

Pupil Premium Strategy Statement 24/25

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	444 as of 05/12/24 448 as of 22/7/25
Proportion (%) of pupil premium eligible pupils	112 as of 05/12/24 - 25.2% 125 as of 22/7/25 - 27.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Kelly
Pupil premium lead	Leanne Charles
Governor / Trustee lead	Ros Wilkinson

Funding Overview

Detail	Amount
Pupil premium and EYFS pupil premium funding allocation this academic year	£ £183,060
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	£ £183,060

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 able to articulate their ideas clearly and effectively.

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 impact on attainment and progress in this area.
2	Basic writing literacy skills, such as spelling, grammar, and sentence structure, hinder the ability of some children to write clearly and coherently.
3	Narrowing the attainment gap across Phonics, Reading, Writing and Maths due to low starting points in many cases.
4	Communication and language - Many of our Early Years children come in with communication and language skills below age-related expectations.
5	Attendance and punctuality are an issue for some pupils.
6	Multiple barriers to learning - Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
7	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. Those who have a SEND need will make more than expected progress.</p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND need to make expected progress in Reading, Writing and Maths at the end of KS2. Those who 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 & 2 phonics screening.</p>	<p>For 83%+ of our current (December 2024) Year 1 cohort, who do not have a SEND need, to pass the Year 1 phonics screening. 87% of the December 2024 Year 1 cohort passed the Year 1 phonics screening.</p> <p>For 69% of our current (December 2024) disadvantaged pupils, who do not have a SEND need, to pass the Year 1 phonics screening. 82% of the December 2024 Year 1 disadvantaged cohort passed the Year 1 phonics screening.</p> <p>For 90% + of our current (December 2024) Year 2 cohort, who do not have a SEND need, to pass the phonics screening by the Year 2 assessment window. 100% of the December 2024 Year 2 cohort passed the phonics screening by the Year 2 assessment window.</p> <p>For 75+% of our current (December 2024) disadvantaged children, who do not have a SEND need, to pass the phonics screening by the Year 2 assessment window. 100% of the December 2024 disadvantaged Year 2 cohort passed the phonics screening by the Year 2 assessment window.</p>
<p>Communication and language skills to progress rapidly on entry.</p>	<p>Continued implementation of Oracy strategies and techniques across the curriculum.</p> <p>Implement the Oracy curriculum and outcomes within the current curriculum.</p> <p>The incorporation of Oracy focuses into curriculum planning.</p>

	<p>Opportunities for children to voice and articulate their views through student leadership.</p>
<p>Support provided that enables individuals and groups to better manage their behaviour and emotions.</p>	<p>Through qualitative data from student voice, parent surveys and teacher observations, children can talk positively about behaviour and emotions and can refer to the zones of regulation to support this.</p> <p>Mentoring support is available to pupils where a need is identified.</p> <p>Supportive indoor and outdoor provision during break and lunch times.</p>
<p>Disadvantaged pupils are facilitated to participate in a range of opportunities.</p>	<p>Disadvantaged children participate in at least one extra-curricular activity per academic year. Increased tracking of pupils utilising this opportunity in order to support others to ensure they are benefitting from the support available.</p> <p>Trips and residentials are subsidised.</p>
<p>For all disadvantaged pupils to attend school regularly and on time</p>	<p>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. Rigorous processes are in place to support this.</p>

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: £90,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p><u>EEF - High Quality First Teaching</u></p>	2,3
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. 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 receives.</p> <p><u>EEF – Reduced Class Sizes</u></p>	2,3
CPD through The National College to upskill our middle leaders to ensure that they can develop our teachers' 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><u>EEF – Effective Professional Development</u></p>	2,3
<p>CPD through the provision of resources and memberships to support staff with developing subject-specific knowledge</p> <ul style="list-style-type: none"> - Geographical Association - Historical Association - Digimap for Schools - Hillingdon Learning Partnership 	<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><u>EEF – Effective Professional Development</u></p> <p>New staff to access in school resources/books from previous CPD staff have undertaken.</p>	2,3
Whole school focus on Tier 2 and 3 vocabulary development.	Curriculum development which allows vocabulary development to be incorporated into lesson planning.	2,3

	Knowledge development through insets.	
<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>Focus on curriculum development in the EYFS in line with the main school curriculum.</p> <p><u>Headteacher Update – Anti-racism & Diversity: Curriculum Policy and Practice</u></p>	1, 2, 6
<p>Purchase of standardised diagnostic assessments.</p>	<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>	2,3,4

