

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Charville Academy
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	126 28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Kelly
Pupil premium lead	Siobhan Gallagher
Governor / Trustee lead	John Newton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,225
Recovery premium funding allocation this academic year	£ 16,095
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,320

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Charville Academy our pupils from disadvantaged backgrounds are a group of children that make up just over a quarter of the cohort and each one is individual and important to us. Many of these pupils have additional barriers to learning, some join us from other schools and some are new to the country.

We aim for all of our pupils from a disadvantaged background to leave Charville as confident individuals who are the best person they can possibly be.

They will read fluently using their phonics knowledge and read widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. This will be delivered through quality first teaching where teachers' subject knowledge is key. They will have opportunities to compete in a team, play a musical instrument or attend an after-school activity of their choice. They will have high aspirations for themselves both academically and lifelong.

Teaching staff and senior leaders identify gaps in knowledge through thorough diagnostic assessment and rigorous data analysis. Our curriculum design is focused on addressing and narrowing the identified gaps.

# Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in Reading varies across the school and impacts on attainment and progress in this area
2	Narrowing the attainment gap across Phonics, Reading, Writing and Maths due to low starting points in many cases
3	Communication and language. Many of our Early Years children come in with communication and language skills below age related expectations.
4	Attendance and Punctuality issue in some cases
5	Multiple barriers to learning. Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
6	Socio economic gap / deprivation gap

## 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
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.</p> <p>Those that have a SEND need will make more than expected progress.</p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND make expected progress in reading, writing and maths at the end of KS2.</p> <p>Those that have a SEND need will make more than expected progress.</p>
<p>For disadvantaged pupils who do not have a cognitive SEND need to pass the Year 1 &amp; 2 phonics screening.</p>	<p>For 80%+ of our Year 1 cohort who do not have cognitive SEND to pass the Year 1 phonics screening.</p>
<p>For disadvantaged pupils who do not have a cognitive SEND need to pass the Y4 multiplication check.</p>	<p>For 80%+ of our Year 4 cohort who do not have cognitive SEND to pass the Y4 multiplication check.</p>

Support provided that enables individuals and groups to better manage their behaviour and emotions.	<p>Through qualitative data from student voice, parent surveys and teacher observations children are able to talk positively about behaviour and emotions and can refer to the zones of regulation to support this.</p> <p>Disadvantaged children participate in at least one extra-curricular activity per academic year.</p> <p>Trips and residentials are subsidised.</p>
For all disadvantaged pupils to attend school regularly and on time	Children attend school with a minimum attendance of 95%. This is monitored by the Attendance Officer

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching.	EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.	2

Smaller class sizes in Year 6.	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs of our Year 6 cohort and have identified that smaller classes would allow teachers to increase the amount of attention each child will receive.</p>	2
Purchase of Phonics decodable books that are inline with our DfE validated Systematic Synthetic Phonics programme	<p>Phonics teaching has a strong evidence base that indicates a positive impact on the accuracy of word reading. Books need to be aligned with the sounds taught to support this.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
CPD through The National College to upskill our middle leaders to ensure that they can develop our teacher's subject knowledge.	<p>Supporting high quality teaching is vital in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>education-evidence/guidance-reports/effective-professional-development</p>	2, 3, 5

EFA for ECT	<p>Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies.</p> <p>Our ECTs were not in school when this programme was rolled out, therefore they are having bespoke sessions.</p> <p>educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment.</p>	2, 5
Whole school focus on Tier 2 and 3 vocabulary development.	<p>Research from EEF, T &amp; L toolkit</p> <p>Closing the gap, Andrews, Robinson and Hutchinson</p>	3
<p>Diversity in our curriculum.</p> <p>Purchasing resources to ensure that our children from disadvantaged backgrounds are represented in the curriculum we deliver and, in the books, they read.</p>	<p>Pupils from all backgrounds are inspired and motivated to achieve in all areas.</p> <p>The curriculum enables them to be represented and identify with their circumstances.</p> <p>Research shows that a diverse and inclusive curriculum deepens pupils' understanding of social justice and to empowers pupils to become agents of change</p> <p><a href="https://www.headteacher-update.com/best-practice-">https://www.headteacher-update.com/best-practice-</a></p>	1, 2, 5

