

Annual Pupil Premium Impact Report 2022-2023

Context

At King Charles Primary School, we value the additional funding we receive to support our Pupil Premium Children to improve their educational outcomes.

Our three year strategy was devised using evidence from Educational Endowment Fund which has supported us to target key priorities in school

PP Funding

2021-2022	£ 259, 284
2022-2023	£ 266,774
2023-2024	£ 250, 230

Pupil Premium Numbers

	2020-2021	2021-2022	2022-2023	2023-2024
PP	161	172	174	164
LAC	5	5	10	5

2022-2023

Pupil Premium Children by Gender

Male	98
Female	65

Pupil Premium Children by Year Group

Year Group	Number of Pupils
Reception	7
Year 1	15
Year 2	19
Year 3	37
Year 4	23
Year 5	29
Year 6	33

Pupil Premium and SEND

PP Children with EHCP	11
PP Children with SEND	34
PP Non SEND	118

Pupil Premium and SEND by Year Group

Year Group	Number of Pupils
Reception	1
Year 1	4
Year 2	4
Year 3	12
Year 4	11
Year 5	9
Year 6	4

Attendance Comparison Whole School and PP

	2019-2020	2020-2021	2021-2022	2022-2023
All	94.73	94.26	91.77	91.28
PP	92.59	92.06	90.37	89.57

Pupil Premium School Attendance Data 2022-2023

Year Group	Present Marks	Absent Marks	Unauthorised Absence
Reception	N/A	N/A	N/A
Year 1	2515	425	350
Year 2	6100	665	463
Year 3	8765	1145	770
Year 4	13992	1565	1127
Year 5	9214	789	576
Year 6	9896	675	422

Key Headlines from Pupil Premium Attendance Data

- Pupil Premium pupils attendance is below that of all pupils.
- In classes with highest numbers of PP children, there are a greater number of absence marks (Y3&4)
- In Y4 where there is a high proportion of PP pupils there is the greatest number of unauthorised absence.

We believe that good attendance of Pupil Premium children is a priority in order to achieve good outcomes. Pupil Premium children's attendance is closely monitored by the Attendance Lead.

EYFS

Attainment 2022-2023

EYFSP Performance Summary				2023 Disadvantaged
King Charles Primary School (2102)				
Eligible cohort: 7 Ineligible cohort: 0		Emerging	Expected	Avg Pts / Goal
Prime Learning Goals¹		42.9%	57.1%	1.76
• Communication & Languages¹		28.6%	71.4%	1.79
Listening, Attention & Understanding		14.3%	85.7%	1.86
Speaking		28.6%	71.4%	1.71
• Personal, Social & Emotional Development¹		42.9%	57.1%	1.67
Self-Regulation		28.6%	71.4%	1.71
Managing Self		28.6%	71.4%	1.71
Building Relationships		42.9%	57.1%	1.57
• Physical Development¹		14.3%	85.7%	1.86
Gross Motor Skills		14.3%	85.7%	1.86
Fine Motor Skills		14.3%	85.7%	1.86
Specific Learning Goals¹		42.9%	57.1%	1.59
• Literacy¹		42.9%	57.1%	1.57
Comprehension		42.9%	57.1%	1.57
Word Reading		42.9%	57.1%	1.57
Writing		42.9%	57.1%	1.57
• Mathematics¹		42.9%	57.1%	1.57
Numbers		42.9%	57.1%	1.57
Numerical Patterns		42.9%	57.1%	1.57
Understanding the World¹		42.9%	57.1%	1.57
Past & Present		42.9%	57.1%	1.57
People, Culture & Communities		42.9%	57.1%	1.57
The Natural World		42.9%	57.1%	1.57
Expressive Arts & Design¹		42.9%	57.1%	1.64
Creating with Materials		42.9%	57.1%	1.57
Being Imaginative & Expressive		28.6%	71.4%	1.71
• Good Level of Development		42.9%	57.1%	1.68
All Early Years Foundation Stage Profile Goals¹		42.9%	57.1%	1.66

57.1% Disadvantaged pupils attained GLD compared to 61.2% all pupils.

The focus areas for Y1 are:

Literacy - Comprehension, Writing and Word Reading.

Maths - Number and Numerical Patterns

Year 1

Phonic Screening Check

	National	All Pupils	PP Pupils
PSC %	79%	73%	58%

Estab. No.	Estab. Name	Cohort	Mark							Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
2102	King Charles Primary School	17	0.0%	17.6%	5.9%	17.6%	11.8%	47.1%	28.5	0.0%	0.0%	0.0%	41.2%	58.8%

The pupils who did not pass the Phonic Screening Test will now have 1:1 phonic catch up sessions every day with our 1:1 RWI Tutor.

