

Pupil premium strategy statement

This statement details our school's use of pupil premium for 2022 to 2023 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	342
Proportion (%) of pupil premium eligible pupils	17% 59/342
Academic year/years that our current pupil premium strategy plan covers (3- year plans are recommended)	2022/23 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Salima Ducker
Pupil premium lead	Celia Frain
Governor / Trustee lead	Robyn Cattermole/Tina Donne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,693
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	£56,693

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 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.

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

- A. Attendance in school for our pupil premium children will improve
- B. Improved oral language skills and vocabulary among disadvantaged pupils
- C. Academic difference will be diminished between disadvantaged and peers.
- D. Wellbeing will be addressed to support mental health and pastoral needs
- E. Increase accessibility of out of school experiences for pupils eligible for pupil premium
- F. To further engage with parents and carers of pupil premium children

Challenges

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

Challenge number	Detail of challenge
1	<p>Although our data shows a 1% improvement in attendance from the previous year, attendance for our disadvantage pupils is still 3% lower than the national average and still lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>We therefore aim to improve attendance to exceed national average (97%) with a persistent absence of 17%</p>

2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
3	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created some gaps in learning
4	Assessments across the whole school indicate that Maths attainment among disadvantaged pupils and non-disadvantaged pupils is beginning to close, we aim to continue 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. 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.

Intended outcome	Success criteria
Children's attendance will be at least in line with national average	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Assessment and observations will indicate significantly improved oral and language among disadvantaged pupils Use our oracy programme - pupil voice indicates positive impact

<p>Academic difference will be diminished between disadvantaged and peers</p>	<ul style="list-style-type: none"> • 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
<p>Wellbeing will be addressed to support mental health and pastoral needs</p>	<ul style="list-style-type: none"> • 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers with a focus on core subjects (Reading and Maths)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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) 	4

guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and purchasing full White Rose premium resources).	The EEF guidance is based on a range of the best available evidence: <ul style="list-style-type: none"> • Improving Mathematics in Key Stages 2 and 3 	
Implementation of ELSA teaching through Educational, Welfare Pastoral lead <ul style="list-style-type: none"> • Whole school approach • Small group • Individualised 	<ul style="list-style-type: none"> • 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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL therapies focusing on Maths and Reading skills	<ul style="list-style-type: none"> • 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	<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 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	<ul style="list-style-type: none"> • 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. • Specific needs of SEND activities. 	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: £ 19,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education pastoral family worker	<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 	1,5
Inside Out Charity	<ul style="list-style-type: none"> • 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	<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. 	1,5
Funding towards cost of out of school trips and experiences	<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. 	1,5
Contingency fund for acute issues.	<ul style="list-style-type: none"> • 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: £ 56,693

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 2021 to 2022 academic year.

	Priority area	Outcomes and evidence of impact
A	Attendance in school for our pupil premium children will improve	<p>Attendance rates for academic year 2021-22:</p> <p>Autumn 1: 93.5%</p> <p>Autumn 2: 93.9%</p> <p>Spring 1: 91.6%</p> <p>Spring 2: 93.3%</p> <p>Summer 1: 93.3%</p> <p>Summer 2: 93.1%</p> <p>Attendance dropped due to COVID resurgence throughout the academic year and periods of self-isolation which had a huge impact. The school had a policy in place to support those pupils who were absent due to COVID and provided remote learning. The school continues to have a clear plan of action with Persistently Absent children who are PPG to rapidly improve absences, and they are regularly identified, and meetings are scheduled with parents/carers to work on improving attendance. The attendance team led by the Education Welfare Pastoral Lead work closely with individual families and attendance improvements have been noted. Overall, these figures show our relatively consistent attendance rates for PP children.</p>
B	Improved oral language skills and vocabulary among disadvantaged pupils	<p>Our internal assessment, alongside national data suggests that the performance of those disadvantaged pupils has improved in relation to their oral language skills, in particular their reading. This was highlighted particularly in our KS2 data where 78% of children achieved ARE or above.</p> <p>PP focus reader groups to remain a priority in next academic year.</p>

C	Academic difference will be diminished between disadvantaged pupils and their peers.	Subject Leaders in Reading, Writing and Maths have narrowed the gap in attainment since the start of the year. Morning boosters sessions were run by class teachers for our disadvantaged pupils in UKS2, this impacted on their end of year data from their starting points. Subject leaders to continue to monitor any gaps in learning as part of their ongoing monitoring within the new academic year.
---	--	---

D	Wellbeing will be addressed to support mental health and pastoral needs	<p>PSHE curriculum with the Jigsaw scheme to support has been implemented across the school and is now embedded within all classes. Our Education Welfare Pastoral Lead runs regular groups/interventions with identified pupils, some of whom are PP. This member of staff also provides support to vulnerable families and is a DSL to signpost families to further support from external agencies. Our Mental Health and Wellbeing lead supported staff to complete parent workshops to support vulnerable families. Also conducted CPD for staff relating to Mental Health and Wellbeing within the classroom.</p> <p>This will continue this academic year.</p>
E	Increase accessibility of out of school experiences for pupils eligible for pupil premium	<p>Financial support for PPG families continued with uniform support and clubs support across the academic year. 11B411 and off-site visits were subsidised where appropriate using the PPG funding.</p> <p>Disadvantaged pupils have been prioritised when club allocation took place during the academic year. Overall, PPG children have been able to attend and have attended trips/visits and no child has been disadvantaged because of their PPG status.</p>
F	To further engage with parents and carers of pupil premium children	<p>A range of events put on across the academic year at different times to engage as many parents as possible. These include – book look events, stay and play/project celebrations, phonics workshops, mental health workshops. 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.