

Pupil premium strategy statement

This statement details our school's use of pupil premium for 2024 to 2025 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

Detail	Data
School name	Civitas Academy
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	16% 60/382
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	31 st October 2025
Date on which it will be reviewed	31 st October 2026
Statement authorised by	Salima Ducker
Pupil premium lead	Celia Frain
Governor / Trustee lead	Manish Rangasamy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£90,900.00

Part A: Pupil premium strategy plan

Statement of intent

At Civitas Academy we recognise that the barriers our disadvantaged children face can be varied. Therefore, we balance the spend between academic and pastoral approaches. We target all our disadvantaged pupils to ensure that they reach the highest possible outcomes by the end of each academic year. 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 an 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.

Our main goals are to ensure that disadvantaged children's achievements are in line with their non-disadvantaged peers. This year our main priorities focus on the following areas:

- To strengthen positive relationships with parents and carers of disadvantaged children
- Attendance in school for our disadvantaged children will improve
- Improved oral language skills and vocabulary among disadvantaged pupils
- Academic difference will be diminished between disadvantaged and peers.
- Wellbeing will be addressed to support mental health and pastoral needs
- Increase accessibility of out of school experiences for pupils eligible for disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged children remains lower than that for our non-disadvantaged children.
2	More children are entering reception with poor communication and language skills.
3	The school still faces challenges related to the lockdowns and pupil absence of 2020 and 2021 relating to children's access to teaching at that time.
4	Pupils are less likely to experience enrichment due to low-income families, limited community engagement and lack of positive role models.
5	Children from disadvantaged backgrounds may need additional teaching strategies to get them emotionally ready to learn.

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.

Intended outcome	Success criteria
To increase the percentage of Disadvantaged attendance to bring it in line with national targets of 95%	<ul style="list-style-type: none"> Disadvantaged children's attendance will be moving to be towards national average Stakeholder voice identifies a positive feeling about attending school Increase in pupil outcomes related to extended time within school
To improve the oral language skills of pupils.	<ul style="list-style-type: none"> Assessment and observations will indicate significantly improved oral and language among disadvantaged pupils Pupil voice will reflect improvements
To narrow the attainment gap between Disadvantaged and Non-Disadvantaged pupils in Reading, Writing and Maths.	<ul style="list-style-type: none"> Children will make at least expected, if not accelerated progress from their individual starting points At KS2 SATs, the difference between disadvantaged and other children will be diminished year on year

	<ul style="list-style-type: none"> • KS2 Maths and Reading outcomes in 2025/26 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 • Foundational skills are secured throughout EYFS and KS1 (transcription skills and maths foundational facts). • In Year 1, the difference between disadvantaged children and their peers passing the phonics screening check will diminish.
<p>To show improvements in the number of Disadvantaged children that struggle with social and emotional issues through pastoral support.</p> <p>Wellbeing will be addressed to support mental health and pastoral needs</p>	<ul style="list-style-type: none"> • Through our pastoral toolkit, 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers with a focus on approaches to Teaching and Learning	<p>The Education Endowment Foundation shows that a focus on Metacognition and Self-Regulation can contribute towards 7+ months gains in outcomes for pupils. To achieve this the school will be doing the following:</p> <ul style="list-style-type: none"> • CPD has been designed around Rosenshine’s Principles of Instruction – embedding this through the Walkthrus • Work has been completed in model slides that teacher will use for their planning that mirror the approaches to Rosenshine’s Principles • Student lessons on the approaches to learning and the value of these different approaches. • Monitoring and support will be in place from the Leadership team to aid in the implementation of these approaches to learning • Tom Sherrington’s WalkThru program underpins CPD offer for staff (teachers and LSAs). Within this CPD, disadvantaged children remain a key focus when staff are planning impact and changes within their classroom. 	2,3
The development of approaches to feedback	The school will be revisiting approaches to feedback to ensure that pupils receive immediate feedback as part of their learning and	2,3

	<p>the approach to teaching for staff. The Education Endowment Foundation shows that effective approaches to feedback can result in 6+ months gains in pupil outcomes.</p> <ul style="list-style-type: none"> - Work on feedback will be underpinned by the WalkThrus (referring to 'Feedback that moves forward' and 'Formative Action' Tom Sherrington). • Monitoring to be completed in line with the school's current feedback policy, with feedback being provided to ensure there is consistency. • Guidance through group and 1-1 sessions, include phase meetings will focus on the approach and how this can be implemented within the classroom. • Disadvantaged children remain a focus during all monitoring activities; learning walks, book looks, pupil voice. • Upskill LSAs to provide impactful feedback during group activities with children through CPD and side-by-side modelling with SLT/teachers. 	
<p>Development and further implementation of Early Reading approaches through embedding the Little Wandle Phonics scheme</p>	<p>The Education Endowment Foundation shows that effective Phonics learning can improve outcomes by 5+ months. The school will continue to embed the Little Wandle approach to phonics:</p> <ul style="list-style-type: none"> • CPD will be given to all new staff on the Little Wandle Scheme, as well as regular refresher sessions provided for current staff. • Monitoring from the phonics lead will be completed on a regular basis and will work directly with staff to build consistency in the approaches to learning. • Monitoring and support from the Academy Trust will prove staff and leaders with guidance and support. • Additional Phonics sessions will be implemented to ensure that there 	<p>2,3</p>

