# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

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| Detail | Data |
| School name | Civitas Academy |
| Number of pupils in school | 359 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Salima Ducker |
| Pupil premium lead | Aaron Bond |
| Governor / Trustee lead | Robyn Cattermole/Tina Donne |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £54,136 |
| Recovery premium funding allocation this academic year | £10,223.20 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,000 |
| **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 | £75,359.20 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Civitas Academy we recognise that barriers for our disadvantaged children face can be varied. Therefore, we balance the spend between academic and pastoral approaches. We target all of our disadvantaged pupils to ensure that they reach the highest possible outcomes by the end of each academic year. When considering approaches to use we make use of resources such as Inside Out (A charity aimed at wellbeing) and Pixl. We make ongoing reviews throughout the year in our pupil progress meetings and report annually on the impact of our PPG spend each academic year. As part of our process, we perform regular learning walks and observations that focus on our disadvantaged pupils identifying specific learning barriers that need addressing. This is reflected in our strategy choices.

When planning this strategy, we have made use of our previous strategies and the impact that they have had. As we evaluate and review our practice regularly, we plan to do more of what is having impact as we move forward. However, we also recognise that every child is an individual and there are occasions where we have to take a more individualised approach to raise the attainment of our disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Our attendance last year indicates attendance among disadvantage pupils has been 4% lower than the national average. 2% lower than for non-disadvantaged pupils.  29.5% of disadvantaged pupils have been persistently absent compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.  We therefore aim to improve attendance to exceed national average (97%) with a persistent absence of 17% |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  Close the attainment gap in Literacy between disadvantage pupils and their peers |
| 4 | Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  Therefore, we aim to close the attainment gap in Maths between disadvantage pupils and their peers. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Therefore, we aim to improve the wellbeing of disadvantaged pupils |

## 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.

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| Intended outcome | Success criteria |
| Children’s attendance will be at least in line with national average | * Disadvantaged children’s attendance will be in line with the national average * Along the way, milestones set out in the attendance tracker will be met * Attendance will be continually monitored and reviewed at both school and trust level |
| Improved oral language skills and vocabulary among disadvantaged pupils | * Assessment and observations will indicate significantly improved oral and language among disadvantaged pupils * Use of Voice 21 oracy programme - pupil voice indicates positive impact |
| Academic difference will be diminished between disadvantaged and peers | * Children will make at least expected, if not accelerated progress from their individual starting points * At KS1 and KS2 SATs, the difference between disadvantaged and other children will be diminished year on year * KS2 Maths and Reading outcomes in 2024/25 show more than 60% of disadvantaged pupils meet expected standards * Through PPM, disadvantaged children will be monitored as a key group * Interventions for these children will be monitored and reviewed |
| Wellbeing will be addressed to support mental health and pastoral needs | * Through happiness health checks, pupil voice and monitoring, children’s wellbeing to improve * Significant increase in participation in enrichment activities, particularly among disadvantaged pupils * Children will attend school more regularly and feel “safe” at school |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,565

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for teachers with a focus on core subjects (Reading and Maths) | * Supporting teacher’s development through CPD at Trust level and inhouse to develop as these are our most valuable resource * Quality first teaching is the most valuable resource we have * The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. | 2,3,4 |
| Purchase of Standardised diagnostic assessments (NTS)  Training for staff to ensure use of relevant data, QLA and following quality first teaching/interventions | * Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 2,3,4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and purchasing full White Rose premium resources). | * The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:   [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:   * [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 4 |
| Implementation of ELSA teaching through Educational, Welfare Pastoral lead   * Whole school approach * Small group * Individualised | * There is extensive evidence associating 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): | 1,5 |

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

Budgeted cost: £ 36,750

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PIXL therapies focusing on Maths and Reading skills | * Pixl is a high-quality resource which provides forensic analysis of children’s gaps. It then provides targeted interventions to support children | 2,3,4 |
| Employment and support from Educational, Welfare and Pastoral lead to raise attendance over the school with a particular focus on PP | * “Supporting the attainment of disadvantaged pupils” (Nov 2015) clearly states that children have to be in school before they can access their learning. It is therefore vital that we ensure all barriers to attending school are removed and we support families to attend school regularly | 1,5 |
| Intervention Teacher  Small group and 1:1 | * Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. | 2,3,4 |
| HLTA x 2 | * Allowing lead teachers time to support in leading the school and running interventions * HLTA’s will also run small group interventions | 2,3,4 |
| HLTA training | * By developing other staff members to support the children and the team, we will support our children to achieve their best regardless of their starting point | 2,3,4 |

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

Budgeted cost: £ 19,044

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Education pastoral family worker | * Attendance is an ongoing issue and unless the children are in school, we are unable to support them – by employing a dedicated member of staff for this area, we aim to develop relationships with key families and support their needs in this area | 1,5 |
| Inside Out Charity | * Inside Out are a tried and tested charity foundation aimed at supporting the happiness and wellbeing of children and young people. Happy children learn better. | 1,5 |
| Blob Tree | * The Blob Tree provides expert insight into a child’s state of mind and allows the adults to support them through a holistic, pastoral approach. | 1,5 |
| Funding towards cost of out of school trips and experiences | * Some families are unable to contribute towards out of school experiences such as residential trips or educational trips. The school will support financially PP parents/carers to ensure they are given equal opportunities to experience these events. | 1,5 |
| Contingency fund for acute issues. | * Based on our experiences and those of similar schools to ours, 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 |

**Total budgeted cost: £ 75,359.20**

# 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 2020 to 2021 academic year.

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| **Academic**  Through our internal assessment during 2020/21 period, it was evident that the performance of disadvantaged children compared to non-disadvantaged was lower than we would have liked, however, the difference was diminished through the targeted support put in place.  This was particularly evident in Reading and Maths where, in some cases, disadvantaged children exceeded the progress made by non-disadvantaged children. This can be attributed to the targeted interventions in both these areas of the curriculum and the purchase of supporting materials such as Accelerated Reader and MyMaths.  An additional teacher was also employed to specifically target children in Year 5, ready for the transition into Year 6. This was a bespoke programme depending on the children’s individual starting points. Through our internal assessments, it was evident that the children had begun to attain closer to their peers.  Phonics screening results of 2021 showed that 86% of children passed the screening. This was achieved through quality first teaching, CPD and targeted intervention. These interventions and CPD will continue to develop new staff members and ensure the difference is diminished between disadvantaged and non-disadvantaged pupils.  **Pastoral**  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan including whole school ELSA support, Inside Out charity and our Pastoral toolkit.  Although our attendance overall was below national average, the difference between disadvantaged and non-disadvantaged was reduced to within 1%. We will continue to develop this area of the school to ensure attendance across the school increases to at least in line with national. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| N/A | N/A |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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)

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| *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.* |