low impact, low cost in relation to academic attainment)	1,2,4,5

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

Budgeted cost: **£88380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions through appointment of behaviour support workers. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5, 6
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. EWO, FLO and Safeguarding officers appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5, 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	All

	to respond quickly to needs that have not yet been identified.	
Social and Emotional learning support on Y7 transition.	Interventions which target social and emotional learning (SEL) seek to improve students' interaction with others and self-management of emotions rather than focussing directly on the academic or cognitive elements of learning. (EEF Social and Emotional Learning 4+ Months) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	5
Targeted careers information and guidance through Future Focus.	All learners have access to unbiased careers guidance. High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes. https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match	1, 4, 5

Total budgeted cost: £384,264

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.94. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 32.00. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).

The attainment gap, showing the differences between disadvantaged pupils and non-disadvantaged pupils, has slightly widened in Attainment 8 when comparing to both 2018/19 exam data and 2022/23 data. For the percentage achieving grades 5 and above in English and maths, the gap has slightly widened since 2018/19, and 2022/23.

For the percentage of pupils achieving grades 5 and above in English and maths, the gap increased from 2022/23 (27.2 to 27.3) and also increased compared to 2018/19 (25.2 up to 27.3).

The average Attainment 8 gap has widened from 13.6 points in 2018/19 to 15.3 points in 2022/23 and to 15.5 in 2023/24. The widening was caused by the disadvantaged group having a larger decrease than the non-disadvantaged group.

The gap widened for the EBacc APS from 1.35 points in 2018/19 to 1.47 points in 2022/23, and remains the same at 1.47 in 2023/24.

The gap narrowed for the rate of entry into the full EBacc from 17.0 percentage points in 2018/19 to 15.7 percentage points in 2022/23, and has slightly widened to 16.1 percentage points in 2023/24.

Progress 8 scores for disadvantaged and non-disadvantaged pupils showed that non-disadvantaged pupils averaged a Progress 8 score of 0.16 whereas disadvantaged pupils averaged a Progress 8 score of -0.57. This means non-disadvantaged pupils, on average, progressed more than expected when compared to pupils in their prior attainment group, whereas disadvantaged pupils achieved over half a grade less than expected by the end of KS4.

Absence among disadvantaged pupils was 6% higher than their peers in 2023/24 and persistent absence was 21% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our assessments demonstrated that challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Self Esteem and Anger Management	Bright Stars Boxing
SEMH	Cross Bar
SEMH	Ford Hall Farm
SEMH	House 1
SEMH	NOVA
SEMH	Renu Hair and Beauty
SEMH	AFC Telford
SEMH	Bright Star Education
SEMH	Cross Fit
Self Esteem and Confidence	Smashlife
Communication and Interaction	Spectra

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

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.

Students are encouraged to attend trips and visits as well as extra-curricular opportunities to build friendships and a sense of belonging.

A dedicated member of staff (pastoral manager) is available to support service pupils with anxiety and loss when a family member is deployed.

The impact of that spending on service pupil premium eligible pupils

65% of all service children attended after school clubs.

All service children attended class visits and other educational experiences offered.

40% of service students are receiving small group or one to one support for emotional health and wellbeing through our graduated response.

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.
- 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
- 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, implementation, and evaluation

In reviewing our current pupil premium strategy, we also commissioned a pupil premium review to get an external perspective. The outcome of the review was extremely positive; although progress remained stable from 2019 the strategy did not translate to increased A8 for our disadvantaged students in 2023/2024.

We triangulated evidence from multiple sources of data including exams and assessments, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

To support us in our implementation we have adopted a whole school CPD approach and shared responsibility for PP outcomes through the Raising Attainment for Disadvantaged Young People (RADY) programme:

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An *uplift*¹ will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be *equalised*² by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the *Golden Thread*³ through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- We will work to achieve *proportional representation*⁴ for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- By the end of Year 1 of RADY all colleagues within the school will understand what RADY is and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters

Implementing the RADY target approach:

- Telford And Wrekin Remote Coaching programme ensures 3.5 hours per half term of support from a coach.
- Access to the Professional Learning Programme (PLP) for 12 months.
- The Professional Learning Programme (PLP) is based around six recorded training modules released half-termly throughout the academic year and available to all staff to access at their convenience.
- Access to a secure forum and additional Q&A session for the lead professional learner (LPL) in each school.
- Sessions will be delivered by expert trainers (and experienced school leaders) who have a wealth of knowledge on leadership and teaching of disadvantaged youngsters built up over more than six years of supporting schools across all phases in Raising the Attainment of Disadvantaged Young People (RADY).