

## 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 of 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 minimising 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 is minimised or eradicated.

Our key priorities for 2018-19 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information					
Charleton C of E Academy					
Academic Year	September 2018/19	Total Pupil Premium budget	£13,200	Date of most recent PP review	July 2018
Total number of Pupils	63	Number of pupils eligible for PP	10	Date for next internal review of this strategy	March 2019

2. Current attainment – End of Year data 2018 and 2019 targets								
Year 1 to Year 6	Pupils eligible for PP (9)		Pupils not eligible for PP (47)		Pupils eligible for PP (9)		Pupils not eligible for PP (47)	
pupils	% Achieved EXS At end 2018	% Targeted for ARE or above at end of 2019	% Achieved EXS At end 2018	% Targeted for ARE or above at end of 2019	% Achieved Greater Depth at end of 2018	% Targeted to achieve GD at end of 2019	% Achieved Greater Depth at end of 2018	% Targeted to achieve GD at end of 2019
Reading	75%	100%	79%	79%	25%	33%	40%	35%
Writing	75%	100%	70%	79%	25%	33%	31%	29%
Mathematics	63%	100%	74%	79%	25%	33%	31%	32%

End of KS1 and KS2 Data 2017								
	Pupils eligible for PP (3)		Pupils not eligible for PP (15)		Pupils eligible for PP (3)		Pupils not eligible for PP (15)	
	% achieved EXS at end of KS1 2018 (0)	% achieved EXS at end of KS2 2018 (3)	% achieved EXS at end of KS1 2018 (11)	% achieved EXS at end of KS2 2018 (4)	% achieved Greater Depth at end of KS1 2018 (0)	% achieved Greater Depth at end of KS2 2018 (3)	% achieved Greater Depth at end of KS1 2018 (11)	% achieved Greater Depth at end of KS2 2018 (4)
Reading	n/a	67%	73%	75%	n/a	33%	27%	50%
Writing	n/a	67%	73%	75%	n/a	33%	18%	75%
Mathematics	n/a	33%	73%	75%	n/a	33%	27%	0%
KS2 Progress for ALL pupils: Reading: +3 Writing: +1.49 Mathematics: -1.9 Pupil Premium Progress: Reading: +5.94 Writing: -0.57 Mathematics: +1.13								

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 for pupils achieving the Expected standard for their year group, a gap still exists between PP and Non-PP children when considering reaching the higher standard. This is most notable in reading; with a differential the equivalent of 1 child. There was a gap at the end of Year 6 in Mathematics within the Expected standard: again with a differential the equivalent of 1 child. We have set aspirational targets at FFT20 and Maths is a priority on the Academy Development Plan this year.
B	Whilst equitable to 1 child (PP = 11%), we need to ensure that PP children are continued to be supported to ensure they achieve the greater depth standard in all subject areas. This is most notable in the case of reading, with a differential of 15% (1.3 pupils). Aspirational targets have been set using prior attainment as a firm indicator of potential attainment. As such, our PP children will reflect positive attainment and progress and there will be no gaps between those pupils in receipt of pupil premium and those who are not.
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 and/or Speech and Language needs.
External barriers	
D	Attendance for PP children was below the national average last year (as was attendance for all children). 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. Attendance for PP 2017-18 was 93.91%; Non-PP for the same period was 92.50%.

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 there are no gaps between PP and Non-PP pupils. 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 achieve the higher standard in Reading, Writing and Maths.	Children eligible for PP in Y6 make rapid progress by the end of the year so that all pupils eligible for PP achieve at least 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 regularly throughout the term.
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 Y6 - 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		2018/2019			
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.	<p>To ensure there are 3 classes with no more than 30 in each class.</p> <p>CPD on high quality feedback; teaching and learning within a mastery curriculum; successful learning sequences; and pre-teaching.</p> <p>Incremental coaching for all teaching members of staff, focusing on depth of understanding.</p>	<p><b>Incremental Coaching:</b> <i>Incremental coaching was seen as a practical way to promote consistent application of school principles. The survey showed 75% strongly agreed that incremental coaching helped school improvement.</i></p> <p><b>Teacher Research Groups:</b> Using a proven model, adapted from NCETM Teaching for Mastery workgroups, TRG's afford teachers the opportunity to review pedagogy and evaluate the impact of teacher decisions on the overall learning of pupils. This approach will enable us to further establish rapid progress and high expectations.</p> <p><b>Feedback</b> 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.</p>	<p>Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.</p> <p>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.</p> <p>Progress monitored throughout the term.</p> <p>Specific Y6 Team Meetings planned throughout the year led by our MAT Year 6 team and lead.</p> <p>Specific Y2 Team Meetings planned through the year led by our MAT Year 2 team.</p> <p>Book conferencing, regular lesson observations and pupil conferencing.</p>	<p>Trust Teaching and Learning Lead</p> <p>Exec Head</p> <p>Maths Team</p> <p>English Team</p>	<p>March 2018</p>

