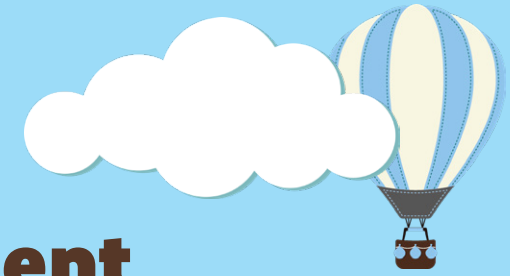


Pupil Premium Handbook



Trust Vision Statement

All pupils, in all schools, are entitled to reach their full potential despite their socioeconomic circumstances. As a Trust, we provide opportunities without barriers, increase resilience and place inclusivity at the heart of all we do. Resources are effectively deployed to ensure that every child has an equal opportunity to achieve and succeed to the highest standard.

All schools accelerate the progress of pupils eligible for Pupil Premium funding by:

Using an evidence-based approach, with reference to the EEF Toolkit, to publish a statement that identifies whole school strategies which have a sharp focus on improving outcomes for disadvantaged pupils.

Ensuring that there is an unerring focus on ensuring that learning and teaching across the school is of the highest quality, with the progress of disadvantaged pupils prioritised.

Involving all staff in identifying barriers to learning for individuals as well as groups of pupils.

Delivering academic and pastoral interventions that are data-driven, timely, and regularly reviewed.

Implementing, tracking and monitoring a bespoke Pupil Premium Pledge that ties the Trust Ambitions to the needs of the disadvantaged pupils in each school.

Involving governors, parents/carers and all other stakeholders in the joint commitment to ensure that funding is used to maximise impact on raising achievement for disadvantaged pupils.

The Trust wishes to see the following outcomes for Pupil Premium funded pupils:

6 Ambitions:

1. Reading skills are regularly audited and appropriate action taken to develop confidence and competence as well as a love of reading.
2. Engagement with a learning environment that supports confident communication through an embedded oracy strategy.
3. Engagement with digital technology that develops pupils' creative thinking skills.
4. Impactful teaching across the full curriculum with specific focus on the four elements of effective learning.
5. Intervention and support to overcome barriers to learning resulting in achievement at least in line with all other students.
6. High aspirations for the future, supported by extended opportunities that are tracked for fairness, equality and impact.

In addition:

- Improved attendance, including minimal persistent absence.
- Improved behaviour resulting in a limited number of exclusions.
- Improved engagement of families.
- High quality welfare and pastoral care.
- Well-developed skills and personal qualities.
- Effective transition at each key stage.

Charter Pupil Premium Pledge

The purpose of the Pupil Premium Pledge is to ensure that all disadvantaged students at Charter are prioritised for interventions and enrichment activities, whilst being kept at the centre of the wider learning and teaching strategy.

Quality assurance of the Pledge is conducted on a termly basis, through an action plan. At the beginning of the school year, it is clear where we need to be with the Pledge by January and then again by April, before the end of the year accountability measure. This helps to keep the Pledge at the forefront of the school agenda.

1. Every PP student's reading skills are regularly audited to develop confidence and competence as well as a love of reading.
2. Every PP student engages with a learning environment that supports confident communication.
3. Every PP student engages with digital technology that develops their creative thinking skills.
4. Every PP student receives impactful teaching in all subjects with specific focus on the 6 Principles of Great Teaching.
5. Every PP student receives the intervention and support required to overcome barriers to learning and achieve at least in line with all other students.
6. Every PP student has high aspirations for their future, supported by extra-curricular activities and careers related learning.
7. Every PP student has the correct equipment and uniform to be ready to learn and take pride in their education.
8. Every PP student knows that they have the support of pastoral staff to attend well, feel happy and make good progress.
9. Every PP student has the opportunity to develop their leadership skills.
10. Every PP student leaves Charter ready for the next stage of their education.

Success Criteria for the Pupil Premium Pledge:

1. PP students meet age related expectations for reading at least in line with their peers nationally, with support in place for the lowest 20% readers.
2. All PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks.
3. All PP students are able to cite examples of where digital technology has aided their learning.
4. Learning and teaching across the school is typically 'great'.
5. Accelerated progress of all PP students is evident in all subject areas ensuring the gap with non-disadvantaged pupils nationally, is closed. Support is in place for all PP students who are underachieving.
6. All PP students have a wide knowledge of careers opportunities and how their learning today relates to these.
7. All PP students have correct equipment (pen, pencil, ruler, eraser, pencil case) and full school uniform, worn with pride.
8. All PP students are able to talk positively about their welfare and the support that is in place. Where attendance is low: clear, impactful strategies are in place for each PP student.
9. Every PP student has participated in a leadership group.
10. Every PP student leaves Charter as a fluent reader, fluent speaker and fluent mathematician.



At Charter...

Leaders systematically track disadvantaged pupil progress each term and oversee the steps being taken to improve outcomes.

All staff analyse data for disadvantaged pupils at least after each data collection. Staff use the pupil progress meeting process to identify underperformance and proactively intervene to ensure that disadvantaged pupils make good progress.

Using Arbor, staff ensure that seating plans identify pupils' potential barriers to learning and are actively used to inform 'in class' interventions.

Reading

- Disadvantaged pupils are prioritised for literacy interventions, typically through Read Write Inc and Lightning Squad, if they are not at or above their expected reading age.
- A love of reading is fostered at Charter through access to a wide range of reading material. Children participate in daily reading sessions where they progress through the school's bespoke reading for pleasure spine. Additionally, children have access to a well-stocked library, class book corners and reading schemes that matches their reading ability directly.
- At Charter, the teaching of early reading is very strong ensuring that children have a sound phonetic knowledge to build their later reading on.