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

Budgeted cost: £30,911

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. <u>EEF – Phonics</u>	1, 3 and 4
Targeted use of additional staff to support children where there is an SEN/disadvantaged crossover to facilitate learning	<u>EEF – Making Best Use of Teaching Assistants</u> <u>EEF – Special Educational Needs in Mainstream Schools</u>	2, 3 4 and 6
Reading support programme for children in the lowest 20% of readers in every year group.	Reading focus on children in the lowest 20% of readers to support pupils in making rapid progress in reading, supporting access to a range of learning across the curriculum. Support from a Reading Recovery trained teacher to develop staff knowledge and understanding in order to facilitate this. Children benefit from working in small groups or 1:1. <u>EEF – One to One Tuition</u>	2,3,4 and 6
Writing support programme for children in the lowest 20% of writers in every year group.	Through focused writing programs, the lowest 20% of children can receive the additional support they need, such as personalised feedback, small group work, and access to additional resources like writing aids or digital tools.	2,3,4 and 6

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

Budgeted cost: £62,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Care – Learning mentor and inclusion team 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><u>EEF – Social and Emotional Learning</u></p> <p>Evidence also shows that positive parental engagement has a positive impact on a child's progress.</p> <p><u>EEF – Parental Engagement</u></p>	<p>1, 5 7</p>
<p>Social and emotional learning with our disadvantaged pupils through our learning</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><u>EEF – Social and Emotional Learning</u></p>	<p>3,5,6,7,</p>
<p>Each PPG pupil will be entitled to one extra-curricular club.</p>	<p><u>Social Mobility Commission – An Unequal Playing Field</u></p> <p>Highlights the gaps in opportunities to participate in clubs and extracurricular activities for disadvantaged pupils. The report also states that '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>6,7</p>
<p>Subsidising school trips and visits - Each case will be looked at on a case-to-case basis.</p> <p>Residential school trips are partially subsidised for Year 6.</p>	<p><u>Social Mobility Commission – An Unequal Playing Field</u></p> <p><u>EEF- Outdoor Adventure Learning</u></p>	<p>7</p>

On-site pop-up swimming pool with targeted sessions	Additional sessions are targeted at children who cannot swim at the expected standard. Due to the socio-economic gap, disadvantaged children are less likely to have learnt to swim outside of school and less likely to have opportunities to visit and access local pools.	7
To improve attendance so that PA is below 10% and overall attendance is in line with attendance for all pupils at the end of the academic year.	<u>DFE – Working Together To Improve School Attendance</u> <u>HM Government – Opportunity for All</u>	5
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.	5
Devices (Laptops) given to pupils who cannot access home learning.	<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 identified higher impacts on learning.</p> <p><u>EEF - Homework</u></p>	1,2,5 and 6
Provision of Breakfast/Breaktime snack/Lunch	To ensure the children are nourished and ready to learn.	7
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.	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to Charville, 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

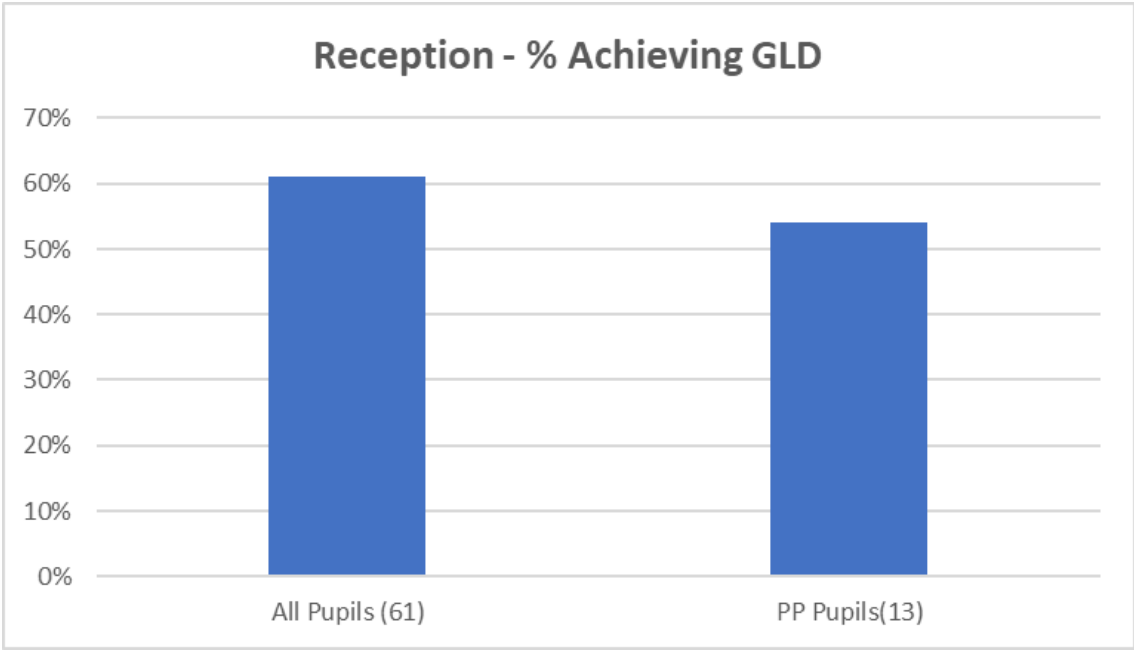
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024/2025 Academic Year