Year 2

Summer

End of Key Stage Results

All Pupils

Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	60	0.0%	0.0%	0.0%	0.0%	1.7%	3.3%	28.3%	55.0%	11.7%	33.3%	66.7%	11.7%
Writing	60	0.0%	0.0%	0.0%	0.0%	5.0%	5.0%	28.3%	60.0%	1.7%	38.3%	61.7%	1.7%
Maths	60	0.0%	0.0%	0.0%	0.0%	1.7%	1.7%	20.0%	61.7%	15.0%	23.3%	76.7%	15.0%
Science	60	0.0%	-	-	-	-	-	23.3%	76.7%	-	23.3%	76.7%	-
RWM*	60	-	-	-	-	-	-	-	-	1.7%	20.0%	58.3%	1.7%
RWMS*	60	-	-	-	-	-	-	-	-	-	18.3%	58.3%	-

Pupil Premium Pupils

Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	24	0.0%	0.0%	0.0%	0.0%	4.2%	4.2%	25.0%	54.2%	12.5%	33.3%	66.7%	12.5%
Writing	24	0.0%	0.0%	0.0%	0.0%	8.3%	4.2%	25.0%	62.5%	0.0%	37.5%	62.5%	0.0%
Maths	24	0.0%	0.0%	0.0%	0.0%	4.2%	4.2%	16.7%	62.5%	12.5%	25.0%	75.0%	12.5%
Science	24	0.0%	-	-	-	-	-	20.8%	79.2%	-	20.8%	79.2%	-
RWM*	24	-	-	-	-	-	-	-	-	0.0%	16.7%	54.2%	0.0%
RWMS*	24	-	-	-	-	-	-	-	-	-	16.7%	54.2%	-

Year 6

Summer

End of Key Stage Results

All Pupils

King Charles Primary School (2102)														
Subject	Cohort	<div><div>No SS</div><div>N</div><div>80-89</div><div>90-99</div><div>100-109</div><div>110-114</div><div>115-120</div></div>							Scaled Score Distribution	Avg SS	<div><div><Exp</div><div>≥Exp</div><div>High</div></div>			
Reading	59	3.4%	1.7%	0.0%	49.2%	30.5%	8.5%	6.8%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	101.8	54.2%	45.8%	15.3%	
GPS	59	3.4%	0.0%	6.8%	28.8%	50.8%	5.1%	5.1%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	101.4	39.0%	61.0%	10.2%	
Maths	59	3.4%	0.0%	6.8%	25.4%	55.9%	6.8%	1.7%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	101.0	35.6%	64.4%	8.5%	
Writing TA	59	-	-	-	-	-	-	-		-	35.6%	61.0%	1.7%	
RWM	59	-	-	-	-	-	-	-		-	18.6%	35.6%	1.7%	

Disadvantaged Pupils

King Charles Primary School (2102)													
Subject	Cohort	● No SS	● N	● 80-89	● 90-99	● 100-109	● 110-114	● 115-120	Scaled Score Distribution	Avg SS	● <Exp	● ≥Exp	High
Reading	35	0.0%	2.9%	0.0%	57.1%	28.6%	5.7%	5.7%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	101.0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 60.0%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 40.0%	11.4%
GPS	35	0.0%	0.0%	11.4%	25.7%	54.3%	2.9%	5.7%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	100.8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 37.1%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 62.9%	8.6%
Maths	35	0.0%	0.0%	8.6%	31.4%	51.4%	8.6%	0.0%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	100.3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 40.0%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 60.0%	8.6%
Writing TA	35	-	-	-	-	-	-	-		-	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 37.1%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 62.9%	0.0%
RWM	35	-	-	-	-	-	-	-		-	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 20.0%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> 25.7%	0.0%

KS2 Progress Data

All Pupils

Etab No.	Etab. Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
2102	King Charles Primary School	59	7.5	94.9%	37.5%	-2.18	±1.65	94.9%	51.8%	-2.93	±1.59	94.9%	35.7%	-1.74	±1.55

Disadvantaged

Etab No.	Etab. Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
2102	King Charles Primary School	35	7.5	100.0%	34.3%	-3.10	±2.08	100.0%	45.7%	-2.42	±2.01	100.0%	31.4%	-2.33	±1.96

Summary of Actions

These have included continued implementation of Place 2 Be in school to support pupils' mental health and wellbeing. A counsellor is available to pupils twice a week, this includes ongoing support sessions for specified pupils, Place 2 Talk, where pupils can self refer and PiPT which provides support for parents and carers. Support with improvements in the quality of RWI provision through support from an RWI consultant has meant that phonic strategies are used from EYFS to Y6. The Write Stuff has been implemented consistently throughout the school, with the aim to develop pupil's vocabulary.

Intervention Strategies

Targeted interventions take place daily to support specific pupils. These are carefully analysed to ensure that progress is made. These include: RWI 1:1 Tutoring and 1 minute reading fluency and post teach interventions.

A pupil conference captured PP pupil's likes and dislikes about interventions in school.

Pupil voice.

Year 1 pupils.

