



Charville Academy – Pupil Premium Strategy 2020 - 2023

Number of pupils and pupil premium grant (PPG) received – As of 7 th July 2020				
Total number of pupils on role	475			
Total number of pupils eligible for the PPG	114 (24% of all pupils)			
	FSM Ever 6: 101	Post LAC: 7 On 20/10/20	LAC: 0 On 20/10/20	Known to social care (CIN/CP): 7 On 20/10/20
Total amount of PPG received	£164,090			
Pupil Premium Governor	Mandy Bennett	Pupil Premium Lead	Siobhan Gallagher	
Areas for Development				
In school areas for development: <ul style="list-style-type: none"> Children do not have easy access to high quality reading opportunities and texts outside of school Improve progress and attainment in Key Stage 1 and 2 ensuring that a larger percentage of pupils eligible for the premium achieve in line with others Many pupils do not have access to additional opportunities that are needed to provide a broad and balanced education and the characteristics that lead to successful employment in the future 		External areas for development: <ul style="list-style-type: none"> Pupil attendance, although improving, is a weakness for this group 		
3 year - Desired outcomes				
<ul style="list-style-type: none"> For a higher proportion of disadvantaged pupils to make good or better progress based on their starting points For disadvantaged pupils (with SEND) to develop appropriate life skills based on individual needs To ensure the needs of disadvantaged pupils are addressed to ensure the gap is narrowed between this group and others nationally For the attendance and punctuality of disadvantaged pupils to be in line with their peers To improve the cultural capital and opportunities offered to our disadvantaged pupils through a range of planned opportunities 				
Identified Strands for PPG expenditure				
<ol style="list-style-type: none"> Curriculum - £117,942 Behaviour and Attitudes – £22,005 Enrichment - £15,553 Supporting Families and Communities - £8,590 				



Charville Academy – Pupil Premium Strategy 2020 - 2023

Strategy:					
Strand	Target Pupils	Success Criteria	Actions	Who	By When
Tier 1 – For all disadvantaged pupils					
1 - Curriculum Reading <ul style="list-style-type: none"> • Phonics • Early Reading skills • Love of reading • Assessment of reading Link documents – Curriculum action plan	All disadvantaged pupils	All disadvantaged pupils make good or better progress in phonics in relation to their starting points. All disadvantaged pupils make good or better progress from the previous key stage.	<ul style="list-style-type: none"> • Phonics and grammar scheme implemented and embedded consistently across the school • Closely monitor evidence through monitoring, book scrutinies, pupil voice and raising achievement meetings • Whole staff training • Ensuring high quality texts are used for teaching and offered for home reading • Children are supported to choose appropriate high-quality texts which interest them • Children are read to regularly by an adult/Have regular opportunities. 	All staff involved with learning.	Termly through monitoring schedule, assessment cycles and raising achievement meetings.
1 - Curriculum Vocabulary Link documents – Curriculum action plan	All disadvantaged pupils	Children are using tier 2 and 3 vocabulary across the curriculum.	<ul style="list-style-type: none"> • Word of the day – new words learnt and understanding embedded to allow them to use the language fluently • Purchase and use of etymology software • Vocabulary displayed prominently • Children taught how to use a dictionary 	All staff involved with children.	Termly through monitoring schedule.
1 - Curriculum Engage and interest Link documents – Curriculum action plan	All disadvantaged pupils	The curriculum engages and interests pupils.	<ul style="list-style-type: none"> • Continuous professional development (CPD) <ul style="list-style-type: none"> ○ Embedding Formative Assessment (EFA) ○ Maths work group ○ Year 3/4 maths lesson design group ○ Maths No Problem trainings ○ Smaller groups in Years 5 and 6 for Maths and Writing 	All staff involved with learning	