Data for Disadvantaged Pupils

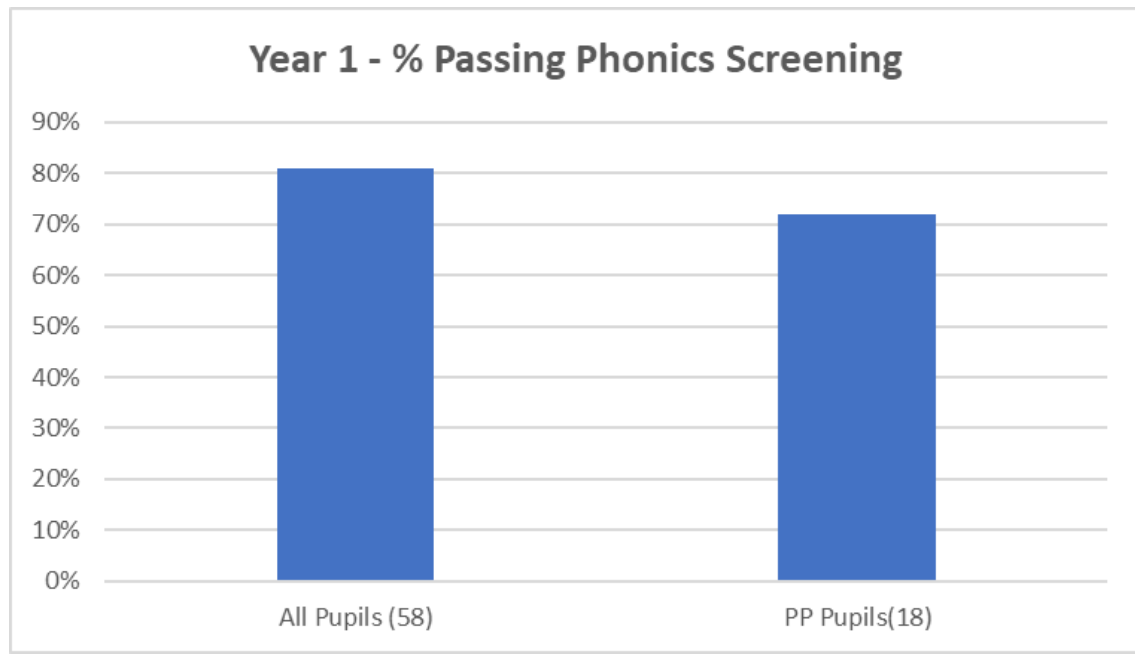
Reception GLD

- 54% of pupil premium children achieved a good level of development



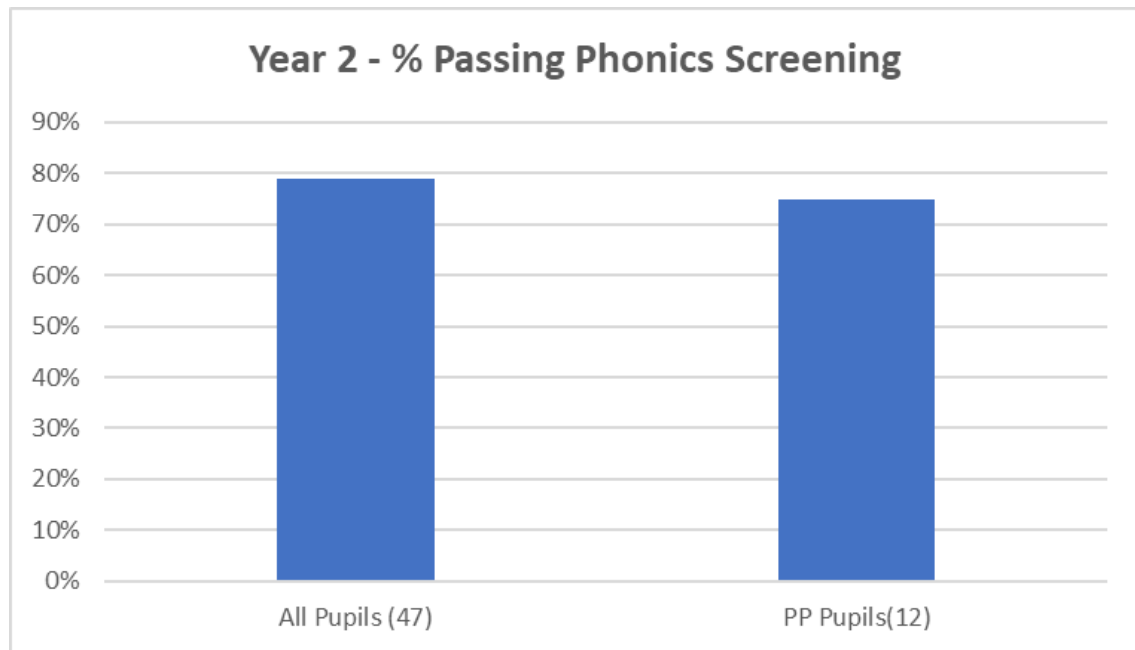
Year 1 Phonics

- 72% of pupil premium children met the expected standard in phonics



Year 2 Phonics

