

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 | 406 |
| Proportion (%) of pupil premium eligible pupils | 17% 68/406 |
| Academic year/years that our current pupil premium strategy plan covers | 2022/23 to 2024/2025 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Salima Ducker |
| Pupil premium lead | Sean English |
| Governor / Trustee lead | Robyn Cattermole/Tina Donne |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £98,455 |
| 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 | £98,455 |

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 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 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 attendance data shows that Pupil Premium children's attendance (93.2%) is in-line with Non-Pupil Premium children; however, attendance for our disadvantaged children continues to be a focus so we can maintain improvements towards the national expectation at 95%.</p> <p>The school continues to stress the importance of attendance as it has a detrimental impact to the learning of the pupils and this forms part of the discussion with parents/carers when absence is raised as a concern.</p> <p>The school still faces challenges around mobility within the area and families that have not returned from abroad during breaks. The school works with the county attendance team to ensure that families are supported and/or clear on the attendance expectations within the school, with escalation, where necessary.</p> |
| 2 | <p>Recent Reception baseline show that speaking (40%), Word Reading (20%) and Writing (20%) are some of the lowest areas from our Reception Baseline for Pupil Premium children.</p> <p>Attainment data from the previous academic year shows that overall, there is still a 10% gap between Pupil Premium and Non-Pupil Premium children within Reading, a 15% gap within Writing and a 10% within Maths.</p> <p>Overall, the school aims to narrow these gaps through the work they are completing within the core curriculum areas and wider curriculum areas. The school will have a primary focus on Reading for the current academic year as we know from the Education Endowment Foundation that effective Phonics approaches can have an overall improvement of 5 months in pupil outcomes.</p> |
| 3 | <p>The school still faces challenges related to the lockdowns and pupil absence of 2020 and 2021. This meant that some children were unable to access certain aspects of the curriculum, and in-school approaches could not always be applied to support and move pupils forward with their learning.</p> |
| 4 | <p>In school monitoring and observations have shown that a number of pupils struggle with social and emotional issues, which can lead to challenges with behaviour. Analysis has found that some children struggle to</p> |

| | |
|--|---|
| | regulate their feelings, and this can result in rapid escalation. These challenges are expressed with our Pupil Premium children and has an impact on their levels of attainment. |
|--|---|

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 Pupil Premium 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 that will be monitored through Reading assessment outcomes and pupil voice. | <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 |
| To narrow the attainment gap between Pupil Premium and Non-Pupil Premium 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 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>To show improvements in the number of Pupil Premium children what 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 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: £ 20,000

| 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.• 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 <p>The school will be revisiting approaches to feedback to ensure that pupils receive immediate feedback as part of their learning and 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> | 2,3 |

| | | |
|--|---|------------|
| <p>The development of approaches to feedback</p> | <p>The school will be revisiting approaches to feedback to ensure that pupils receive immediate feedback as part of their learning and 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"> • 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. | <p>2,3</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and NCETM guidance.</p> <p>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).</p> | <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) <p>The EEF guidance is based on a range of the best available evidence:</p> <ul style="list-style-type: none"> • Improving Mathematics in Key Stages 2 and 3 | <p>2,3</p> |
| <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 be developing the implementation of the Little Wandle scheme of learning to achieve this.</p> <ul style="list-style-type: none"> • CPD will be given to all staff on the Little Wandle Scheme • Monitoring from the phonics lead will be completed on a regular basis and will work directly with | <p>2,3</p> |

| | | |
|---|---|------------|
| | <p>staff to build consistency in the approaches to learning.</p> <ul style="list-style-type: none"> • 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 is a rapid improvement in outcomes for pupils. • The school will purchase additional resources, including access to e-books for pupils to ensure that they can develop their fluency, whilst at home. | |
| <p>Assessment strategies in Reading</p> | <p>The Education Endowment Foundation has shown that Reading Comprehension Strategies potentially have a 6+ month impact on pupil outcomes. The school will be developing Whole school Reading assessment strategies to further support the development of comprehension.</p> <ul style="list-style-type: none"> • CPD will be given to all staff on Reading Fluency and the different aspects within this, including accuracy, automaticity and prosody. • Assessment practices within Reading will be developed through CPD and the specific assessment of fluency for focus children. • PPM will include review of specific fluency needs • Interventions for reading will be implemented following assessment of the above aspects. | <p>2,3</p> |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| PIXL therapies focusing on Maths and Reading skills | <ul style="list-style-type: none"> • Small group tuition has the potential to improve outcomes by 4+ months according to the Education Endowment foundation. • 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 | 1,4 |
| 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: £ 38,455

| 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 | 1,4 |
| 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. | 1,4 |
| 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 |
| 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. | 1,4 |
| 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: £ 98,455

