

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 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	447 As of 5/1/23
Proportion (%) of pupil premium eligible pupils	137 pupils – 30.6% As of 5/1/23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nicola Kelly
Pupil premium lead	Louise Innes
Governor / Trustee lead	Ros Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 183,606.33
EYFS Pupil premium funding allocation this academic year	£ 2312
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18,611.75
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 204,530.08

Part A: Pupil Premium Strategy Plan

Statement of intent

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

We aim for all our pupils including those 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 and gain a wide 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 a central focus.

During school time they will have the opportunity to engage in trips, visits and workshops to support and facilitate learning. 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 are an issue for some pupils.
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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in Reading, Writing and Maths. Those that have a SEND need will make more than expected progress.	100% of disadvantaged pupils who do not have a cognitive SEND need make expected progress in Reading, Writing and Maths at the end of KS2. Those that have a SEND need will make more than expected progress.
For disadvantaged pupils who do not have a cognitive SEND need to pass the Year 1 & 2 phonics screening.	<p>For 90%+ of our current (Sept 2022) Year 1 cohort who do not have SEND to pass the Year 1 phonics screening - 71% of children who do not have SEND passed the Year 1 phonics screening</p> <p>For 88% of disadvantaged pupils who do not have a SEND need to pass the Year 1 phonics screening - 72% of PP children who do not have SEND passed the Year 1 phonics screening</p> <p>For 90% + of our current (Sept 2022) Year 2 cohort who do not have SEND to pass the phonics screening - 77.8% of children who do not have SEND passed the phonics screening</p> <p>For 94% of disadvantaged children who do not have a SEND need to pass the phonics screening by the Year 2 assessment window- 88.8% of PP children who do not have SEND passed the phonics screening</p>
<p>Communication and language skills to progress rapidly on entry.</p> <p>Pupils across the school make progress in their oracy skills through the Voice 21 Oracy Project</p>	<p>Oracy 21 training day in September 2022 raises the awareness of all teachers of the project and the impact it has on children's oracy skills.</p> <p>Oracy team established – made up from at least one member of staff from every year group. Oracy researched and in school practices and procedures developed.</p> <p>Through the Oracy team Oracy work cascaded to all staff members involved in learning and teaching through regular training sessions.</p>

Support provided that enables individuals and groups to better manage their behaviour and emotions.	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. Mentoring support available to pupils where a need is identified.
Disadvantaged pupils are facilitated to participate in a range of opportunities.	Disadvantaged children participate in at least one extra-curricular activity per academic year. Trips and residentials are subsidised.
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 and Attendance lead. Relationships with families raise the profile of school attendance and support the reduction of persistent absenteeism.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £91,220

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. EEF - High Quality First Teaching	2
Smaller class sizes in Year 6	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. 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. EEF – Reduced Class Sizes	2

Smaller class sizes in Year 4	<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. We have analysed the needs of pupils across the school and identified the Year 4 cohort as a focus. It has been identified that that smaller classes would allow teachers to increase the amount of attention each child will receive.</p> <p>EEF – Reduced Class Sizes</p>	2
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>EEF – Voice 21 Oracy Curriculum, Culture and Assessment Voice 21 Impact Report 2016 - 2021</p>	3, 5,
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>EEF – Phonics</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>EEF – Effective Professional Development</p>	2, 3, 5
CPD through provision of resources and memberships to support staff with developing subject specific knowledge <ul style="list-style-type: none"> - Geographical Association - Historical Association - Digimap for Schools 	<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>EEF – Effective Professional Development</p>	
CPD through continuous reading and research	<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>EEF – Effective Professional Development</p> <p>Book – Closing the Writing Gap by Alex Quigley</p>	

	<p>Curriculum Resource – Curriculum Companion: Early Years by Chris Quigley</p> <p>Curriculum Resource – Curriculum Companion: Subject Specific Writing</p> <p>Book - Primary Huh by Mary Myatt and John Tomsett</p> <p>Book – Primary Huh 2 by Mary Myatt and John Tomsett</p> <p>Book – Black and British: A Forgotten History by David Olusoga</p>	
Whole school focus on Tier 2 and 3 vocabulary development.	Book - Closing the Vocabulary Gap by Alex Quigley	3
Focused and research-based approach to teaching spelling.	Books – The Spelling Book – Transforming the Teaching of Spelling	1, 2, 3 and 5
<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>Headteacher Update – Anti-racism & Diversity: Curriculum Policy and Practice</p>	1, 2, 5
Purchase of standardised diagnostic assessments.	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.	2- 5

