

## PUPIL PREMIUM STRATEGY STATEMENT FOR CHARLETON C OF E ACADEMY,

At Charleton C of E Academy we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit to excellence for ALL students, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimizing the impact – leading to raising achievement. We target the Pupil Premium funding to ensure that children can make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated.

Our key priorities for 2017-18 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information					
Charleton C of E Academy					
Academic Year	September 2017/18	Total Pupil Premium budget	£11,880	Date of most recent PP review	July 2017
Total number of Pupils	62	Number of pupils eligible for PP	9	Date for next internal review of this strategy	March 2018

2. Current attainment – End of Year data 2017 and 2018 targets								
Year 1 to Year 6	Pupils eligible for PP (8)		Pupils not eligible for PP (54)		Pupils eligible for PP (8)		Pupils not eligible for PP (54)	
	% Achieved EXS At end 2017	% Targeted for ARE or above at end of 2018	% Achieved EXS At end 2017	% Targeted for ARE or above at end of 2018	% Achieved Greater Depth at end of 2017	% Targeted to achieve GD at end of 2018	% Achieved Greater Depth at end of 2017	% Targeted to achieve GD at end of 2018
pupils								
Reading	75%	100%	80%	100%	25%	29%	30%	37%
Writing	75%	100%	73%	97%	0%	29%	23%	35%
Mathematics	63%	100%	75%	100%	12.5%	43%	23%	40%

End of KS1 and KS2 Data 2017								
	Pupils eligible for PP (2)		Pupils not eligible for PP (9)		Pupils eligible for PP (2)		Pupils not eligible for PP (9)	
	% achieved EXS at end of KS1 2017	% achieved EXS at end of KS2 2017	% achieved EXS at end of KS1 2017	% achieved EXS at end of KS2 2017	% achieved Greater Depth at end of KS1 2017	% achieved Greater Depth at end of KS2 2017	% achieved Greater Depth at end of KS1 2017	% achieved Greater Depth at end of KS2 2017
Reading	0%	100%	100%	75%	0%	0%	33%	33%
Writing	0%	100%	100%	75%	0%	0%	17%	66%
Mathematics	0%	0%	100%	75%	0%	0%	50%	0%
KS2 Progress for ALL pupils: Reading -0.27 Writing +4.95 Mathematics -1.42					Pupil Premium Progress: Reading +3.14 Writing +1.03 Mathematics -6.16			

### 1. Barriers to future attainment (for all pupils eligible for PP including high ability)

#### In school barriers (issues to be addressed in school)

A	Whilst across the school gaps between PP and non PP are closed or closing, there was still a gap at the end of year 6 in mathematics. We have set aspirational targets at FFT20 and maths is a priority on the Academy Development Plan this year.
B	We need to ensure that PP children are supported to achieve the greater depth standard wherever possible.
C	Our low numbers of PP children mean that we think of each child as an individual and in order to do that we often have to unpick multiple potential barriers in order to ensure our children make accelerated progress. For instance, two of our PP children also have SEND needs.

#### External barriers

D	Attendance for PP children was below the national average last year. Attendance is a target on the Academy Development Plan this year. Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that there may be multiple barriers so in order to reduce these barriers, we will support the families of our eligible pupils in supporting their child in the aspects of: learning, pastoral support and attendance to result in children making accelerated progress.
---	---

### 2. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	All children at the end of KS2 achieve above national for expected progress in reading and maths, and gap is closed for PP children. Writing continues to be above national for expected. Percentage of children achieving the higher standard is at least in line with national and high prior attaining PP children	Children eligible for PP in Y6 make rapid progress by the end of the year so that all pupils eligible for PP achieve the expected standard. All high prior attaining PP children make accelerated progress so that they achieve the higher standard in reading, writing or maths. Progress monitored weekly.

	achieve the higher standard in reading, writing and maths.	
B	All PP children across years 1-6 (where there are no other significant barriers of SEND) achieve the expected standard. The percentage of high prior attaining PP children achieve the higher standard in reading, writing and maths.	Y1 – no PP Y2 – no PP Y3 – 100% EXP+ in R, W, M Y4 – 100% EXP+ in R, W, M Y5 –100% EXP+ in R, W, M Progress monitored weekly
C	Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)	End of year attendance shows PP children in line or above non PP children and in line with our aspirational target of 98%. Progress monitored 2/52

### Planned expenditure

**Academic Year** 2017/2018

The three headings below enables schools to demonstrate how they are using the pupil premium to improve pedagogy, provide targeted support and support whole school strategies.