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 2022 to 2023 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 2022-23</p> <p>Autumn 1: 93.7% Autumn 2: 91.7% Spring 1: 92.5% Spring 2: 92.5% Summer 1: 92.9% Summer 2: 93%</p> <p>End of year comparison between Pupil Premium and non-pupil premium.</p> <table border="1" data-bbox="568 1014 1423 1128"> <thead> <tr> <th colspan="2" data-bbox="568 1014 1423 1055">End of 2022/23 PP/Non PP comparison</th> </tr> <tr> <th data-bbox="568 1055 994 1095">Pupil Premium</th> <th data-bbox="994 1055 1423 1095">Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 1095 994 1128">93.2%</td> <td data-bbox="994 1095 1423 1128">94%</td> </tr> </tbody> </table> <p>Pupil premium 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 Pupil Premium children were at their lowest in Autumn 2, although this followed the same pattern with their non-Pupil Premium counterparts. Overall attendance for Pupil Premium children slightly increased throughout the terms and by the end of the academic year, it was broadly in line with non-pupil premium children.</p> <p>The Pastoral Lead within the school has worked with a number of families throughout the academic year to support with attendance and this has been supported through early session multi sensory clubs, which has supported pupils with attending at the start of the day.</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> | End of 2022/23 PP/Non PP comparison | | Pupil Premium | Non Pupil Premium | 93.2% | 94% |
| End of 2022/23 PP/Non PP comparison | | | | | | | | |
| Pupil Premium | Non Pupil Premium | | | | | | | |
| 93.2% | 94% | | | | | | | |

| B | Improved oral language skills and vocabulary among disadvantaged pupils | <p>Following the ongoing focus related to Oracy, the school has appointed an oracy lead who will work alongside the Reading and Phonics lead to develop oracy approaches within the school.</p> <p>Work within Reading and Oracy have contributed to improved outcomes for Pupil Premium children within Year Two, Year Three, Year Four and Year Five.</p> <table border="1" data-bbox="584 506 1378 752"> <thead> <tr> <th></th> <th>Baseline/Autumn</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td>Year Two</td> <td>12.5%</td> <td>44.4%</td> </tr> <tr> <td>Year Three</td> <td>50%</td> <td>55.5%</td> </tr> <tr> <td>Year Four</td> <td>53.3%</td> <td>57.14</td> </tr> <tr> <td>Year Five</td> <td>57.14%</td> <td>60%</td> </tr> </tbody> </table> <p>Overall work on oracy and oral language continues for our pupils, including work completed by the phonics lead within the school. Reading has become one of the key priorities within the school in the next academic year and this will include an increase in the number of phonics lessons delivered for the school's EYFS and KS1 children alongside reviews and improvements to the way the school assesses Reading and comprehension.</p> | | Baseline/Autumn | End of Year | Year Two | 12.5% | 44.4% | Year Three | 50% | 55.5% | Year Four | 53.3% | 57.14 | Year Five | 57.14% | 60% |
|------------|--|---|--|-----------------|-------------|----------|-------|-------|------------|-----|-------|-----------|-------|-------|-----------|--------|-----|
| | Baseline/Autumn | End of Year | | | | | | | | | | | | | | | |
| Year Two | 12.5% | 44.4% | | | | | | | | | | | | | | | |
| Year Three | 50% | 55.5% | | | | | | | | | | | | | | | |
| Year Four | 53.3% | 57.14 | | | | | | | | | | | | | | | |
| Year Five | 57.14% | 60% | | | | | | | | | | | | | | | |
| C | Academic difference will be diminished between disadvantaged pupils and their peers. | <p>Improvements have been made with a number of children across the school. As previously mentioned, Reading improvements for Pupil Premium children have been made from the baseline at the start of the academic year in Year Two, Three, Four and Five. In Writing, the gap has been narrowed in Year Two, Four and Five and within Maths in Two, Three and Four.</p> <p>This has been achieved through the development of staff through dedicated CPD sessions, a focus on Pupil Premium children within Pupil Progress Meetings and work staff have completed on interventions across the school. This includes interventions through Pixel analysis, ensuring that gaps can be targeted and addressed with the pupils.</p> <p>Further work will continue within the following academic year to ensure that the gap is narrowed within all year groups, including focused phonics catch up interventions, the continued use of Pixel interventions and through dedicated Maths Fluency sessions.</p> | | | | | | | | | | | | | | | |

| | | |
|---|---|--|
| D | Wellbeing will be addressed to support mental health and pastoral needs | <p>The school continues to develop the wellbeing of the pupils within the school through the PSHE Jigsaw curriculum. During Pupil voice sessions, pupils report that they understand who to talk to if they are feeling upset and they understand the different areas they can go to, including the calm corners within their class and the Haven area. These range of strategies, alongside the work the Pastoral Lead completes, such as a dedicated lunch club, ensures that the pupils have access to a range of support. This includes support within the curriculum alongside additional interventions and activities.</p> <p>Alongside the support for pupils, the Pastoral Lead supports a broad range of families through 1-1 meetings, referrals to external organisations, alongside support in meeting the needs of the children.</p> <p>Work in this area will continue in the next academic year, with further analysis through pupil voice.</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 11B411 trips were subsidised for any Pupil Premium children and disadvantaged children were prioritised for clubs within the school, ensuring that they can access any extra-curricular activities with ease.</p> <p>Pupil Premium 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.</p> |
| F | To further engage with parents and carers of pupil premium children | <p>The school has included a range of different events throughout the year to engage as many parents/carers as possible.</p> <p>This has included book look events, stay and play sessions, meet the teacher events, phonics and curriculum workshops and mental health workshops.</p> <p>The Pastoral Lead within the school regularly meets with parents/carers, particularly if they are facing any challenges and acts as a dedicated support for any parents/carers who need it.</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.