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

Budgeted cost: £ 34,772.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. EEF – Phonics	1, 2 and 5
Targeted use of additional staff to support children where there is an SEN/disadvantaged crossover to facilitate learning/	EEF – Making Best Use of Teaching Assistants EEF – Special Educational Needs in Mainstream Schools	1, 2, 3 and 5
Reading Recovery style support - 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.	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. EEF – One to One Tuition	1,2 and 5
Purchase of CPG books to support the learning of identified groups of pupils		1, 2 and 5

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

Budgeted cost: £78,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care – Pastoral Manager and Learning Mentor to work with vulnerable families and improve parental engagement	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): EEF – Social and Emotional Learning	5

	<p>Evidence also shows that positive parental engagement has a positive impact on a child's progress.</p> <p>EEF – Parental Engagement</p>	
<p>Social and emotional learning with our disadvantaged pupils through our pastoral team</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 – Social and Emotional Learning</p>	3
<p>Each PPG pupil will be entitled to one extra-curricular club.</p>	<p>Social Mobility Commission – An Unequal Playing Field</p> <p>Highlights the gaps in opportunities to participate in clubs and extracurricular activities for disadvantaged pupils. 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>	3,6
<p>Subsidising school trips and visits - Each case will be looked at on a case-to-case basis.</p> <p>Residential school trips partially subsidised for Year 6.</p>	<p>Social Mobility Commission – An Unequal Playing Field</p> <p>EEF- Outdoor Adventure Learning</p>	6
<p>Onsite pop up swimming pool with targeted sessions</p>	<p>Additional sessions targetted at children who can not swim at the expected standard. Due to the socio-economic gap children who are disadvantaged are less likely to have learnt to swim outside of school and less likely to have opportunities to visit and access local pools.</p>	6
<p>To improve attendance so that PA is below 1% and overall attendance is in line with attendance for all pupils.</p>	<p>DFE – Working Together To Improve School Attendance</p> <p>HM Government – Opportunity for All</p>	4

Oyster cards / transport provided where necessary	To support disadvantaged pupils in attending school where a need has been identified and either financial issues or family circumstances are a barrier.	4
Devices (Laptops) given to pupils who cannot access home learning.	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 identified higher impacts on learning. EEF - Homework	1,2,5 and 6
Provision of Breakfast/Breaktime snack/Lunch	To ensure the children are nourished and ready to learn.	6
School uniform, shoes and PE kit <ul style="list-style-type: none"> - Facilitation of a second hand shop - Provision of free of charge uniform where a need is identified 	Supporting children to have access to a full school uniform where the socio-economic gap is a barrier to this.	6
Contingency fund for acute issues.	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 needs that have not yet been identified.	All

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

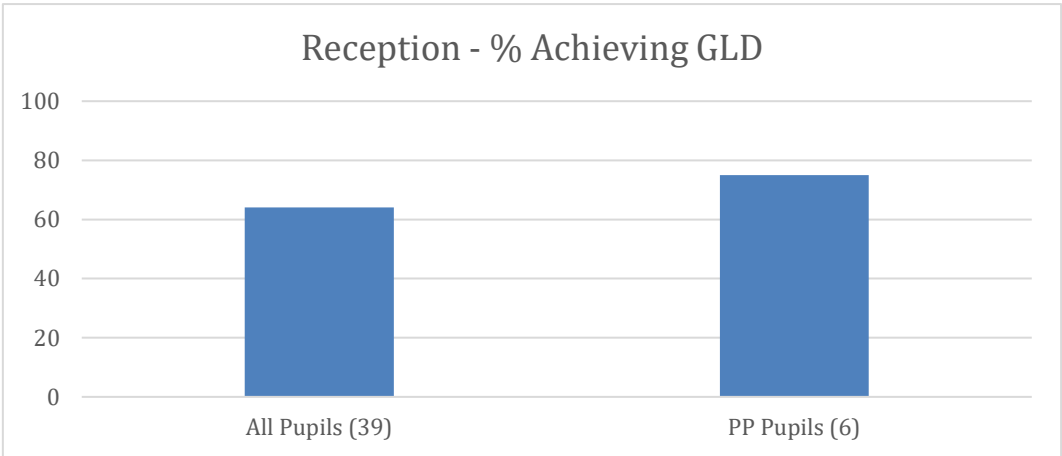
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2022/2023 Academic Year

