

Pupil premium strategy statement

School overview

Metric	Data
School name	Childeric Primary School
Pupils in school	Reception - Year 6
Proportion of disadvantaged pupils	52.6%
Pupil premium allocation this academic year	£275,952
Academic year or years covered by statement	2024-2025
Publish date	December 2024
Review date	December 2025
Statement authorised by	Childeric Local Committee
Pupil premium leads	Ann Butcher & Colin Bessant
Local Committee Lead	Dorian Lovett

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	65% of all pupils, 71% of pupil premium pupils
Achieving high standard at KS2	11% of all pupils, 11% of pupil premium pupils
Measure	Activity
Raise attainment in reading and writing.	Disadvantaged pupils to make at least good progress across reading, writing and maths. Children given a range of learning experiences across a rich, global curriculum with a focus on language and vocabulary. Provide targeted interventions.
Improve progress in Maths	Embed the teaching of reasoning and problem solving in all year groups. Focus on mathematical language. Provide targeted interventions.

Teaching priorities for current academic year

Aim	Target	Target date
To improve progress in Reading, Writing and Maths	All staff know the prior attainment of each child in their class and what children need to improve. Termly pupil progress meetings ensure that teachers are aware of the targets/progress of each child and who are pupil premium.	July 2025
To raise attainment in Phonics	Increase the number of pupil premium children reaching national expectations.	July 2025
Foundation subjects are clearly sequenced so that key concepts build on prior learning to ensure that children know more and remember more.	All pupils to be highly motivated and actively involved in their learning. All pupils to make good progress across the curriculum.	July 2025
To provide a range of learning experiences including visits to museums, theatres and environmental centres; workshops in school; participation in performances.	All pupils to have a range of experiences to draw on and apply to their learning.	July 2025

Targeted academic support for current academic year

Measure	Activity
Improve children's speech and language skills	Provide speech and language interventions throughout the school. Provide interventions for pupils with EAL.
Improve children's fluency and comprehension when reading	Provide reading interventions for those children who are working below age related expectations.
Increased numbers of children are able to access their age-related curriculum	Provide additional in-class support so that children are able to access age-related learning. Targeted pupils to receive 1:1 or small group tuition.
These priorities address the following barriers to learning	Limited language skills and reading skills prevent pupils from accessing the curriculum. Pupils working below age-related expectations need additional support and interventions to make accelerated progress.

To enable children to talk confidently about the strategies they use to complete their learning. To Increase motivation and self-regulation amongst pupils.	To introduce Thinking Matters pedagogy strategies and systems across the school to increase understanding and implementation of metacognitive strategies.
To reduce the gap in the % of children reaching expected standard in writing and reading	Quality first teaching across the school. Rigorous monitoring and assessment structures to ensure children are making required progress. Introduction of Writing scheme: Ready, Steady, Write.

Wider strategies for current academic year

Measure	Activity
Improve the attendance of pupils	Whole school joined up strategy to raise attendance
Continue to support and improve the wellbeing and mental health of pupils.	Provide pastoral support for children and families in challenging circumstances. Provide an environment which supports and improves children's mental health and well-being.
Continue to provide opportunities for all children to participate in extra-curricular activities, school-trips and school journeys	Provide breakfast, after-school and Easter holiday clubs - free or subsidised.
These priorities address the following barriers to learning	<p>Children miss learning when not in school and do not make expected progress.</p> <p>Children miss valuable social and learning experiences if they do not participate in a range of activities.</p> <p>A child's wellbeing impacts on their ability to focus on their learning.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Due to a reducing budget there are less staff in school to support children and implement interventions	Timetables to be reviewed and adapted. Use tutoring funding effectively.
Targeted support	Ensuring that interventions are monitored regularly and are effective	Regular reviews of pupil progress with the SENCo and Headteachers.

Wider strategies	Engaging families who may be hard to reach	Use a range of communication strategies. Community Support Leader works with families.
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Review: last year's aims and outcomes

Aim	Outcome
Improve progress in Reading and Writing	2024 phonics results were above national average. Children across EYFS and KS1 are becoming more confident in their reading. Reading in KS1 and KS2 improved upon 2023 results. 86% of pupil premium children in KS2 reached expected standard in reading. Improvement of reading across the school continues to be a focus.
To improve progress in Maths	Children have become more confident in their use of mathematical vocabulary. Children are more confident in problem solving and reasoning activities.