

Pupil premium strategy statement

Charlton-on-Otmoor CE Primary 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 the outcomes for disadvantaged pupils last academic year.

School overview – Updated for 2025-2027

| Detail | Data |
|---|---------------------|
| Number of pupils in school | 66 (plus 6 nursery) |
| Proportion (%) of pupil premium eligible pupils | 6.6% (10) |
| Academic year that our current pupil premium strategy plan covers | 2024 to 2027 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2027 |
| Statement authorised by | Governing Board |
| Pupil premium lead | Zoe Wells |
| Governor / Trustee lead | Graham Mogridge |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £17,780 |
| Recovery premium funding allocation this academic year | N/A |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £17,780 |

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our ethos is that we strive to ensure that children are ready to learn by developing their social and emotional skills. Alongside this ensuring that we improve the quality and richness of the school curriculum and the quality of teaching are at the core of all pupil premium work.

Through targeted academic support, our aim at Charlton is for pupils to:

- make accelerated progress
- receive high quality learning
- have access to additional support in lessons when needed
- be provided with more personalised learning and support

Through high quality teaching, pupils at Charlton will:

- Experience a broad and balanced curriculum
- Develop cultural awareness and a greater awareness of the world they live in.

Our aim at Charlton is to use wider strategies to support pupils and families in relation to non-academic challenges to ensure that their pupils thrive at school. We will aim to:

- support families with access to extra curricular provision
- Provide uniform to families
- Enable children to access all educational visits
- Develop their social and emotional wellbeing
-

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The attainment of pupil premium children is below that of their non-PP peers in maths. The crossover of numbers of children in receipt of pupil premium who are also on the SEN register (7/10 children) |
| 2 | The attainment of pupil premium children is below that of their non-PP peers in reading and writing The crossover of numbers of children in receipt of pupil premium who are also on the SEN register (7/10 children) |
| 3 | Attitudes to learning and emotional wellbeing (Wider strategies) Pupils in receipt of disadvantaged funding are likely to become passive or reluctant learners. They are also less likely to participate in reading, trips, visits or other enrichment activities. |

| | |
|---|---|
| | This has impacted on behaviour, mental health and wellbeing |
| 4 | Some of our Pupil premium children have poor attendance. |

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 |
|---|--|
| To improve attainment among disadvantaged pupils | Keystage 2 reading, writing and maths outcomes for 2026-27 for disadvantaged pupils will be inline with non-disadvantaged pupils |
| To achieve and sustain improved social and emotional skills for disadvantaged children and support their mental health and well being | Sustained high levels of social, emotional skills wellbeing and mental health demonstrated by: -qualitative data from student voice, student and parental survey and teacher observations -Thrive data |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantage pupils | Sustained high attendance from 2026/27 demonstrated by: -the attendance gap between disadvantaged children and their non-disadvantaged peers is reduced -the percentage of disadvantaged children who are persistently absent is reduced |

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Improve teaching through professional development (CPD), training and support for</i> | Improve teaching through professional development (CPD), training and support for all staff (including early career teachers). EEF acknowledges that CPD can improve teacher practice | High Quality Teaching (1&2) |

| | | |
|---|---|-----------------------------|
| <i>all staff (including early career teachers).</i> | and can have a significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. Every teacher is supported to keep improving the quality of their pedagogical content knowledge through CPD sessions. | |
| To upskill teaching assistants through targeted training and support focused on developing understanding of metacognition | <p>Teachers and teaching assistants will have a wider range of strategies to support pupil(s) develop their metacognitive skills.</p> <p>EEF acknowledges that CPD can improve teacher practice and can have a significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes</p> | High Quality Teaching (1&2) |

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

Budgeted cost: £6,280

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To implement Pupil Progress meetings every half term | <p>Pupils will make accelerated progress</p> <p>Gaps in children's learning will be identified and addressed quicker</p> <p>Teachers will be supported by the headteacher in improving pupil outcomes</p> <p>School leaders will identify pupils who are not making progress</p> | 1&2 |
| TA support | <p>Pupils will make accelerated progress</p> <p>Teachers will be able to deliver high quality learning</p> <p>Children will receive additional support in English and Maths</p> <p>Learning will be more personalised</p> | 1&2 |
| Literacy Gold – phonics and spelling programme | Identifying the area of reading children need support in will enable support to be targeted. This will enable children to make accelerated progress in reading. | 2 |

| | | |
|--|--|---|
| | The EEF says that carefully selected resources can enhance learning and help children to make the required progress. | |
| Small group interventions with identified pupils to receive interventions to identify and respond to gaps in learning including phonics. | <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> | 2 |

