

# Charville Academy

## Pupil Premium Grant Report 2018 - 2019



### School Context

At beginning of the 2018/19 academic year the 26% of pupils were eligible for Pupil Premium Funding. Pupil Premium Grant was £216,480.00

### Grant Allocation in 2018 - 2019

Strand 1:	Learning in the Curriculum	145,924.26
Strand 2:	Social and Emotional Development	£37,269.01
Strand 3:	Enrichment Beyond the Curriculum	£11,720.00
Strand 4:	Supporting Families and Communities	£21,576.73
Total:		£216,480

### Areas of Expenditure 2018 -2019

#### **Strand 1: Learning in the Curriculum**

- SLT Mentoring disadvantaged pupils
- Reading Recovery Intervention and resources
- Athletics provision
- Maths Mastery
- Reading support
- CLIC provision and resources
- EYFS and KS1 Phonics Support
- Early Intervention Lead
- Pupil Premium Lead/Lead Teacher for disadvantaged pupils
- Resources to support learning in the EYFS
- Achieve Online – Rising stars online resource

#### **Strand 2: Social and Emotional Development**

- Pastoral Manager support
- Learning Mentor support and intervention

#### **Strand 3: Enrichment Beyond the Curriculum**

- Subsidised clubs
- Trips and visits
- Specialist music lessons and arts provision
- Clubs outside of school, on request

#### **Strand 4: Supporting Families and Communities**

- Pastoral Manager Support
- Breakfast and after school club provision
- Attendance support

## Data 2018 - 2019

### Reception

	<b>% of Pupil Premium children achieving</b>
<b>GLD</b>	67 %
<b>Reading</b>	67%
<b>Writing</b>	67 %
<b>Number</b>	67 %
<b>Shape, Space and Measures</b>	67 %

- We had 12 pupil premium children in Reception of which 6 were boys.
- Two children attend CLIC in Reception of which one child is on a reduced timetable.
- Eight out of 12 children achieved a GLD.
- Six out of seven girls achieved the GLD whilst only two out of six boys achieved the GLD.

### Year 1 Phonics

- 84% of disadvantaged children in Year 1 passed the Phonics Screening.
- 89% of disadvantaged non-SEN children passed the Phonics Screening.
- 50% of disadvantaged SEN children passed the Phonics Screening.

### Year 2 Combined Phonics

- 84% of disadvantaged children in Year 2 passed the Phonics Screening.

### Key Stage 1

	<b>% of Pupil Premium children</b>	
	<b>At expected standard</b>	<b>Achieving greater depth</b>
<b>Reading</b>	67%	13 %
<b>Writing</b>	60%	7 %
<b>Maths</b>	60%	13 %
<b>Reading, Writing and Maths combined</b>	60%	13 %

### Key Stage 2

	<b>% of Pupil Premium children</b>	
	<b>At expected standard</b>	<b>Achieving greater depth</b>
<b>Reading</b>	37 %	11 %
<b>Writing</b>	68 %	5 %
<b>Maths</b>	50 %	18 %
<b>EGPS</b>	55 %	18 %
<b>Reading, Writing and Maths combined</b>	34 %	3 %

**Progress Scores:**

	<b>Progress Scores for Disadvantaged Pupils</b>	<b>Confidence Bands</b>
<b>Reading</b>	-5.3	-7.4 to -3.1
<b>Writing</b>	-1.4	- 3.2 to 0.5
<b>Maths</b>	-3.2	-5 to -1.4

**Impact 2018 - 2019**

**Strand 1: Learning in the Curriculum**

<b><u>Action or Item</u></b>	<b><u>Impact</u></b>
SLT Mentoring	SLT mentoring has enabled the children to develop confidence, self-belief and independent strategies to support their own learning in the classroom.
Reading Recovery	<p>Ten pupil premium children in KS1 received Reading Recovery intervention. Nine children were from Year 1 and one from Year 2.</p> <p>Two children from Year 1 are continuing the programme into Year 2</p> <p>The child in Year 2 made accelerated progress and completed the programme. Improved from Level 0-19</p> <p>Year One children's progress is            CR Level 1-19            FR Level 0 -17            LR Level 0-18            DC Level 0-16            RW Level 0-16</p> <p>Two of the pupils made progress but were referred to school for ongoing support. They showed improvements in all areas that they were assessed in. One of these children is SEN.</p> <p>The remaining two children have started the programme and will continue into Year 2. One of the children has SEN needs and Roaming around the Known which the initial stage of the programme took place of 8 weeks. The other child is on track to make accelerated progress.</p>
Mathletics Provision	The use of technology continues to aid mathematics teaching alongside quality first teaching in the classroom. All Pupil Premium children in KS1 and KS2 have had access to Mathletics both in school and at home to support learning in the classroom. In 2018/19 however, with changes in the curriculum as well as to the way we deliver home learning, we have found in many cases, usage data has dramatically decreased. Some year groups have said it wasn't beneficial so in order to ensure this money is better spent next year, will be reallocated.
Voluntary Reading Support	Six Pupil Premium children received support from the Voluntary readers. Two children made good progress and were achieving at the end of the academic year. One child has made good progress from his starting points but is still developing in his reading. Further to the progress made with