		<p><b>Mastery</b> There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy. (EEF Toolkit)</p> <p><b>Pre-teaching</b> This links with the drive in the National Curriculum to close the attainment gap. It also links with Social and Emotional Health of children – enabling them to more successfully access learning in class.</p>	<p>Peer observations.</p> <p>Peer review.</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>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 and Development (R&amp;D) triads completed throughout the year. These are based on available research and will focus on:</p> <ul style="list-style-type: none"> <li>• Feedback and immediate scaffolds</li> <li>• Modelling and the impact of this on the</li> </ul>	<p>PDMs planned throughout the year across the hub and wider trust in English and Mathematics.</p> <p>Book conferencing, regular lesson observations, pupil conferencing, incremental coaching and Teacher Research Groups.</p> <p>Research and development (R&amp;D) triads presentations and written reports reflecting on the impact of this engagement for pupil learning and attainment.</p> <p>Pupils targeted for the expected or higher standard/greater depth – progress regularly reviewed.</p>	<p>Trust Teaching and Learning Lead</p> <p>Exec Head</p>	<p>March 2018</p>

		<p>secure of skills</p> <ul style="list-style-type: none"> <li>• Mastery in mixed aged year groups</li> <li>• Pre-teaching and assigning competence</li> <li>• Mastery in the Early Years</li> </ul> <p>CPD offer as above and through our MAT CPD provision.</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>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?
Improved achievement at the end of Y6 for PP children both at the expected and higher standard for previous high	<p>Small group and individuals targeted with additional interventions delivered by teacher and TA.</p> <p>Effective feedback with opportunity for children to</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>Hub and Trust leads Y6 team and team meetings fortnightly to 'check in'.</p> <p>SLT monitor (E Head, Teaching and Learning Lead, Senior teachers)</p>	Trust Teaching and Learning Lead	March 2018

<p>attaining PP children, thus closing the gap between PP children and their non-PP peers.</p>	<p>respond – implementation of the Feedback Policy.</p> <p>Work closely with the Parent Support Adviser targeting vulnerable families.</p> <p>HLTA/TA to visit other MAT schools for training opportunities.</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>Monitoring through data submission (in year), pupil enquiries, 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>Year 6 Lead (Hub and Trust)</p> <p>Exec Head</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>1:1 and small group pupil conferencing and intervention, where appropriate.</p> <p>Effective feedback with opportunity for children to respond – implementations of the Feedback Policy.</p> <p>Use of Speech and Language Link to quickly identify pupils and plan effective interventions.</p> <p>THRIVE sessions</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>Speech and Language Link is a nationally known intervention, highly recommended by Speech and Language Therapists across the county. There is a hub lead practitioner for Speech and Language link, and a 'champion' in each of our academies.</p>	<p>Engage with parents and pupils to address any concerns or questions about the interventions.</p> <p>Parent partnership opportunities offered that match the needs of the Academy's development and increase parental knowledge and support.</p> <p>Impact monitored by SLT.</p> <p>Speech and Language link assessments discussed with teachers and reported in PRAise risk indicator document.</p> <p>THRIVE trained staff to work with pupils.</p> <p>Monitor impact of interventions.</p>	<p>Trust Teaching and Learning Lead</p> <p>Senior teachers</p> <p>Class teachers</p> <p>Exec Head</p>	<p>March 2018</p>

	Pre-teaching to increase knowledge and confidence.	THRIVE sessions to support children with social, emotional and behaviour needs.	Assesses children every six to eight weeks to ensure that they have the best provision to make speedy progress.		
<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 for targeted pupils eligible for PP. (Target 98%)	Academy leadership team to work with trust attendance officer to monitor pupils and follow up quickly on absences.  First day response provision.  External Parent Support Adviser to meet with Leadership team to follow any actions that arise from the attendance meeting.	Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for 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.	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 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.	Leadership team	March 2018
<b>Total Budgeted cost</b>					£13,200