	<a href="https://www.eef.org.uk/primary/article/anti-racism-diversity-curriculum-policy-and-practice-black-lives-matter-equality-inclusion-behaviour/237506/">article/anti-racism-diversity-curriculum-policy-and-practice-black-lives-matter-equality-inclusion-behaviour/237506/</a>	
Purchase of standardised diagnostic assessments.	<p>Standardised tests identify the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2- 5

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

Budgeted cost: £ 26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the NTP we are providing a mix of School led tutoring and bespoke tuition through the NTP. This has been focused on those who missed learning during	This will be tuition for identified needs - this is a way in which the gaps in learning can be closed in those children falling behind and indeed some low attaining pupils:	1,2,5 and 6



the pandemic and particularly the lockdowns. Most working in school led tutoring are from a disadvantaged background.	<a href="#">One to one tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Oracy 21	<p>Language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 5,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 5
Reading Recovery - 1:1 tuition in reading for identified children who are mostly from a disadvantaged background and have shown signs of significantly falling behind in reading.	<p>This 1:1 programme will support closing the gaps in learning in the identified children. Children benefit from working in small groups or 1:1.</p> <p><a href="#">One to one tuition   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	1,2,5,6

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

Budgeted cost: £67,039

Trips and visits

Clubs

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Care</p> <p>Pastoral Manager to work with vulnerable families and improve parental engagement</p>	<p>There is evidence that supporting childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Evidence also shows that positive parental engagement has a positive impact on a child's progress.</p> <p>EEF- teaching and learning toolkit - parental-engagement</p>	<p>5</p>

<p>Social and emotional learning with our disadvantaged pupils through our pastoral team</p> <p>.</p>	<p>Evidence shows that it has some impact on a child's academic progress, however it has a significant impact on behaviour and attitudes to learning.</p> <p>EEF - teaching and learning toolkit - social-and-emotional-learning</p>	<p>3</p>
<p>Each PPG pupil will be entitled to one extra-curricular club. Residential school trips partially subsidised for Year 6. Each case will be looked at on a case-to-case basis for all trips.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p>Highlights the gaps in opportunities to participate in clubs and extracurricular activities for disadvantaged pupils.</p> <p>The report also states 'data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities'</p>	<p>3,6</p>

<p>To improve attendance so that PA is below 1% and overall attendance is in line with all pupils. Attendance Officer to be tenacious in the tracking and following up of non-attendance. Follow up with the Participation Team meeting with parents for all PP pupils who drop below 96%. Half-termly tracking of all PP (SEND and CP/CIN) pupils. Raise the profile of this group through communication with teachers, leaders and governors.</p> <p>Daily attendance figures collected.</p> <p>Oyster cards / transport provided where necessary</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's <u>Improving School Attendance</u> advice.</p>	4
<p>Devices given to pupils who cannot access home learning.</p>	<p>Homework has a positive impact on average. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>EEF - education evidence/teaching and learning toolkit -homework</p>	1,2,5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to</p>	All

	needs that have not yet been identified.	
Place to Be engaged from Spring term to support with pastoral issues	Based on our pupil needs especially following the lockdowns we have seen the need to offer greater pastoral support. Focusing on social and emotional needs will aid children to make better outcomes as they are settled within school.	4,5,6

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

During our internal assessment during the academic year 2020/21 our data shows that our disadvantaged children were in most cases in line with their peers. This can be attributed to the fact that during the national lockdown we provided school places for vulnerable children and offered devices for our vulnerable children to access learning online.

During the lockdowns, our children received lessons recorded via their class teachers to ensure that they still had a high-quality curriculum led by adults they were familiar with. Every

day the children also had small group time with their class teacher to discuss the work that had been set that day to check their understanding and address any misconceptions that may have arisen.

To support children in Reception and KS1 with their reading we purchased a subscription to Active Learn where the class teacher could set level appropriate books for the children who were at home and this supported our disadvantaged and EAL children as it offers a “read to me option” so the children can hear the text being read to them accurately.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We therefore introduced a recovery curriculum to support the children with coming back to school and the restrictions they were placed under.

Attendance was lower than previous years due the COVID-19 pandemic therefore to ensure we give our children the best start to education attendance will be a focus next academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*