	<p>their reading, they have developed their interest and enjoyment in reading as well as their speaking and listening skills.</p>
CLIC Provision	<p>EYFS CLIC – Work was undertaken with the TAs to upskill them in phonics and reading. Introduce them to various strategies to support these children. Attention Hillingdon was established to promote the development of their concentration and to learn to take turns as well as work independently on activities. Through book sharing the children developed language skills and social skills. This was done through daily small group work using the principles of CLIC to support the learning of these children. Most of the children who access CLIC are not able to access the curriculum for a variety of reasons. They make small steps progress and some children now have an EHCP. These children had low starting points in both Literacy and Maths. They have developed their concentration skills through Attention Hillingdon and their language skills have developed in that they are communicating more effectively with staff and their peers. A member from the Attention Hillingdon team visited Reception CLIC and was very pleased with the progress the children made as well as the provision that is in place for these children.</p> <p>Year 3 – Three disadvantaged children attended CLIC. All are making good progress from their starting points.</p> <p>Year 6 – Two children with EHC plans attended CLIC. Progress has been made with both children but attendance is an on-going concern.</p>
Phonics Support	<ul style="list-style-type: none"> <li>- 84% of disadvantaged children in Year 1 passed the Phonics Screening.</li> <li>- 89% of disadvantaged non-SEN children passed the Phonics Screening.</li> <li>- 50% of disadvantaged SEN children passed the Phonics Screening.</li> </ul> <p>Only one child who was non-SEN did not pass.</p>
Early Intervention Lead	<p>8 children achieved the GLD.</p> <p>Worked specifically with teaching staff in Reception and Clic in reading, phonics and writing.</p> <p>Within Reception initially working on social skills and then a reading group.</p>
Pupil Premium Lead	<p>The Pupil Premium Lead role has tried to bring Pupil Premium to the forefront of practice again this year. Highlighting the emphasis and delivering training to all staff on the importance on providing quality first teaching.</p>
Lead Teacher for Disadvantaged Pupils	<p>Across the academic year the Lead Teacher for Disadvantaged Pupils has provided support for eight teachers across the Academy. Work was undertaken with a number of teachers in identifying the key needs of individual pupils and ensuring a more relevant and individual provision could be provided for these pupils particularly the disadvantaged and those who are disadvantaged and also have identified special educational needs. A focus was on Year 6 – where the biggest cohort of pupil premium children accessed a range of coaching, mentoring and revision lessons.</p>

## **Strand 2: Social and Emotional Development**

<u>Action or Item</u>	<u>Impact</u>
Pastoral Manager Support	Through the Pastoral Manager children have been able to access a wide range of support both inside and outside the school environment. This includes SWITCH, I-Choose, Little Stars, Transition Support, Self Esteem Group, Young Carers and HACS among many others.
Learning Mentor Support and Intervention	A wide variety of Pupil Premium children have been supported by the Learning Mentors in the 2018/2019 academic year. Support has included social skills, attendance, academic support and bereavement support through the Seasons for Growth programme. The positive impact of Learning Mentor involvement has been reported by teachers. The support has enabled children to focus on their learning in class impacting on achievement.

### **Strand 3: Enrichment Beyond the Curriculum**

<u>Action or Item</u>	<u>Impact</u>
Enrichment beyond the curriculum has enabled Pupil Premium children to have access to a wider variety of opportunities. Enriching their life experiences and providing new experiences for the child.	
Subsidised club	<p>Pupil Premium children were given the opportunity to take part in clubs and out of term-time provision with free places.</p> <p>Some children attended clubs subsidised or fully paid for by the school. As well as this, Pupil Premium Plus children have benefitted from access to Drama School and swimming lessons.</p> <p>We have identified this as an area to improve so will improve funding for this area next year compared to last year.</p>
Trips and Visits	Pupil Premium children have been able to attend school trips due to funding from the Pupil Premium Grant. The benefits of trips and visits in engaging children in their learning has been widely fed back by both teachers and parents.
Specialist music lessons, choirs and arts provision	Support from the specialist music teacher has targeted identified Pupil Premium pupils to participate in a variety of opportunities including choir, the showcase squad and Beck Theatre performance team. The pupils have had the opportunity to perform in front of a wide variety of audiences including at Wembley Arena. This has impacted on the focus and engagement of these children in their classroom learning as well as in confidence.

### **Strand 4: Supporting Families and Communities**

<u>Action or Item</u>	<u>Impact</u>
Pastoral Manager Support	On-going support has been provided by the Pastoral Manager to all Pupil Premium families in need. This support has focused on ensuring the wellbeing of our children and their families to allow them to engage effectively in learning.
Breakfast and after school club provision	Breakfast and after school club continue to run successfully as part of the extended school's provision at Charville. They have been utilised by identified Pupil Premium families and provided a constant and supportive base for children with wider family issues.
Attendance Support	On-going support has been provided by the Attendance Manager to all Pupil Premium families in need. This support has focused on improving the

	attendance of our children and supporting their families to allow them to engage effectively in learning.
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Due to the data and as part of our regular reviewing, we have identified a change in approach for the next year. This will be reflected in new strand names reflecting the needs of the school and community. The aim will be to ensure the spending is utilised to the maximise outcomes for those that are most disadvantaged.