"Sometimes I go out and work with Miss and she helps me doing the words that I don't know. She helps me with my red words. It makes me more confident by saying it to myself with her." "I don't like it when I can't do my Fred talk and sometimes the room is too warm." (IB)

" We sometimes write sentences. I feel kind of good about it. I am happy to do it and sometimes it makes it easier. I try to do the finger spaces but sometimes I forget. You can write over and over and then you get good at it." (FRB)

Sonic group.

Year 4

"We work in a small group and I like it, its quieter. The ladies help me. I like writing and my writing has got better." (RP)

"My teacher helps me in class and gives me a pointer to remind me with my finger spaces."

Intended Outcomes

Improve the progress rates and attainment of Pupil Premium pupils in Reading.	
Action	Impact
Consistent approach to delivering phonic teaching. Regular monitoring of RWI by Phonic Lead and Masterclasses to support tutor professional development.	73% pupils achieved the expected standard in the PSC. (58%) PP pupils. In KS1, the proportion of pupils at expected or above was the same for PP and all pupils 66.7% In KS2 % achieving the expected standard was below the predicted %.

Improve the progress rates and attainment of Pupil Premium pupils in Writing.	
Action	Impact
Implementation of The Write Stuff approach to writing. Targeted TA support for individuals and groups of pupils during lesson input. Implementation of RWI across Reception to Y3.	Improved use of vocabulary evident in children's writing. KS1 PP children performed slightly better than all pupils in KS1 Writing SAT (61.7% - 62.5%) KS2 Writing all pupils - 61% PP pupils 62.9% Average progress score for writing -2.93 all pupils. Average progress score for PP Pupils at the end of KS2 -2.42

Improve the progress rates and attainment of Pupil Premium pupils in Maths.	
Action	Impact
Implementation of the White Rose approach to Maths. Fluency sessions implemented.	At the end of KS1 76.7% pupils were at the expected level or above in maths. 75% of PP pupils achieved expected or above. In KS2 64.4% achieved expected level or above and 60% PP achieved the expected level.

Improve the progress rates and attainment of Pupil Premium pupils in Early Reading.

Action	Impact
Improvements in the quality of teaching in RWI following RWI development day and RWI Masterclass delivery.	<p>Percentage of pupils achieving PSC has increased from 69.6% in 2022 to 73% in 2023 (All pupils) PP Pupil percentage has increased from 52.6% in 2022 to 58% in 2023.</p> <p>Positive feedback from Teachers and TAs following the implementation of the masterclasses and development day. Lesson monitoring indicates improvements in the quality of teaching.</p>
Phonic sessions for Year 3 implemented and tracked.	In Year 3 the percentage of PP pupils on track or above in reading increased from 44% in Autumn Term to 55% in Summer Term.
Parent workshops for reading.	Feedback from parents indicates that they have improved confidence in supporting their children in reading.

Wider Strategies	
Action	Impact
Pastoral Support for pupils	<p>Our pastoral team plays an important role in supporting our pupil premium children in and out of the classroom. The pastoral lead supports our pupil premium children with their social, emotional and behavioural needs. Their aim is to provide for the children's various needs and equip them with the skills to navigate day to day life, both in and out of school.</p> <p>Termly.</p> <p>The pastoral lead has a termly timetable of children to support. Additional pupils are supported when and where needed.</p>
Place 2 Be support in school	<p><u>Place2Talk</u></p> <p>No of children seen- 69</p> <p>Sessions Held – 86 (Group – 27, Individual - 59)</p> <p>Boys -20 Girls 49</p> <p>Themes</p> <p><u>One to One sessions-</u></p> <p>9 CYP completed and closed</p> <p>8 ongoing at present</p> <p>131 sessions completed</p> <p><u>Parent Partnership</u></p> <p>30 sessions</p> <p>PiPT intervention-</p> <p>17 sessions – 3 parents</p> <p><u>Journey of Hope Group Intervention</u></p> <p>YR5 -7 Participants</p> <p>YR6 – 5 participants</p> <p><u>Classroom sessions</u> - 14</p>

SLT monitoring

- Key focus of data analysis
- Insight used to identify progress over time of PP children
- Information used from statutory assessment to inform future planning and provision.
- Discussions in pupil progress meetings and phase meetings to determine appropriate provision for groups across phases/school.
- Annual review of the 3-year PP strategy.

External Monitoring

- Pupil Premium Governor visits
- Moderation of SATs KS1 & KS2
- Headteacher Performance Management Review

Further Development

The Pupil Premium Lead will use weekly release time to lead on the improvement of outcomes for Pupil Premium children. She will continue to work closely with the SLT, Inclusion and Pastoral Team and Class Teachers to analyse data and identify areas of need. She will liaise with the Attendance Lead to track the attendance of PP children and support in delivering initiatives to improve attendance.

The Pupil Premium Lead will develop Pupil Premium Passports to provide bespoke learning and development plans for all PP pupils.

We will continue to monitor and track the progress of PP children to ensure that all staff and teams can quickly identify children and implement a clear set of intervention strategies where necessary.