



Charlton Park Academy

Pupil Premium Strategy Statement 2024-25



Communicate



Persevere



Achieve



Contents

Pupil premium strategy statement	3
School overview	3
Funding overview	3
Part A: Pupil premium strategy plan	4
Statement of intent	4
Challenges	5
Intended outcomes	5
Activity in this academic year	6
Teaching (for example, CPD, recruitment and retention)	6
Targeted academic support	8
Wider strategies (for example, related to attendance, behaviour, wellbeing)	9
Total Budget Allocation Summary	10
Part B: Review of the previous academic year	12
Outcomes for disadvantaged pupils	12
Externally provided programmes	12
Service pupil premium funding (optional)	12
Further information (optional)	13



Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	26% (58 pupils)
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)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Mark Dale-Emberton</i> , Principal
Pupil premium lead	<i>Niall Fallon</i> , Senior Vice Principal
Governor / Trustee lead	<i>Graham Harknett</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,150
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£87,150



Part A: Pupil premium strategy plan

Statement of intent

Charlton Park Academy serves students with a wide range of complex needs, **all of whom have EHCPs**. Our whole school provision is built on the belief that **every young person has the right to a fulfilling, purposeful life beyond school**. We create a highly individualised, person-centred learning environment that enables all students—regardless of cognitive ability and socio-economic background—to develop the skills, confidence, and independence required for life. Our **curriculum** is meticulously designed to be both **academically robust** and **life-based**, ensuring every student is equipped with the skills necessary for personal well-being as well as preparing students to develop independence, self-regulation and autonomy. Every aspect of our provision is built around the **four key pillars of Preparation for Adulthood (PfA)**. Alongside these pillars, students benefit from a broad subject offer that includes **functional English (including the teaching of reading), functional maths, and cultural capital**. For those students who may not be able to live independently or secure traditional employment, our curriculum is tailored **to support thriving within social care or assisted living environments**, ensuring that all learners achieve **outcomes that reflect their unique strengths and needs**. **Equally**, for many, this means **developing the capabilities to navigate independent living and secure meaningful employment**.

We recognise that while socio-economic disadvantage is not always the primary barrier to success, it can significantly compound challenges our students already face.

Our **pupil premium strategy** is designed to **reduce inequality** and **promote equitable outcomes** in:

- Academic attainment and progress, including progression to further education and college where possible.
- Communication and language development
- Life skills, employability, training and vocational skills
- Emotional regulation and wellbeing
- Access to meaningful cultural experiences
- Access to therapeutic support

We aim to embed **high-quality teaching and interventions** across the school, ensuring that:

- Support is personalised, assessed, and evidence-led
- All students, including non-disadvantaged, benefit from whole-school improvements
- Targeted strategies focus on speech and language, numeracy, emotional literacy, and life skills
- Our approach complements wider school priorities and recovery from the COVID-19 pandemic

We will **continue using EEF and DfE best practices** to embed a culture of evidence-based practice, implementation planning, and responsive evaluation.



Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school, especially in maths. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around expressive/ receptive communication needs than their peers, including non-verbal, limited language and social interaction difficulties .
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have limited opportunities to build cultural capital and engage in enrichment activities outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often have lower levels of independent life skills and community engagement .
6	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing, confidence and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.

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 progress rate and attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. An increase in the percentage of disadvantaged pupils entered for Entry Level and GCSE subjects, particularly maths. Closing progress rate/attainment gaps between PP and non-PP peers in internal data.
Enhanced reading, language comprehension and communication for disadvantaged students so that they can independently and with support where applicable improve their reading	Progress in EHCP communication outcomes; reduction in disparity in SALT assessments. Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and



Intended outcome	Success criteria
and comprehension levels and access to more complex materials.	their peers by the end of our strategy in 2026/27.
Students can use a range of communication systems to aid their understanding and to develop expressive and receptive language/communication	Through achievement of EHC plan termly outcomes. Increased AAC and Core Word use; higher levels of engagement and self-regulation in lessons.
Improved cultural and social experiences	Greater participation in trips, clubs, and community activities.
Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Improved self-care, mobility, and travel training outcomes. PP students access work experience and transition to FE or supported employment on par with non-PP peers.
Disadvantaged pupils feel better prepared for further education, work experience, employment or training.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2026/27, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a robust and rigorous CPD programme for all staff (i.e. from the Leadership Team to the Support Staff) inc instructional coaching so that it promotes a culture of openness and self-improvement, which in turn supports consistent high-quality teaching and learning , which meets the pupil's needs.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Chartered Teacher Leadership framework (Chartered College of Teaching) and National Professional Standards (DfE -NPQs). Pupil Premium Unity Schools Partnership Interoception curriculum principles Equals' low demand approach and curriculum principles Engagement model Instructional principles (Rosenstein Principles). Autism practice inc TEACCH Trauma informed practice approach	1, 2, 3