Data for Disadvantaged Pupils

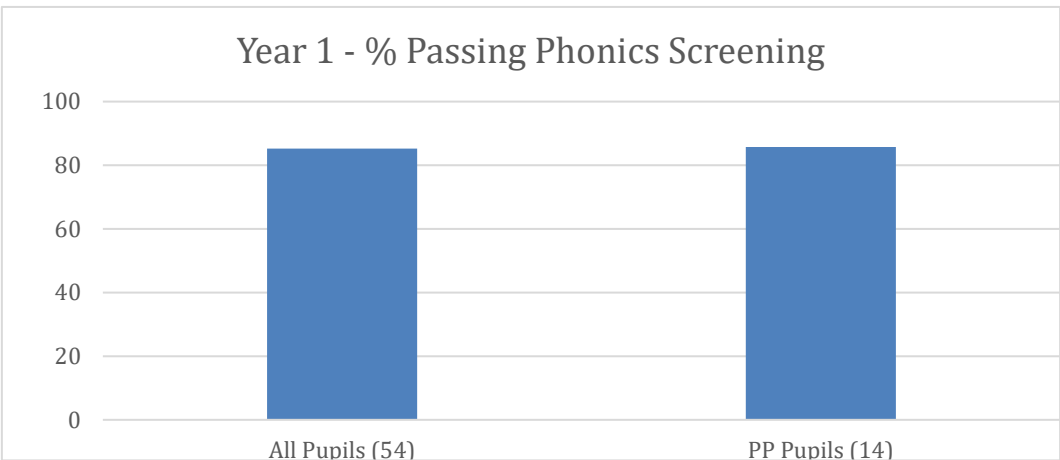
Reception GLD

- 75% of pupil premium children achieved a good level of development



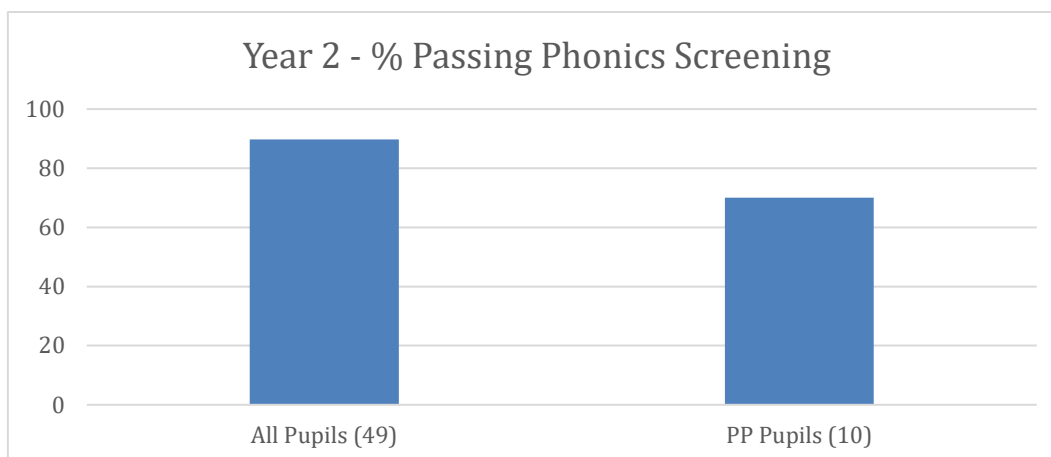
Year 1 Phonics

- 85.71% of pupil premium children met the expected standard in phonics



Year 2 Phonics

- 70% of pupil premium children have met the expected standard in phonics



Key Stage 1

Writing

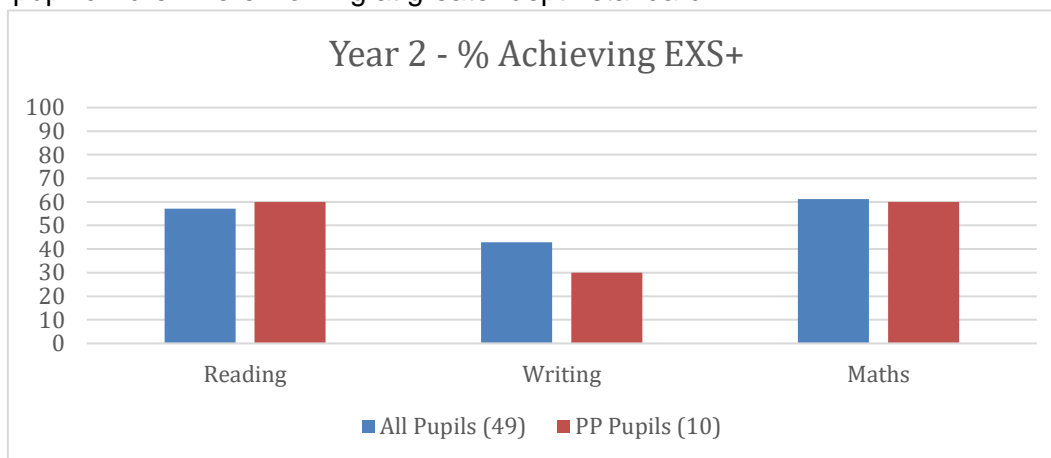
