

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 the impact of these barriers is minimised or eradicated.

Our key priorities for 2019-20 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information					
Charleton C of E Academy					
Academic Year	2019/20	Total Pupil Premium budget	£15,560	Date of most recent PP review	September 2019
Total number of Pupils	71	Number of pupils eligible for PP	9	Date for next internal review of this strategy	July 2020

2. Current attainment – End of Year data 2019 and 2020 targets								
Year 1 to Year 6	Pupils eligible for PP (9)		Pupils not eligible for PP (67)		Pupils eligible for PP (9)		Pupils not eligible for PP (67)	
pupils	% Achieved EXS At end 2019	% Targeted for ARE or above at the end of 2020	% Achieved EXS At end 2019	% Targeted for ARE or above at the end of 2020	% Achieved Greater Depth at end of 2019	% Targeted to achieve GD at the end of 2020	% Achieved Greater Depth at end of 2019	% Targeted to achieve GD at the end of 2020
Reading	63%	66%	73%	75%	25%	44%	10%	57%
Writing	50%	66%	75%	75%	0%	44%	8%	50%
Mathematics	63%	66%	75%	75%	13%	44%	4%	57%

- Please note that we do not collect GD data for years 1,3,4,5

End of KS1 and KS2 Data 2019								
	Pupils eligible for PP (KS1- 2, KS2 - 1)		Pupils not eligible for PP (KS1 - 9, KS2 - 6))		Pupils eligible for PP (KS1 - 2, KS2 - 1)		Pupils not eligible for PP (KS1 - 9, KS2 - 6))	
	% achieved EXS at end of KS1 2019 ()	% achieved EXS at the end of KS2 2019 ()	% achieved EXS at end of KS1 2019 ()	% achieved EXS at end of KS2 2019 ()	% achieved Greater Depth at the end of KS1 2019 ()	% achieved Greater Depth at	% achieved Greater Depth at end of KS1 2019 ()	% achieved Greater Depth at the end of KS2 2019 ()

						the end of KS2 2019 ()		
Reading	50%	100%	78%	67%	50%	100%	33%	33%
Writing	50%	100%	78%	83%	0%	0%	33%	17%
Mathematics	50%	100%	78%	83%	50%	0%	22%	0%
KS2 Progress for ALL pupils: Reading: +2.2 Writing: +0.5 Mathematics: -2.6 Pupil Premium Progress: Reading: TBC Writing: TBC Mathematics: TBC								

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

In school barriers (issues to be addressed in school)

A	Gaps between PP and Non-PP remain in both EYFS and KS1 in both Expected and those achieving the Higher Standard in all subjects. The focus is to close the disadvantaged gap at EYFS and KS1 across all subjects through ensuring that the whole school reading and writing and Maths curriculums enable children of all abilities to make strong progress and access the wider curriculum.
B	We acknowledge that there is a gap between eligible and non-eligible pupils achieving GDS in Maths. We need to ensure that those eligible are able to achieve the higher standard in Mathematics through using a mastery approach (reasoning) with a high emphasis on fluency and rapid recall of number facts. Opportunities for children to apply skills and deepen learning is a focus.
C	We acknowledge that there are gap in Writing across the school for both EXS and GDS. In order to address this issue we often have to unpick multiple potential barriers in order to ensure our children make strong progress including social and emotional issues, SEND needs and parental engagement with education.

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 2018-19 was 93.54%; Non-PP for the same period was 93.04%.
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2. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Eligible pupils will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge and exposure to vocabulary and	Close the gap between eligible and non-eligible pupils at the end of EYFS and KS1 100% of eligible pupils will achieve the Y1 Phonics Screening Check RWInc is used to ensure that children have a flying start to learning to read and more children gain a high score of 38+