- 75% of pupil premium children have met the expected standard in phonics.



Key Stage 2

Writing

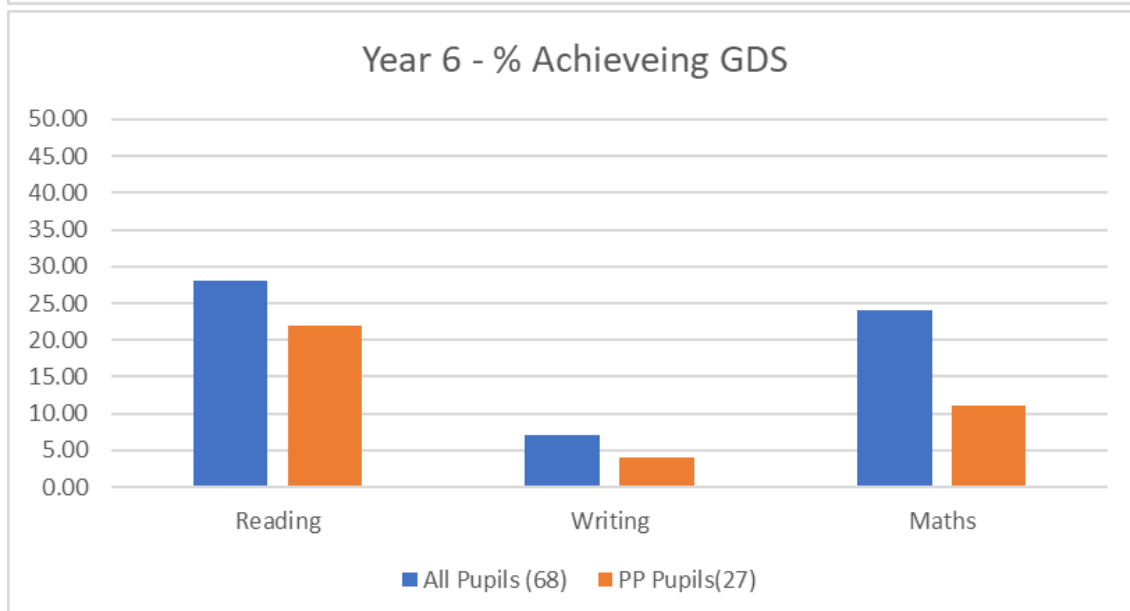
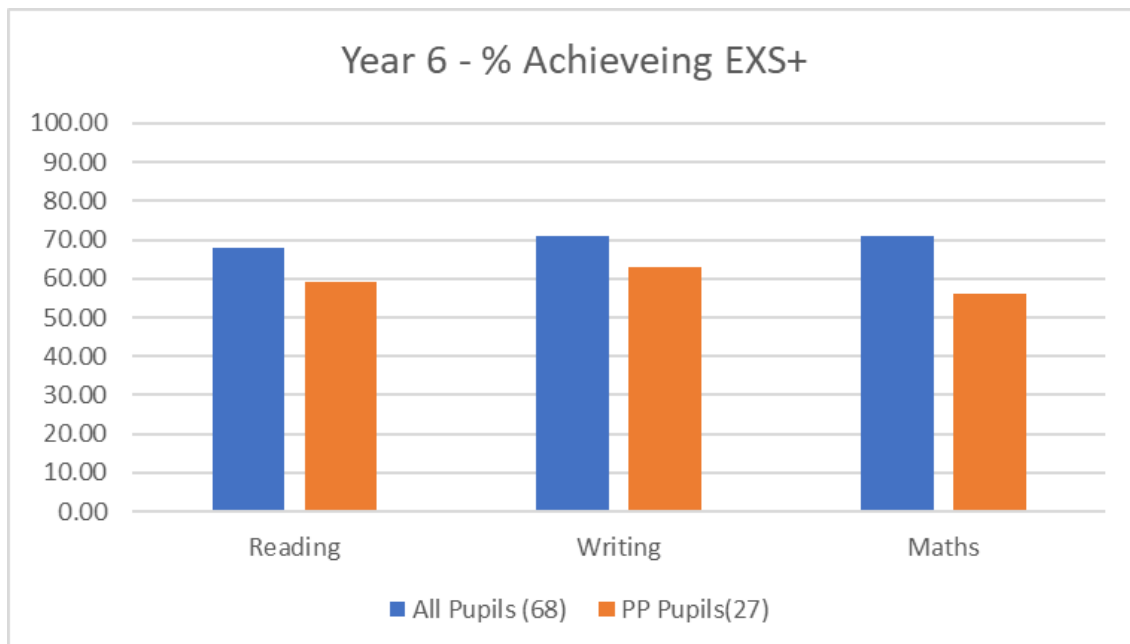
- 63% of pupil premium children met the expected standard+
- 4% of pupil premium children were working at greater depth standard