Oracy

- Voice 21 benchmarks are high profile at Charter, with embedded oracy opportunities across the curriculum. Weekly oracy focused assemblies and oracy lessons take place for every child in school ensuring that, as children move up the school, they continue to develop their oracy through new challenges and opportunities, building on previous learning.

Creative Learning

- Pupils are keen to learn and are able to talk about what and how they learn, including how digital technology is used to support this. Charter is well-resourced with both iPads and laptops, enabling children to access these regularly to enhance their learning in all subject areas.

Impactful Teaching

- Teachers plan differentiation tasks to engage and enhance the learning experiences of disadvantaged pupils.
- Feedback is valued by the children at school and they are able to use this effectively to improve the quality of their work as well as supporting the next steps in their learning.

Achievement

- The achievement of disadvantaged pupils is prioritised, with any underperformance being quickly identified and acted upon, using a range of evidence-based strategies. These strategies are monitored for impact and redesigned if necessary.

Aspirations

- As one of our school values, Charter children are increasingly ambitious and due to the range of external, career-related visitors they have an ever-widening knowledge of the career opportunities on offer to them. Our newly-developed science laboratory ensures children are able to see themselves as scientists, linking to opportunities in the local area. Our resident scientist ensures that science lessons are well-planned for teachers have a strong subject knowledge in this area.

Attendance (including Persistent Absence)

- Disadvantaged pupils are prioritised for attendance support and interventions at every stage of the Charter attendance process.
- Our full-time school Attendance Lead identifies and targets pupils whose attendance is of concern and liaises with parents to ensure improved attendance at school.
- Rewards and incentives promote and celebrate high attendance and improved attendance.
- As part of the Magic Breakfast programme, every child at the school is provided with a bagel for breakfast on arrival at school meaning parents of disadvantaged children can focus on getting their children to school and be sure that they will be able to focus on their learning.
- Disadvantaged pupils at Charter attend school more frequently than their peers nationally which increases their opportunity to access our high-quality education and therefore their later life chances.



Parental Engagement

- All new arrivals to school receive a free school jumper in order that a sense of belonging and pride is fostered in our children. Annually, school uniform is available at a significantly subsidised cost in order that parents can top up uniform for the new academic year. Additionally, a uniform bank at the school enables parents to access pre-loved items at no charge.
- Communication with parents/carers is much improved through the use of Class DoJo enabling parents to directly message the class teacher as well as share in their child's successes at school.
- Our newly designed weekly school newsletter provides information for parents about what their children are learning at Charter as well as celebrating children's achievements and successes.
- Termly craft sessions are held for each class where all parents/carers are invited to attend and spend time with their child at school.
- Parents of disadvantaged pupils who do not attend parents' evening receive a reminder and follow up phone call to encourage good attendance and active engagement.

Interventions (academic and pastoral)

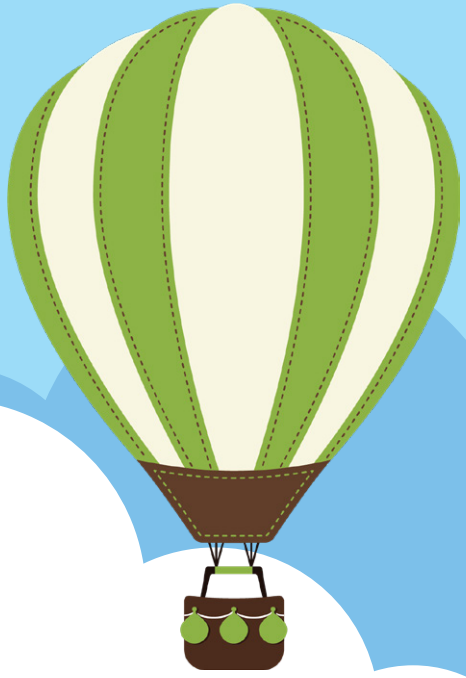
- Pupils are identified through data analysis and the pupil progress meeting process for interventions which are focused on reading, maths, EAL and pastoral skills.
- Disadvantaged pupils are prioritised for interventions. Careful tracking of entry and exit data of these interventions ensures they are targeted correctly and that children make strong progress.
- Those children who do not read regularly at home, are provided with opportunities to read more often at school including with our Charter Reading Ambassadors and volunteers from a wide range of settings.
- The pastoral team provide bespoke interventions for those children requiring additional nurture support this also includes access to our nurture breakfast club each morning.

Personal Development (including enrichment and progression)

- Disadvantaged pupils have the opportunity to participate in enrichment activities through the use of a golden ticket which entitles the children to a free 6 week block of clubs.
- Disadvantaged pupils will receive financial assistance for educational visits, as appropriate, including to our annual residential to Dol-Y-Moch in Wales.
- Tracking and monitoring of cultural capital for disadvantaged pupils happens throughout the year, on a centrally held record. This ensures fairness of provision.
- Pupil leadership, raised aspirations and a rich PSHE curriculum are strong within the school.
- Oracy is a central part of the school's provision for all children ensuring they leave the school with increased confidence and the ability to articulate themselves clearly.

Best Practice Strategies

- Clear responsive leadership
- Whole school ethos of attainment for all
- High quality teaching for all
- Addressing behaviour and attendance
- Meeting individual needs
- Deploying staff effectively
- Data driven response to evidence



castle phoenix

Growing Confident Learners
Charter Academy

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