	<p>language achieved through the rigorous teaching of systematic synthetic phonics in EYFS and KS1 Eligible pupils in EYFS and KS1 will be confident writers through teachers with excellent subject knowledge planning coherent sequences of work which give opportunities for children to write with increasing authorial intent and by ensuring that there are numerous opportunities for writing in continuous provision Eligible pupils in EYFS and KS1 will be confident mathematicians by embedding a mastery approach in mathematics which encourages reasoning, problem solving and application of skills across the curriculum.</p>	<p>Close the gap between eligible and non-eligible pupils at the end of KS2 at expected Ensure that eligible pupils make strong progress across KS2 and middle/high prior attainers convert to the higher standard at least in line with national averages. The quality of teaching across the school is sustained with a focus on precision teaching; providing quality feedback through scaffolds and prompts in order to deep Writing sequences explore and develop authorial voice, ensuring children write with confidence and precision and that the gap between eligible and non eligible pupils achieving EXS throughout the school is closed.</p>
B	<p>Eligible pupils will be confident mathematicians who are able to rapidly recall number facts and show depth of learning through reasoning, problem solving and application of skills across the curriculum. This understanding will ensure that more eligible pupils are able to attain the higher standard at the end of both KS1 & 2</p>	<p>Close the gap between eligible and non-eligible pupils achieving the higher standard this will be evident in results at the end of KS1 and KS2 To ensure a closed gap between eligible and non-eligible pupils in the Year 4 Multiplication check The quality of teaching across the school is sustained with a focus on precision teaching, rapid number recall and deepening understanding through reasoning, problem solving and application of skills across the curriculum.</p>
C	<p>Eligible pupils will be confident writers who are secure in spelling and SPAG conventions and who, through strong phonic and reading skills write with authorial intent.</p>	<p>Writing sequences explore and develop authorial voice, ensuring children write with confidence and precision and that the gap between eligible and non eligible pupils achieving EXS throughout the school is closed. The gap between eligible and non-eligible pupils achieving both EXS and GDS in writing throughout the school will be closed.</p>

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?
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<p>EYFS/KS1 eligible pupils will be confident readers and writers with excellent phonic knowledge which they will be able to apply across the curriculum. EYFS/KS1 eligible pupils will be confident mathematicians with excellent fluency and able to apply knowledge across the curriculum.</p>	<p>RWINc Phonics in place EYFS to Y3 with resources and Reading Leader support working across the Hub.</p> <p>All staff are teachers of reading. Support through RWINC external review days x 3 across the Hub</p> <p>Whole school Mastery approach to mathematics in place.</p>	<p>The Ofsted Reading By Six report outlined the impact of high quality systematic phonics programme on reading attainment. RWInc improves children's communication and language skills through a series of synthetic phonic strategies. Key to this is highly trained staff and external challenge to ensure fidelity to the programme. To ensure rigor this must be underpinned by highly skilled leaders and excellent CPD.</p> <p>Based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly-effective programme of teaching methods and resources. The effectiveness of this approach is demonstrated by Singapore's position at the top of the international benchmarks such as TIMSS and PIRLS</p>	<p>Attainment in Reading at the end of EYFS and KS1 will improve so that 100% of eligible pupils will achieve Y1 PSC with the number scoring 38+ in line with national averages.</p> <p>At end of KS1 85% of pupils will have completed RWINC</p> <p>Close the gap between eligible and non eligible pupils at the end of KS1 at both EXS and GDS in Reading and Writing</p> <p>Close the gap between eligible and non eligible pupils at the end of EYFS for achieving ELG and the end of KS1 at both EXS and GDS</p>	<p>LG/KC/LW</p> <p>LG/KC/BC</p>	<p>Jan 2020 and July 2020</p>
<p>Eligible pupils will be confident mathematicians who are able to rapidly recall number facts and show depth of learning through reasoning, problem solving and application of skills across the curriculum.</p>	<p>Embedding the Maths mastery approach through precision teaching which gives prompts, supports and scaffolds to children which extend and deepen their thinking</p>	<p>Based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly-effective programme of teaching methods and resources. The effectiveness of this approach is demonstrated by Singapore's position at the top of the international benchmarks such as TIMSS and PIRLS.</p>	<p>Sustain attainment in Maths at the end of EYFS and KS1</p> <p>Eligible pupils will achieve in line with non eligible pupils in the Year 4 Multiplication check.</p> <p>Close the Gap between eligible and non-eligible pupils at the end of KS2 for both EXS and GDS</p> <p>Quality of teaching and interventions will be excellent</p>	<p>LG/KC/BC</p>	<p>Jan 2020 and July 2020</p>
<p>Eligible pupils will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge and exposure to vocabulary and language achieved</p>	<p>RWINc Phonics in place EYFS to Y3 with resources and Reading Leader support working across the Hub.</p> <p>All staff are teachers of reading. Support through RWINC external review days x 3 across the Hub</p> <p>Whole class reading approach in place. Support from English</p>	<p>The Ofsted Reading By Six report outlined the impact of high quality systematic phonics programme on reading attainment. RWInc improves children's communication and language skills through a series of synthetic phonic strategies. Key to this is highly trained staff and external challenge to ensure fidelity to the programme. To ensure rigor this must be underpinned by highly skilled leaders and excellent CPD.</p>	<p>Sustain attainment in Reading at the end of EYFS and KS1</p> <p>100% of eligible pupils will achieve Y1 PSC with an increased % achieving 38+</p> <p>At end of KS1 85% of pupils will have completed RWINC</p> <p>Close the gap between eligible and non eligible pupils at the end of KS2 at both EXS and GDS in Reading and Writing</p>	<p>LG/KC/LW</p>	<p>Jan 2020 and July 2020</p>