- 30% of pupil premium children met the expected standard
- 0% of pupil premium children were working at greater depth

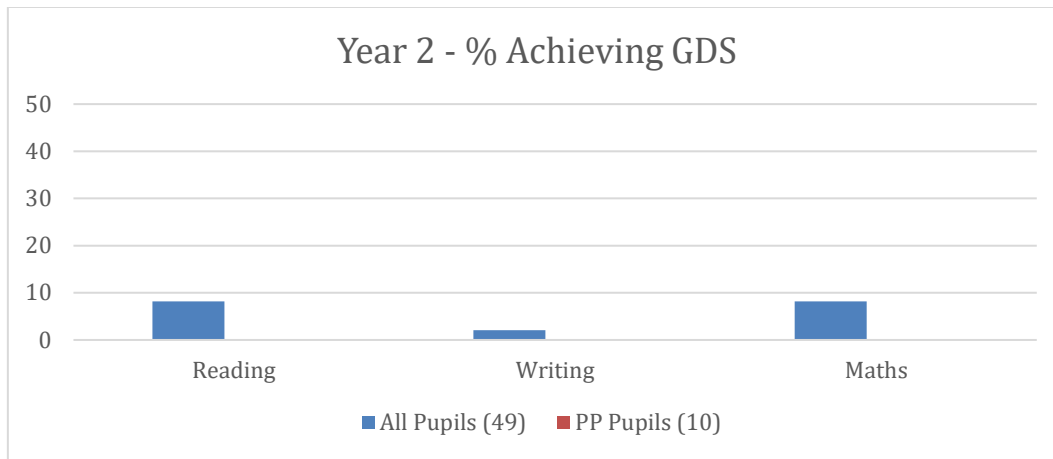
Reading

- 60% of pupil premium children met the expected standard
- 0% of pupil premium children were working at greater depth

Maths

- 60% of pupil premium children met the expected standard
- 0% of pupil children were working at greater depth standard