Charville Academy – Pupil Premium Strategy 2020 - 2023

			<ul style="list-style-type: none"> ○ White Rose structure being used in EYFS and Keys Stage 1. ● Curriculum development of foundation subjects. 		
1 - Curriculum <ul style="list-style-type: none"> ● Raising Achievement Meetings <p>Link documents – Curriculum action plan</p>	All disadvantaged pupils	For all disadvantaged pupils to make good or better progress across the curriculum.	<ul style="list-style-type: none"> ● Raising achievement meetings for all pupils held with the HT/DHT with disadvantaged pupils a focus ● Progress of disadvantaged pupils discussed and focus children identified. ● Review of progress in next Raising Achievement Meeting 	All teachers HT/DHT Phase Leaders Disadvantaged Lead	Termly based on the assessment cycle.
1 - Curriculum <ul style="list-style-type: none"> ● New curriculum 	All disadvantaged pupils	For all pupils to have access to a broad and balanced knowledge-based curriculum	<ul style="list-style-type: none"> ● See curriculum action plan 	All teachers HT/DHT Phase Leaders Disadvantaged Lead	
2 – Behaviour and Attitudes	All disadvantaged pupils	All pupils are ready to learn in a calm environment. All pupils are able to talk about their emotions and feelings.	<ul style="list-style-type: none"> ● Work on the LA SCERTS project ● Zones of regulations ● Transactional supports ● Help box 	All staff involved with children.	
3 – Enrichment Cultural Capital - University Challenge	All disadvantaged pupils	All disadvantaged pupils experience a wider cultural capital through the opportunities available to them. Disadvantaged pupils are given the opportunity to experience new activities	<ul style="list-style-type: none"> ● Range of different activities offered ● Disadvantaged pupils prioritised when activities are allocated for University Challenge 	All staff involved in University Challenge	



Charville Academy – Pupil Premium Strategy 2020 - 2023

3 – Enrichment – Trips and Visits	All disadvantaged pupils	Disadvantaged pupils can access all year group trips and visits. Disadvantaged pupils access a range of other trips and visits.	<ul style="list-style-type: none"> • Trips and visits funded through Pupil Premium grant where required. • A range of other experiences are offered to disadvantaged pupils, when appropriate. 	All staff planning trips and visits. Finance Team.	
3 – Enrichment - Clubs	All disadvantaged pupils	Disadvantaged Pupils are accessing after school clubs.	<ul style="list-style-type: none"> • Offer one free of charge school club per academic year. • Explore offering a proportion of pupil premium funding as a budget the family can allocate to school activities in the 20/21 academic year • If agreed implement Family budget • Review Family Budget termly as part of parents evening. 	Clubs Coordinators Finance Team	
4 – Supporting Families and Communities Attendance	All disadvantaged families	Attendance of disadvantaged pupils is in line with attendance of all pupils at Charville Academy	<ul style="list-style-type: none"> • Attendance is high profile across the academy and discussed with parents and pupils. • Regular group tracking of disadvantaged and other pupils' attendance • Individual tracking and relevant actions for persistently absent disadvantaged pupils in line with the attendance policy. • Attendance data regularly reported to the Governing Body through FGB. 	All Staff Attendance Team Disadvantaged Lead Participation Team	
Tier 2 – For identified groups of disadvantaged pupils					
1 - Curriculum <ul style="list-style-type: none"> • Raising Achievement Meetings Link documents – Curriculum action plan	Disadvantaged pupils who need to catch up or who are not making good or better progress	For identified disadvantaged pupils to make better than expected progress to enable them to keep up with 'others'.	<ul style="list-style-type: none"> • Raising achievement meetings for all pupils held with the HT/DHT with disadvantaged pupils a focus • National Tutoring Programme – See action plan • Progress of disadvantaged pupils discussed and any barriers identified. 	All teachers HT/DHT Phase Leaders Disadvantaged Lead	Raising Achievement meetings in line with the assessment cycle