### Quality of teaching for all

Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Improved achievement at the end of Y6 for PP children both at the expected and higher standard for previous high attaining PP children, thus closing the gap between PP children and their non-PP peers.	To ensure there are 3 classes with no more than 30 in each class.  CPD on high quality feedback.  Staff training on the mastery approach in mathematics.  Maths lead part of two bids – Jurassic Hub and South West Teaching Schools bid.  Exec Head & Maths Lead attending 'Ban Har' CPD in	We want to train our teachers in giving effective feedback. Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable.  SLT using the strength of the MAT to visit a sister academy to observe and question maths mastery. Research tells us that without a shift to this subject specific pedagogy we are unlikely to accelerate the learning of our children to the higher standard in maths. This dovetails with the two bids of which we are a part this year, led by our Maths Lead, including work with a Maths Mastery Specialist from within our trust.  Visits to PP champion schools.	Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.  Children eligible for PP in Y6 targeted to make rapid progress by the end of the year so that they achieve the expected and higher standard. Progress monitored weekly.  Specific Y6 Team Meetings planned throughout the year led by our Hub Literacy Lead and Head of Academy.  book conferencing, regular lesson observations and pupil conferencing.  Peer observations.	Lit Lead/HoA WA  Maths lead/HoA CH  Exec Head	March 2018

	<p>January.</p> <p>Action research on whole class reading approach in upper KS2 with specific focus on vocabulary and pre-teaching.</p>	<p>Our own analysis shows us that our PP children who are not achieving find complex vocabulary a barrier to their reading in particular. Pre-teaching of key vocabulary (Goldilocks words – Jean Gross CPD) enables them to access high quality, challenging texts with enjoyment and understanding.</p>	<p>Planned research group in reading.</p> <p>Maths Lead attending CPD specifically for Y5/6 via Teaching Schools bid, and mastery champion via Jurassic Bid. Maths Raising Attainment Plan to be monitored regularly.</p>		
<p>All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p>	<p>To ensure there are 3 classes as small a number as possible in each class.</p> <p>Planned CPD on high quality feedback.</p> <p>Planned training – planning a mastery journey in mathematics.</p> <p>Planned CPD on boys' achievement</p> <p>Pupils targeted for expected or greater depth/higher standard – progress regularly reviewed.</p> <p>Pupils (identified as high prior attaining) <b>targeted</b> for GD</p>	<p>We want to ensure that high prior attaining PP pupils achieve greater depth/the higher standard and make progress that is at least in line with national.</p> <p>We want to ensure that we target all high prior attaining PP pupils by setting aspirational targets so that they are able to achieve greater depth/higher standard.</p> <p>We want to ensure that low attainers are targeted at EXS and reach at least ARE at the end of KS1 and KS2.</p> <p>Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable. Research from John Hattie feedback in schools and EEF Toolkit.</p> <p>We want to refine the way our teachers give effective feedback to move children's learning as research suggest effective feedback using strategies such as Bloom's mastery. EET Toolkit suggests that: <i>The most recent meta-analysis of studies focusing on formative assessment in schools indicates the gains are more modest, suggesting an improvement of about three months' additional progress is achievable in schools or nearer four months' when the approach is supported with professional development.</i></p> <p>Visits to Pupil Premium champion schools.</p>	<p>PDMs planned throughout the year across the hub and wider trust in English and Mathematics.</p> <p>book conferencing, regular lesson observations and pupil conferencing</p> <p>Research and development (R&amp;D) triads presentations and written reports on whole class reading, including pre-teaching of vocabulary.</p> <p>Teachers to implement the training and research into boys' achievement into the curriculum.</p> <p>Pupils targeted for the expected or higher standard/greater depth – progress regularly reviewed.</p> <p>100% of pupils eligible for Pupil Premium achieve the expected standard in reading, writing and maths at the end of KS1 and KS2.</p> <p>100% of pupils eligible for Pupil Premium targeted to achieved the higher standard at the end of KS1 and KS2 in reading and mathematics.</p> <p>The progress in reading, writing and maths is at least in line with national at the end of KS2.</p>	<p>Lit Lead/HoA WA</p> <p>Maths lead/HoA CH</p> <p>Exec Head</p>	<p>March 2018</p>

			<p>Pupils (identified as high prior attaining) targeted for the higher standard/greater depth - progress regularly reviewed against the higher standard/greater depth.</p> <p>Lead indicators are monitored and acted upon weekly.</p>		
			<b>Total budgeted cost</b>		
<b>Targeted support</b>					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
<p>Improved achievement at the end of Y6 for PP children both at the expected and higher standard for previous high attaining PP children, thus closing the gap between PP children and their non-PP peers.</p>	<p>Small group and individuals targeted with additional interventions delivered by teacher and TA.</p> <p>Effective feedback with opportunity for children to respond – introduce new Feedback Policy.</p> <p>Ongoing research group activities across the LAP to enrich writing experiences for pupil premium pupils in writing.</p> <p>Work closely with the Parent Support Adviser targeting vulnerable families.</p> <p>Visits to PP champion schools</p> <p>HLTA/TA to visit other MAT schools for training opportunities.</p>	<p>Children needing targeted support to catch up. 1:1 and small interventions with highly qualified staff have shown to be effective, as shown from the research from John Hattie feedback in schools</p> <p>Ongoing research group activities with another of our MAT academies and SLE to enrich oracy and writing experience for Pupil Premium pupils, especially boys.</p> <p>High quality writing opportunities to be embedded through the curriculum, rooted in experiences wherever possible.</p> <p>Feedback is known to be one of the most effective strategies for improving learning (see EEF) but only if time is given for it to be followed up by children and staff.</p>	<p>HoA leads Y6 team and team meetings fortnightly to 'check in'.</p> <p>SLT monitor (E Head, Maths Lead, Lit Lead)</p> <p>Teacher to continue to develop on the recent research into boys' writing.</p> <p>Monitoring through PRAISE, lesson observations and pupil conferencing.</p> <p>Evaluation of Feedback &amp; Assessment Policy</p> <p>Families are working collectively with the Parent Support Adviser to ensure that barriers to learning are reducing.</p>	<p>E Head HoA/Y6 lead</p>	<p>March 2018</p>