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

Budgeted cost: £6,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To support families who require access to extra-curricular activities and cannot afford this provision. | This will provide pupils with an opportunity to develop their social and emotional learning. | 3 |
| Provision for necessary resources (such as school uniform, access to breakfast club and books) for families who are struggling to provide these themselves. | <p>Pupils will feel more confident and ready to learn.</p> <p>Families who are struggling to pay for school uniform will be assisted by the school.</p> <p>New research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before school breakfast club can improve pupils' academic attainment.</p> | 3 |
| Access to educational visits for all | All pupils will be able to access the whole curriculum. | 3 |

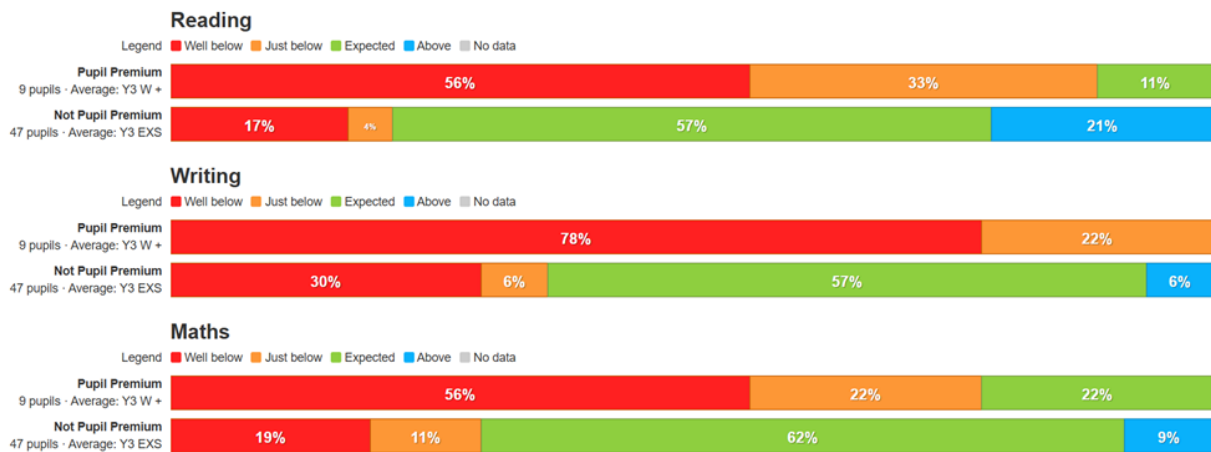
| | | |
|--|---|---|
| | <p>Pupils will maximise their learning through learning experiences within and outside of school.</p> <p>The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits. This includes forest school which all children in the school take part in.</p> | |
| To implement the Thrive programme | <p>Children achieve better when they are enthusiastic motivated learners, the Thrive programme identifies children who need support with the SEMH needs so they can be in a better mindset to learn.</p> <p>The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning and social relationships in school.</p> | 3 |
| Consistent monitor attendance and work to provide additional support for families where attendance is a concern. | <p>Research over the years has shown that children with higher absence are more likely to achieve lower grades at the end of KS2 and KS4. Also, children with persistent absence are less likely to stay in education.</p> | 4 |

Budgeted cost: £17,760

Review of strategy 2024-2025:

| Intended outcomes | Impact |
|---|--|
| <p>To improve attainment among disadvantaged pupils</p> | <p>Teachers are developing their knowledge and practice with adaptive teaching strategies and scaffolding through focused internal training. This is contributing to the accelerated progress that 29% of PP children are making in all areas. This is in line with non-PP children.</p> <p>We have introduced a new literacy intervention which following a trial with a small group of children in Summer 2024 has been now implemented for children in all year groups from Y1-Y6 to support children with their reading and writing skills where RWI phonics was not effective.</p> <p>From the graphs below it is evident that attainment for PP pupils is not in-line with non-PP pupils. This is partly linked to the number of pupils that are PP and SEN.</p> <p>The progress data however, is more in-line with non PP pupils.</p> |
| <p>To achieve and sustain improved social and emotional skills for disadvantaged children and support their mental health and wellbeing</p> | <p>Thrive has been successful in supporting our PP children's SEMH needs especially in the 1:1 sessions where the children have built a trusted relationship with the Thrive practitioner.</p> <p>The impact of the Thrive sessions on progress data is not yet showing, however for all the children their improved confidence and attitude to learning are evident and will in time lead to improved progress and attendance.</p> <p>For 2025-2026 we are increasing the number of children accessing 1:1 Thrive sessions and introducing OPAL for our playtime provision to further enhance our wellbeing support for pupils.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantage pupils</p> | <p>Overall PP attendance is 90% whereas whole school attendance is 95% so this is something we need to continue to work on. The increase in PP pupils this year has included a child on a reduced timetable - solely accessing AP and another child with very low attendance. We have worked a lot on improving their attendance including working with the family, carrying out home visits and accessing support from LCSS support workers and the Attendance team. This is an ongoing issue.</p> |

Attainment for PP pupils vs no PP pupils



Progress for PP pupils vs no PP pupils