	<p>is a rapid improvement in outcomes for pupils.</p> <ul style="list-style-type: none"> • The school will purchase additional resources, including access to e-books for pupils to ensure that they can develop their fluency, whilst at home. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention	<ul style="list-style-type: none"> • Small group tuition has the potential to improve outcomes by 4+ months according to the Education Endowment foundation. <p>Using NTS papers to provide a forensic analysis of children's gaps, which then then provides targeted interventions to support children. There is clear guidance and resources to support any staff leading these.</p>	2,3,4
White Rose Intervention	<ul style="list-style-type: none"> • Benefits of small group intervention (see above) • Using White Rose intervention scheme which aligns with whole-school maths teaching, drawing on a familiar way of teaching. • Allows diagnostic analysis using White Rose assessments to identify gaps and fill them effectively. 	
Employment and support from Attendance Safeguarding and	<ul style="list-style-type: none"> • "Supporting the attainment of disadvantaged pupils" (Nov 2015) clearly states that children have to be in school before they can 	1,4

Family Liaison Officer to raise attendance over the school with a particular focus on Disadvantaged	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	
Intervention Teacher Small group and 1:1	<ul style="list-style-type: none"> The education Endowment foundation shows that one to one tuition has the potential for 5+months impact on outcomes. Specific needs of SEND activities can support learners in ensuring that learning is adapted to their needs 	2,3,4
HLTA x 2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: £ 43,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, Safeguarding and Family Liason Officer	<ul style="list-style-type: none"> 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 	1,4
Blob Tree	<ul style="list-style-type: none"> 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. 	1,4

<p>Funding towards cost of out of school trips and experiences</p>	<ul style="list-style-type: none"> 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. 	<p>1,4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 90,009

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 2024 to 2025 academic year.

	Priority area	Outcomes and evidence of impact				
A	Attendance in school for our disadvantaged children will improve	End of year comparison between Disadvantaged and non-Disadvantaged				
		End of 2024/25 Disadvantaged/Non-Disadvantaged comparison				
		<table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>92.53%</td> <td>93.27%</td> </tr> </tbody> </table>	Disadvantaged	Non-Disadvantaged	92.53%	93.27%
		Disadvantaged	Non-Disadvantaged			
92.53%	93.27%					
<p>Disadvantaged attendance is tracked alongside whole school attendance and the attendance lead within the school ensures that parents/carers are met with and support is put in place to improve attendance, for any child whose attendance starts to deteriorate.</p> <p>Attendance outcomes for Disadvantaged children were at their lowest in Autumn 2, although this followed the same pattern with their non-Disadvantaged counterparts. Overall attendance for Disadvantaged children slightly increased throughout the terms and by the end of the academic year, it was broadly in line with non-Disadvantaged children.</p> <p>Going forward, the school will continue to follow actions outlined within their attendance policy and will ensure that work will be completed with families where a pupil has shown persistent absence.</p> <p>Attendance for all students is a key priority in the school development plan.</p>						
B	Improved oral language skills and vocabulary among disadvantaged pupils	<p>The oracy and writing leads continue to support the development of language skills across the school.</p> <p>Work within Reading and Oracy has contributed to sustained and improved outcomes for Disadvantaged children across the school.</p> <p>Overall work on oracy and oral language continues for our pupils, including work completed by the phonics lead within the school. A focus on securing foundational language skills and embedding phonics catch-up sessions will be prioritized in 25-26 to support children</p>				

		<p>moving into KS2.</p> <p>Reading continues to be one of the key priorities within the school and the 'Great Reading Strategy' training provided by REAch2 will be embedded within the school; through CPD for teachers and supportive planning sessions.</p> <p>Through monitoring, the focus on disadvantaged children has now been highlighted, and leaders focus on the experiences of these children through all strands of school life.</p>
C	<p>Academic difference will be diminished between disadvantaged pupils and their peers.</p>	<p>Improvements have been made with a number of children across the school.</p> <p>The improvement in writing attainment for our disadvantaged children has largely been due to continued CPD for staff in using the Little Wandle catch-up strategy to fill gaps and ensure progress. The writing lead has also worked with KS1 teachers to build understanding of foundational skills and embed practices within daily writing lessons to secure these skills for learners.</p> <p>Previous assessment data (previously PiXL papers and SATs papers) are used to identify gaps and plug these through daily 'morning work' during our soft start at the beginning of the school day, during which teachers welcome students and also target focus children, with a focus on disadvantaged children.</p> <p>The EAL Lead continued to embed and monitor the use of 'Language Builders' through which targeted support for EAL children takes place, underpinned by the Bell's Assessment to identify needs.</p> <p>The progress of Disadvantaged children is discussed at every Pupil Progress meeting.</p>

D	Wellbeing will be addressed to support mental health and pastoral needs	<p>A five-point emotional scale check in is used across the school to support children in identifying their emotions. The CPD alongside this has equipped the teachers with the confidence to discuss emotions and offer support. All children have access to the numbers and colours that correlate with the scale, in the classroom, corridors and the haven area.</p> <p>As we move into the next Pupil Premium strategy, we will support the training of new members of staff with intervention to further support children being ready to learn.</p> <p>The school continues to develop the wellbeing of the pupils within the school through the PSHE Jigsaw curriculum.</p>
E	Increase accessibility of out of school experiences for pupils eligible for pupil premium	<p>Financial support has continued for PPG families, including with uniform, clubs and also school trips. The 11 Before 11 trips were subsidized for any Disadvantaged children and disadvantaged children were prioritised for clubs within the school, ensuring that they can access any extra-curricular activities with ease.</p> <p>Disadvantaged children continue to attend trips throughout the school, and the school continues to support any families that are struggling with the engagement on any enrichment. No child has missed out due to being Pupil Premium.</p>
F	To further engage with parents and carers of Disadvantaged children	<p>The school has included a range of different events throughout the year to engage as many parents/carers as possible. This has included book look events, stay and play sessions, meet the teacher events, phonics and curriculum workshops and mental health workshops.</p> <p>These opportunities will be strengthened and furthered next academic year.</p>

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

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:

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)

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.