<p>All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p>	<p>Small group work through the Counting to Calculate programme, Accelerated Reader and Success at Arithmetic programmes.</p> <p>1:1 and small group pupil conferencing.</p> <p>Effective feedback with opportunity for children to respond – introduce new Feedback Policy.</p> <p>Introduce Accelerated Reader to academy.</p> <p>THRIVE sessions</p> <p>After School provision</p>	<p>Some of the children need targeted support to catch up. 1:1 and small interventions.</p> <p>Small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie.</p> <p>Feedback is known to be one of the most effective strategies for improving learning (see EEF) but only if time is given for it to be followed up by children and staff.</p> <p>THRIVE sessions to support children with social, emotional and behaviour needs.</p> <p>Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University.  <i>“The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</i>          Ensures all children can read confidently before secondary school.</p>	<p>Deliver training to new staff in Counting to Calculate, Success in Arithmetic Programmes.</p> <p>Engage with parents and pupils to address any concerns or questions about the interventions.</p> <p>Impact monitored by SLT THRIVE trained staff to work with pupils.</p> <p>Accelerated Reader training for HLTAs and teachers for. Resources ordered to support the programme. Monitor impact of the programme. Assesses children every eight weeks to ensure that they have the best provision to make speedy progress.</p>	<p>SLT</p>	<p>March 2018</p>
<b>Total Budgeted cost</b>					

**Other approaches**

Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Sustainable increased attendance rates	Head of Academy to work with attendance officer to monitor pupils and follow	Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for	The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing. Attendance officer to produce weekly breakdown of attendance	Head of Academy	March 2018

for targeted pupils eligible for PP. (Target 98%)	up quickly on absences. First day response provision. Parent Support Adviser to meet with Head of Academy to follow any actions that arise from the attendance meeting.	our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.	for vulnerable groups. Fortnightly attendance report. Half termly attendance report including Persistent Absentees. It is the responsibility of everyone school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly. Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance. SLT to have regular discussions with Parent support worker regarding support offered to parents/workshops attended.		
---	---	---	---	--	--

**Total Budgeted cost** £11,880

#### 6. Review of expenditure

**Academic Year 2016/2017** £6600

#### Previous Academic Year - 2016/2017

#### Quality of teaching for all

Desired outcomes	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.	Lessons learned	Cost
Close gap in attainment between PP and non-PP across the school.	To keep class sizes small and to one teacher as much as possible (not having to combine multiple age groups for as much time as possible).	Y2 Phonic retakes – gap closed. Y2 attainment gap closing (PKF attainment to WTS) Attainment in yrs 3-5 – no gap. Y6 – gap closed in reading and writing.	Quality first teaching is best resource for closing the gap. Look at children who enter school with PP funding who have potential to reach exceeding at end of EYFS.	
Impact of good teaching on disadvantaged children.	Invest in quality CPD via Teaching School to ensure disadvantaged children receive good or better teaching, specifically raising literacy and numeracy achievement through this improved	Teaching is good across the academy. Impact on disadvantaged children as above.	High quality CPD targeted to school improvement priorities had significant impact on results – particularly yr1 and 2 phonics.	£500

	quality first teaching			
<b>Targeted support</b>				
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Close gap in reading and maths for PP and non PP children.	Support staff providing 1-1 basic skills practice outside of maths and English lessons so that PP children close the gap	Gap is closing	PP achievement and progress to remain a focus this year – particularly in maths. Continue to work on this with vulnerable children, and also ensure that any previously high attaining PP children achieve the higher score at end of KS1 and 2	£5450
PP children pass yr2 retake phonics screening.	CPD for support staff on phonics training.	Phonics retake – gap closed	High quality phonics input to remain a priority	<b>£300</b>
<b>Other approaches</b>				
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Close gap in attainment between PP and non PP children – in reading and writing in particular.	Enhancing life experience of children through trips and visits	Gap is closing in yr2 No gap for writing elsewhere No gap in reading elsewhere	Ensure gap continues to close in all year groups.	£350