Activity	Evidence that supports this approach	Challenge number(s) addressed
	activities that engage students; encourage student meta-cognition, executive functioning and effective use of working memory (Development Matters - GOV.UK (www.gov.uk)).	
CPD for teaching staff on developing students' regulation and their emotional literacy and understanding through Interoceptive curriculum, zones of regulation, PBS models, Thrive – trauma approached strategies, restorative practice.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk) Zones of Regulation Equals ' low demand approach Interoception (interoceptive signals) Autism Practice Play-based learning Trauma-informed practice approach	1, 2,3, 6
Phonics, Core Word training; purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher-Level Teaching Assistant time.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database Phonics EEF ; Phonics - Ruth Miskin Literacy Learning to Read: "The Simple View of Reading" National Center on Improving Literacy	2, 3, 5, 6
CENMAC specialist support for Core Words Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher-Level Teaching Assistant time.	Core words promoted throughout Charlton Park Academy to improve communication for learners in a consistent manner promoting receptive and expressive language. Employing CENAMC & SALT to work within specific classes to implement and embed best practice.	2, 3
Development of a life-based curriculum encompassing functional English (including the teaching of reading), functional maths , PfA and Cultural Capital curriculum	Offering a broad range of creative and cultural subjects—such as geography, history, RE, music, and art—that enrich learning beyond the classroom, students develop key communication, social, and critical thinking skills that directly support their Community, Social Relationships & Friendships PfA outcomes. Exploration of global and local cultures fosters an	2, 3, 4, 5, 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
	understanding of diverse perspectives, supporting students' self-awareness and empathy—essential for Independent Living & Daily Life Skills and community inclusion. Creative subjects also enhance Health & Well-being through self-expression, emotional regulation, and resilience. Finally, exposure to art, music, and cultural studies broadens horizons for Employment, Training & Vocational Skills, equipping students with transferable skills—such as teamwork, problem-solving, and cultural awareness. We also provide work-related learning opportunities and promote functional fitness through gym sessions and health-related exercises—ensuring a holistic and well-rounded educational experience for every learner.	

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 6
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF	1, 2, 3, 5
Parent and student wellbeing officer to support mental health and well-being.	Support students with targeted counselling and mental well-being support both within school and home environments.	4, 5, 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
	Support disadvantaged families with travel and appeals payments	
Lead practitioner-led comprehension interventions	Simple View of Reading framework	2
Digital access support (devices, training, tech assistant)	EEF: Digital tech boosts access for SEND students	1,2,3, 5, 6

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

Budgeted cost: £24,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training in Interoceptive Curriculum, Play-based Curriculum, Equals Curriculum, TEACCH and NAS specific training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. Sensory guru design and construction of sensory rooms to support emotional regulation. We have identified TEACCH and we are undertaking NAS accreditation to improve educational offer, environment and outcomes for students.	3
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	4
Public transport training for Year 9-11 pupils. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age - Department for Education	4, 5, 6
Programme working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing	3, 4



Activity	Evidence that supports this approach	Challenge number(s) addressed
	their emotions: Supporting children with special educational needs and disabilities NSPCC	

Total Budget Allocation Summary

Category	Amount
High-Quality Teaching	£35,000
Targeted Academic Support	£28,000
Wider Strategies	£24,150
Total	£87,150

1. High-Quality Teaching – £35,000

Activity	Estimated Cost
Whole-school CPD programme (inc. instructional coaching, SEND pedagogy, autism, TEACCH, trauma-informed approaches)	£15,000
Interception Curriculum, Zones of Regulation, Thrive, PBS & Emotional Literacy CPD	£5,000
Phonics & Core Word training	£4,000
SALT (0.5 day/week)	£6,500
HLTA support for Core Word (2 hrs/week)	£3,500
CENMAC consultation & Core Word implementation	£4,000

2. Targeted Academic Support – £28,000

Activity	Estimated Cost
One-to-one and small group tutoring (linked to curriculum, including Entry Level/GCSE support)	£13,000
Additional ICT technician time for PP access support	£4,500
Devices / data packages for disadvantaged learners	£4,000
Parent & student wellbeing officer (pro rata share from core budget)	£6,500

3. Wider Strategies – £24,150

Activity	Estimated Cost
Sensory regulation equipment & resources (weighted jackets, tunnels, etc.)	£5,000
Interception, play-based, NAS/TEACCH/Equals CPD	£2,000
Arts, drama, music, enrichment trips (in-school & external cultural capital development)	£6,000



Activity	Estimated Cost
Independent Travel Training (staff time + CPD)	£5,000
Family support programme – home learning, coffee mornings, expressive parenting work	£3,000
Additional contingency for resource adaptation and transport	£3,150



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures, once published]*.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

Despite strong planning and some promising outcomes, disadvantaged learners continued to demonstrate a disparity in progress in key areas, particularly:

- Numeracy development at higher curriculum levels
- Language comprehension for students not accessing SALT regularly

What worked well:

- SALT and Core Word approaches embedded across more classes
- Zones of Regulation helped reduce emotional dysregulation incidents
- Travel training uptake increased with improved outcomes in Year 11

Areas for improvement:

- Enrichment opportunities were limited by transport and staffing
- Entry-level and GCSE Maths preparation lacked consistency

Changes made for 2024–25:

- New role for Maths TLR lead with link to external Maths Hub
- Targeted investment in cultural enrichment to expand access
- Greater focus on feedback and subject-specific pedagogy in CPD

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year]*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Core Word Framework	CENMAC
Speech and Language Therapy	NHS Trust / Private Provider
Tutoring	National Tutoring Programme

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. We ensure that students and families have **clear, structured pathways** beyond Post-16. Our goal is to ensure that students transition successfully into adulthood, achieving outcomes therefore our provision directly links with:

- **Further Education Providers** (SEN Colleges, Supported Learning Programmes)
- **Supported Internships, Volunteering & Work Placements**– Tailored work placements.
- **Adult Social Care & Supported Living Services**– Developing daily living skills.
- **Social inclusion and Community-Based Opportunities** – Building friendships and community networks.
- **Health and well-being** – Accessing appropriate healthcare and maintaining self-care routines.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.