<p>through the rigorous teaching of systematic synthetic phonics in KS1 and a whole school reading approach in KS2.</p> <p>Eligible pupils will be confident writers through teachers with excellent subject knowledge planning coherent sequences of work which give opportunities for children to write with increasing authorial intent.</p>	<p>Specialist to implement this across the hub.</p> <p>Quality texts used across the curriculum</p> <p>Coherent learning sequences in place for writing which allow the children to demonstrate authorial intent.</p>	<p>By reading quality texts to the children it gives them high quality examples of vocabulary and how authorial choice affects the reader.</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 train all our teachers in giving effective feedback to move children's learning as research suggests 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>Eligible pupils make strong progress across KS2 in Reading and Writing and middle/high prior attainers convert to the higher standard at least in line with national averages.</p> <p>Quality of teaching and intervention will be excellent.</p>		
Total budgeted cost					
Targeted support					
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>All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to daily RWI or whole class reading lessons</p>	<p>Targeted eligible pupils to receive 1:1, daily RWINC intervention as required. 1:1 intervention teachers will be outstanding through weekly CPD.</p> <p>Targeted eligible pupils to receive same day catch up or pre-teaching for writing. Intervention teachers will</p>	<p>Analysis of data shows that the greatest impact is from timely 'catch up not keep up' interventions to catch eligible pupils before they fall. RWINC 1:1 interventions have ensured closed gaps and above national attainment in Y1 PSC and KS1 Reading.</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. We want to refine the way our teachers give effective feedback to move children's learning as research</p>	<p>Sustain attainment in Reading at the end of EYFS and KS1 100% of eligible pupils will achieve Y1 PSC with an increased % achieving 38+</p> <p>At the end of KS1 85% of pupils will have completed RWINC</p> <p>Close the gap between eligible and non eligible pupils at the end of KS2 at both EXS and GDS in Reading and Writing</p>	<p>LG/LW/K C</p>	<p>Jan 2020 and July 2020</p>

	<p>be excellent through the use of incremental coaching.</p> <p>Use of quality feedback both verbally and in books to ensure that all children understand their successes and next steps in learning.</p>	<p>suggest effective feedback using strategies such as Bloom's mastery. EET Toolkit suggests that: The most recent metaanalysis 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</p>	<p>Eligible pupils make strong progress across KS2 in Reading and Writing and middle/high prior attainers convert to the higher standard at least in line with national averages.</p> <p>Quality of teaching and intervention will be excellent.</p>		
<p>All PP children achieve the expected standard in writing 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>THRIVE sessions</p> <p>Pre-teaching to increase knowledge and confidence.</p>	<p>1:1 interventions for RWI focusing on spelling as well as reading</p> <p>Ensure that all pupils are provided with rich opportunities to act on feedback and improve their work. Teachers constantly reviewed their feedback practice to ensure all pupils made progress in lessons.</p> <p>Thrive sessions delivered by a trained practitioner gave PP pupils the opportunity to develop as individuals gaining in confidence and independence.</p> <p>Pre-teaching used effectively to support SEN pupils making sure they were able to access lessons and make good progress.</p>	<p>High quality CPD ensures that pedagogy is up to date and building upon latest research. This will continue to ensure the provision is always high quality and meeting the needs of all learners in the cohort CPD on high quality feedback and questioning ensured that the quality of teaching in all classrooms was high -</p> <p>Quality first teaching makes the most difference to outcomes as shown by research. We will continue to implement new research findings which are shown to be highly effective.</p> <p>Conferencing in books ensured that pupils knew their targets and could verbalize them.</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>THRIVE sessions</p> <p>Pre-teaching to increase knowledge and confidence.</p>
Total Budgeted cost					

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?
<p>Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their child as a result of the support for academic and pastoral needs of eligible pupils.</p>	<p>Procedures are in place to ensure eligible pupils are telephoned first.</p> <p>Attendance is discussed with whole SLT Whole school celebration of attendance and attendance rewards.</p> <p>Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs or support with Breakfast or ASC will be raised.</p> <p>All eligible pupils in Nursery and Y6 complete application forms in time and gain access to local schools and prevent barriers to attendance.</p> <p>Support for parents available through the Early Help package</p>	<p>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</p> <p>Lack of school uniform or poor breakfast can also hinder children's learning. We meet parents on a 1:1 individual basis to support these needs</p> <p>We know that 85% of a child's learning takes place at home. We aim to engage parents in their children's learning through both workshops for parents or also activities where their child can also be involved.. In order to support aspirations and increase parental capacity to support at home we need to empower parents and engage them in their child's learning.</p>	<p>End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%.</p> <p>% of eligible pupils who are PA will be below National and in line with non-eligible pupils.</p> <p>Weekly attendance analysis will show that non-attendance is not due to uniform or travel barriers.</p> <p>Extend provision of mental health.</p>	<p>LG/KC/AJ /JB</p>	<p>Jan 2020/July 2020</p>
Total Budgeted cost					£15 560