Key Stage 2

Writing

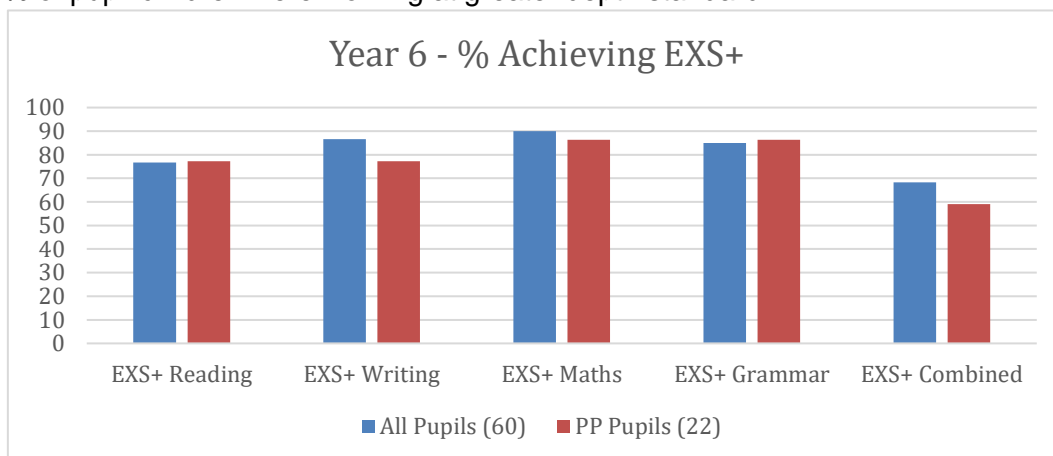
- 77.27% of pupil premium children met the expected standard
- 18.18% of pupil premium children were working at greater depth

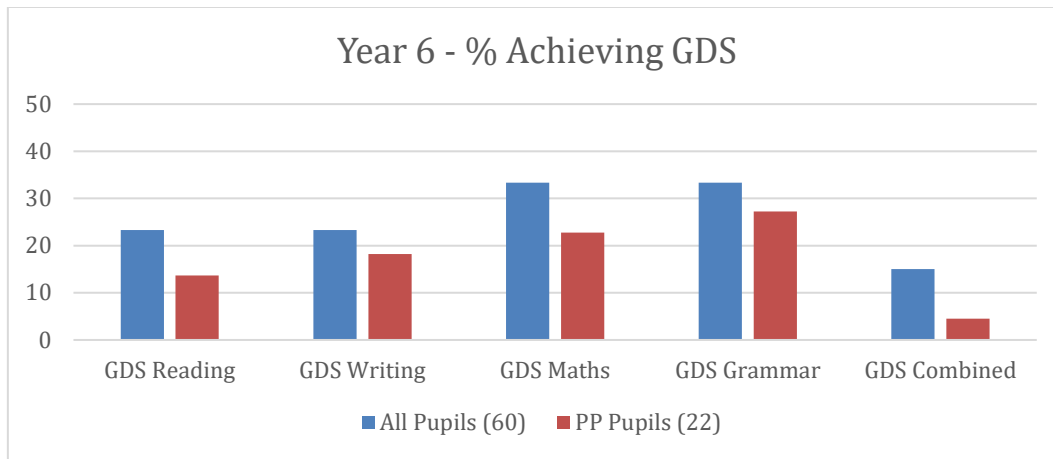
Reading

- 77.27% of pupil premium children met the expected standard
- 13.64% of pupil premium children were working at greater depth

Maths

- 86.36% of pupil premium children met the expected standard
- 22.73% of pupil children were working at greater depth standard





Our KS2 data continues to show that our disadvantaged children performed well, and the gap is relatively narrow in all areas. This can be attributed to smaller class sizes with teachers teaching their specialty.

Smaller phonics groups and interventions in Year 1 have ensured that our disadvantaged pupils have achieved well in their phonics screening. This is lower in Year 2 however data is impacted by 2 pupils who have significant SEND needs

Clubs and ensuring our children receive the extra-curricular opportunities offered have had a positive impact on the children by ensuring they are having the same experience as others. This has included one after school club, trips and our Year 6 children being able to attend PGL.

Attendance across the school remains an area of focus and this is particularly the case for PP pupils. In the 2022/23 academic year whole school attendance was 91.90%, PP attendance was 89.98% and Non PP attendance was 92.78%. When looking at pupils of a statutory school age all pupils attendance was 93%, PP attendance was 89.98% and Non PP attendance was 92.7%. This data shows us the need for a continued focus on improving the attendance of PP children which remains below that of Non PP children.

Through our monitoring programme where we ask children questions about their learning, our disadvantaged children are able to express and discuss their learning well and through monitoring come out as a strength. This will be a continued focusing the 23/24 academic year with a focus on SEND and PP pupils through monitoring.

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
Voice 21	Oracy 21

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.

Pastoral Team – Work alongside a range of external agencies to maximise the support available to pupils.