Charville Academy – Pupil Premium Strategy 2020 - 2023

			<ul style="list-style-type: none"> Disadvantaged pupils not making expected progress identified as focus pupils. Targets/Areas for development identified. Actions taken to address underlying barriers or difficulties. Review of progress in next Raising Achievement Meeting 		
<p>1 - Curriculum</p> <ul style="list-style-type: none"> Raising Achievement Meetings <p>Link documents – Curriculum action plan</p>	Disadvantaged pupils who require extension to enable them to move from WTS to EXS or EXS to GDS	For identified disadvantaged pupils to make better than expected progress to enable them to achieve EXS/GDS	<ul style="list-style-type: none"> Raising achievement meetings for all pupils held with the HT/DHT with disadvantaged pupils a focus Disadvantaged pupils on the borderline identified as focus pupils Actions taken to support progress to EXS/GDS 	<p>All teachers</p> <p>HT/DHT</p> <p>Phase Leaders</p> <p>Disadvantaged Lead</p>	Raising Achievement meetings in line with the assessment cycle
<p>1 – Curriculum</p>	For disadvantaged pupils who are also on the SEND register	Disadvantaged pupils with SEND make good or better progress based on individual starting points.	<ul style="list-style-type: none"> Personal Education plans consider the needs of the pupils and identify clear targets and actions to support individual needs in relation to the four areas of the SEND code of practice. For identified pupils CLIC provision focuses on individual needs Where appropriate, support of specialist services is sought Where relevant, targets from specialist services are implemented Through interagency discussion (TAC) with parents/carers areas of life skills are discussed and incorporated in personal education plans 	<p>Class Teachers</p> <p>SENCO</p>	Termly in line with review dates



Charville Academy – Pupil Premium Strategy 2020 - 2023

			<ul style="list-style-type: none"> Curriculum opportunities planned to engage and interest SEND pupils Access to the curriculum, trip and visits planned for where appropriate. 		
2- Behaviour and Attitudes	For identified disadvantaged pupils	<p>Identified pupils’ attitude to learning improves</p> <p>Identified pupils develop self-esteem, self-confidence and social skills</p> <p>Children can talk about their emotions in relation to the zones of regulation and identify strategies to support emotional regulation.</p>	<ul style="list-style-type: none"> ‘Talkabout’ socials skills programme run for identified groups by the learning mentors. SCERTS strategies/Zones of regulation in place across the school and individualised for identified pupils. 	<p>Pastoral Team</p> <p>All staff involved with children</p>	<p>Reviewed Half Termly</p> <p>Reviewed in line with the SCERTS deadlines</p>
4 – Supporting Families and Communities Attendance	Pupils with attendance below 95%	<p>Attendance and punctuality of disadvantaged pupils will improve as a group.</p> <p>Individual pupil’s punctuality and attendance will improve as a group, where this is not the case clear tracking of the actions and evidence will be in place of actions taken.</p>	<ul style="list-style-type: none"> Teachers review attendance and discuss punctuality with parents and pupils at parents evening Regular group tracking of disadvantaged and other pupils’ attendance Individual tracking and relevant actions for persistently absent disadvantaged pupils in line with the attendance policy <ul style="list-style-type: none"> Home visits/Door knocks Meetings with parents Involvement of the Participation Services Provision of breakfast club Individual attendance action planning Attendance data regularly reported to the Governing Body through FGB 	<p>All teaching staff.</p> <p>Attendance Team.</p>	<p>Ongoing actions throughout the year.</p>



Charville Academy – Pupil Premium Strategy 2020 - 2023

4 – Supporting Families and Communities	Disadvantaged known to social care	For disadvantaged pupils who are/have been known to social care (CIN/CP/LAC) to: <ul style="list-style-type: none">• Attend school regularly• Make good or better progress from their starting points• Develop their emotional literacy• Access a range of opportunities in line with their peers• To be supported to access and make the most of the opportunities available to them.	<ul style="list-style-type: none">• Attendance of SLT/Pastoral Manager at all CIN/CP meetings• Regular updates provided by teachers• Learning Mentors• Home visits• Attendance monitoring	All staff involved with children	Ongoing based on individual cases
--	------------------------------------	--	---	----------------------------------	-----------------------------------