Reading

- 59% of pupil premium children met the expected standard+
- 22% of pupil premium children were working at greater depth standard

Maths

- 56% of pupil premium children met the expected standard+
- 11% of pupil children were working at greater depth standard



Our KS2 data continues to show that our disadvantaged children's performance is slightly behind that of all pupils. With the 2024/2025 Year 6 cohort, the gap is widest in maths at both the expected and greater depth standards. The cohort contained a significant number of pupils with an identified SEN (33%), with 52% of disadvantaged pupils having identified SEN. The progress of the cohort can be attributed to smaller class sizes with teachers teaching their speciality and interventions used to focus on disadvantaged children.

Smaller phonics groups and interventions in Year 1 have ensured that our disadvantaged pupils have achieved well in their phonics screening. Continued phonics interventions in Year 2 support those pupils who did not pass the screening in Year 1 to continue to make progress and improve the percentage of pupils passing the screening by the Year 2 assessment window. Phonics data for Year 2 is impacted by the number of children with significant SEND who attend The Hub (Specialist Resource Provision).

Clubs and ensuring our children receive the extra-curricular opportunities offered have had a positive impact on the children by ensuring they have 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 2024/25 academic year, whole school attendance was 92.11%, disadvantaged pupils' attendance was 89.24% and non-disadvantaged pupils' attendance was 93.23%. When looking at pupils of a statutory school age, all pupils' attendance was 92.83%, disadvantaged pupils' attendance was 89.35% and non-disadvantaged pupils' attendance was 94.32%. This data shows us the need for a continued focus on improving not only whole school attendance but particularly the attendance of disadvantaged children, which remains below that of non-disadvantaged children in all areas.

As part of our ongoing commitment to improving the educational experience for disadvantaged children, we will continue to prioritise our disadvantaged pupils through a continuous monitoring programme for the 2025/2026 academic year. Disadvantaged pupils are a focus in raising achievement meetings, and the data for this group is considered in relation to their peers to ensure pupils are making good or better progress. Our work on Oracy has supported disadvantaged pupils, enabling them to articulate themselves and their learning and express opinions with confidence. This has been observed through monitoring and pupil voice activities. Curriculum planning focuses on embedding key skills to support pupils with learning and articulation on learning, and this is being further embedded through the review process in line with the findings of the DfE Curriculum and Assessment Review report.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the 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.