## 6. Review of expenditure

<b>Academic Year</b>	<b>2017/2018</b>	<b>£11,880</b>
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### Previous Academic Year - 2017/2018

#### 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 £11,880
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>To ensure there are 3 classes with no more than 30 in each class.</p> <p>CPD on high quality feedback.</p> <p>Staff training on the mastery approach in mathematics.</p> <p>Maths lead part of two bids – Jurassic Hub and South West Teaching Schools bid.</p>	<p><b>Y6 EX+</b></p> <p><b>Reading</b> All EX+ 71% PP EX+ 67%</p> <p><b>Writing</b> All EX+ 71% PP EX+ 67%</p> <p><b>Maths</b> All EX+ 57% PP EX+ 33%</p> <p><b>Y6 GD</b></p> <p><b>Reading</b> All GD 43% PP GD 33%</p> <p><b>Writing</b> All 57%</p>	<p>More work needed in 2018/2019 on GD maths for both PP and Non-PP children.</p> <p>Maths ‘champions’ to be chosen from hub staff to ensure sustainability of Maths leadership.</p> <p>New leadership structure in place for September 2018 to drive forward improvements.</p>	

	<p>Exec Head &amp; Maths Lead attending 'Ban Har' CPD in January – this was cancelled.</p> <p>Action research on whole class reading approach in upper KS2 with specific focus on vocabulary and pre-teaching – this was not carried out.</p>	<p>PP 33% <b>Maths</b> All 14% PP 33%</p> <p>There were no Y6 PP children with high PAG from KS1.</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>EYFS – PP child achieved GLD Y1 phonics – no PP children in cohort Y2 – no PP children in cohort Y6 (see above)</p> <p>Y3 – gap of one child for PP and non-PP in reading, gap of one child for both PP and non PP in writing and maths. Y4 – 100% of PP children achieved EX+ in RWM Y5 - 100% of PP children achieved EX+ in RWM</p> <p>There were no high PAG PP children in the Y6 cohort There were no PP in children in Y1 or Y2 There were no high PAG PP children in the Y3 cohort There were no high PAG PP children in the Y4 cohort There were no high PAG PP children in the Y5 cohort</p>		

	Pupils (identified as high prior attaining) <b>targeted</b> for GD			
<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>
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>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><b>Y6 EX+</b></p> <p><b>Reading</b> All EX+ 71% (5/7) PP EX+ 67% (2/3)</p> <p><b>Writing</b> All EX+ 71% (5/7) PP EX+ 67% (2/3)</p> <p><b>Maths</b> All EX+ 57% (4/7) PP EX+ 33% (1/3)</p> <p><b>Y6 GD</b></p> <p><b>Reading</b> All GD 43% (3/7) PP GD 33% (1/3)</p> <p><b>Writing</b> All 57% (4/7) PP 33% (1/3)</p> <p><b>Maths</b> All 14% (1/7) PP 33% (1/3)</p> <p>There were no Y6 PP children with high PAG from KS1.</p>		

	HLTA/TA to visit other MAT schools for training opportunities.			
All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.  Previously high attaining PP children achieve the higher standard.	Small group work through the Counting to Calculate programme, Accelerated Reader and Success at Arithmetic programmes.  1:1 and small group pupil conferencing.  Effective feedback with opportunity for children to respond – introduce new Feedback Policy.  Introduce Accelerated Reader to academy.  THRIVE sessions  After School provision	EYFS – PP child achieved GLD Y1 phonics – no PP children in cohort Y2 – no PP children in cohort Y6 (see above)  Y3 – gap of one child for PP and non-PP in reading, gap of one child for both PP and non PP in writing and maths. Y4 – 100% of PP children achieved EX+ in RWM Y5 - 100% of PP children achieved EX+ in RWM  There were no high PAG PP children in the Y6 cohort There were no PP in children in Y1 or Y2 There were no high PAG PP children in the Y3 cohort There were no high PAG PP children in the Y4 cohort There were no high PAG PP children in the Y5 cohort		
<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>
Sustainable increased attendance rates	Head of Academy to work with attendance officer to	Pupil premium children will demonstrate attendance in line with national average and there will be no gap between PP and Non-PP children.	PP attendance for 2017-18 was 93%, compared to Non-PP children of 92%.	



<p>for targeted pupils eligible for PP. (Target 98%)</p>	<p>monitor pupils and follow 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.</p>		<p>Need to continue to prioritise attendance firmly and compassionately.</p>	