6. Review of expenditure

Academic Year 2018/19	
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Previous Academic Year - 2018/2019

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
<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 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>(Year 6 PP - 1/7 children)</p> <p>Y6 EX+</p> <p>Reading All EX+ 67% PP EX+ 100%</p> <p>Writing All EX+ 83% PP EX+ 100%</p> <p>Maths All EX+83% PP EX+ 100%</p> <p>Y6 GD</p> <p>Reading All 33% PP 100%</p> <p>Writing All 17% PP 0%</p> <p>Maths All 0% PP 0%</p> <p>(Year 2 PP 2/11 children one PP child new at Easter 2019)</p>	<p>More work needed in 2019/2020 on GD maths for both PP and Non-PP children.</p> <p>Average scaled score at KS2 for Maths needs to be raised.</p> <p>Mixed age classes can be taught as effectively as single aged classes if the correct CPD in place. This year this included CPD on effective feedback, mastery in maths and writing sequences. This CPD was effective because of the approach. There is a cyclical approach to our CPD plan which is followed up with incremental coaching.</p>

		<p>Year 2 EXS+</p> <p>Reading All 78% PP 50%</p> <p>Writing All 78% PP 50%</p> <p>Maths All 78% PP 50%</p> <p>100% of eligible pupils in year 6 (1) attained the higher standard in reading, considerably above the national average for both PP and all pupils. This is a result of high quality CPD having an impact on teaching and learning.</p> <p>Pupils who are eligible outperformed non-eligible pupils in Reading, Writing and Maths in year 6.</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</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) targeted for GD</p>	<p>EYFS – PP child achieved GLD</p> <p>Y1 phonics – 100% pass rate (including year 2 retakes)</p> <p>Pupils in Years 1-6 EX+</p> <p>Reading All 73% PP 63%</p> <p>Writing All 75% PP 50%</p> <p>Maths</p>	<p>Improvements to teaching as a result of CPD and follow up support and monitoring impacted on pupil outcomes. These improvements need to be sustained.</p>

children achieve the higher standard.		All 75% PP 63%	
Targeted support			
Desired outcomes	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.	Lessons learned
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 – 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>100% of eligible pupils in year 6 (1) attained the higher standard in reading, considerably above the national average for both PP and all pupils.</p> <p>Pupils who are eligible outperformed non-eligible pupils at the expected standard in Reading, Writing and Maths in year 6.</p>	<p>Small group, targeted interventions ensured that gaps were filled and individual gaps were plugged.</p> <p>Feedback opportunities in the lesson had a greater effect, this was as a result of quality CPD on live marking.</p> <p>Opportunity for teachers to work alongside other teachers from across the MAT for planning, assessment and moderation activities built teacher confidence, improved pedagogy and accuracy of assessments and as a result improved teaching and learning for children and outcomes.</p>
All PP children achieve the expected standard across 1-6, and GLD at end of EYFS,	<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>EYFS – PP child achieved GLD</p> <p>Y1 phonics – All pupils passed the PSC</p> <p>Y2 – In year two there were two pupils eligible for PP one met the expected standard in RWM the other, who was new to school at Easter, did not. However, this pupil did pass the PSC this year.</p>	<p>1 to 1 intervention groups for phonics and early reading ensured all pupils including year 2 retakes passed the PSC. This focus needs to continue next year.</p>

<p>unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p>	<p>Use of Speech and Language Link to quickly identify pupils and plan effective interventions.</p> <p>THRIVE sessions</p> <p>Pre-teaching to increase knowledge and confidence.</p>	<p>Y6 (see above)</p>		
<p>Other approaches</p>				
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
<p>Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)</p>	<p>Academy leadership team to work with trust attendance officer to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>External Parent Support Adviser to meet with Leadership team to follow any actions that arise from the attendance meeting.</p>	<p>Attendance for PP pupils in 18/19 was 93% which was below targeted levels.</p> <p>However there was success in improving the rate of PP pupils who were PA from 4 in Autumn1 to 2 in Summer2.</p>	<p>Tight systems and processes are key</p> <p>High profile of the importance of attendance is also key for both children and parents. Involving children in rewards for attendance and parents in understanding the importance of attendance is gradually changing the culture and this needs to be sustained.</p>	