



Charnock Hall Primary Academy

A L.E.A.D. Academy



CHARNOCK HALL PRIMARY ACADEMY

PUPIL PREMIUM STATEMENT 2024-2027

(24-25 Academic Year)

Pupil Premium Strategy Statement

This statement details CHPA's use of Pupil Premium 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 academy.

School Overview

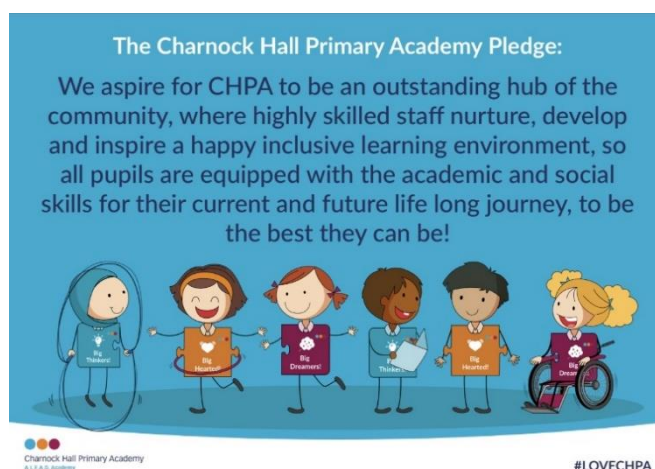
Detail	Data
Academy Name	Charnock Hall Primary Academy
Pupils in Academy	404 at the time of writing
Proportion (%) of Pupil Premium Pupils	89 (22%) at the time of writing
Period Planned For	24-25 Academic Year
Date Published	December 2024
Date Reviewed	Autumn Term 2025
Statement Authorised by	Paul Burgess
Pupil Premium Lead	Louise Fotheringham
Governor Lead	Luan Roper

Funding Overview

Detail	Amount
Allocated Pupil Premium Funding	£125,800
Allocated Recovery Premium Funding	£0
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for the Academic Year	£125,800

Part A – Pupil Premium Strategy

Statement of Intent



This pledge is made to all pupils, regardless of the individual circumstances or background of any pupil, to ensure they have the opportunity to be the best they can be!

In order to achieve this, CHPA employs strategies and interventions to reduce and remove barriers which could be caused by individual personal circumstances or learning gaps. Furthermore, we ensure pupils have opportunities and access to a variety of rich extra-curricular provision.

At CHPA, common barriers to learning for disadvantaged pupils may include:

- less or limited support at home
- weak language and communication skills
- lack of confidence
- behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent pupils from flourishing and achieving their full potential. The challenges are varied and there is no “one size fits all” plan for support; therefore, we ensure that CHPA strategy is regularly reviewed and adapted to ensure that we are working towards pupils being the best they can be!.

At CHPA, our objectives for disadvantaged pupils are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision
- to provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
- to provide all pupils with high quality teaching and learning opportunities
- to ensure disadvantaged pupils have priority access to high quality recovery programs
- to ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities.
- for all pupils have the mantra, ‘be the best I can be!’

To ensure successful implementation of the plan, evidenced based strategies are used to support the most disadvantaged pupils. A blend of educational recovery programs alongside social and emotional support, will enable children and families to flourish.

At CHPA, successful implementation will be achieved through a number of key principles in order to provide an *enriched, relevant, engaging* and *innovative* by deploying the following strategies:

- clear, responsive leadership
- addressing behaviour for learning and conduct behaviour that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively based upon pupil need
- using pupil progress data to inform the planning of interventions and provision
- providing pupils with access to a wide variety of curricular and extracurricular experiences and activities

If you wish this statement to be explained, then please ask to speak with Mrs Fotheringham, the CHPA Pupil Premium Leader. If you wish to find out more about the Department for Education's policy for Pupil Premium then please follow this link:

[https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-
settings](https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings)

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our overall attendance data over the last academic year indicates that attendance for PP has increased by 2.3%. Additionally, the attendance % of non-PP has also increased, by 1.9%. This demonstrates the attendance gap between PP and non-PP is closing.</p> <p>Our overall PA data over the last academic year indicates that PA for PP has decreased by 16.8%. Additionally, the PA % of non-PP has also decreased by, by 5.2%. This demonstrates the attendance gap between PP and non-PP is closing.</p> <p>Whilst internal processes, monitoring and an engaging curriculum are having positive impacts on the increase in attendance % and a decrease in PA, there remains further work to undertake to embed this over time.</p>
2	<p><u>Phonics & Early language development</u></p> <p>Monitoring throughout CHPA has identified under-developed language skills and vocabulary gaps particularly among pupils identified as disadvantaged.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p><u>Gaps in curriculum subject knowledge</u></p> <p>Internal assessments indicate that attainment of disadvantaged pupils is significantly below that of those not identified as disadvantaged, in all core curriculum subjects, and wider curriculum areas and experiences.</p> <p>The perpetual review of curriculum to ensure pupils are given knowledge and experiences which learning to engage them remains a continued area for ongoing development.</p>
4	<p><u>Wider Opportunities</u></p> <p>For the large majority of our pupils eligible for Pupil Premium, whilst there has been a increase in available wider opportunities, this remains a continued area for ongoing development.</p> <p>Opportunities including; visiting places of worship, the theatre or music concerts, as well as extra-curricular activities that would typically take place before and after the usual school day.</p>
5	<p><u>Increased number of pupils eligible for FSM, FIS & Social Care support.</u></p> <p>An increasing number of pupils eligible for FSM leading to an increase in Early Help and Social Care involvement and support required for their needs.</p> <p>An increase in pupils requiring SEMH support as a result of the Covid Pandemic, with particular focus for disadvantaged pupils.</p>

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
Continue to improve attendance % and reduce PA % of disadvantaged pupils across the academy.	<ul style="list-style-type: none"> • Improve overall attendance of PP pupils to 96.5% • To reduce the percentage of pupils classed as persistently absent to below 12%.
Increase the percentage of PP pupils passing the Phonics Screening check by the end of KS1.	<ul style="list-style-type: none"> • The gap between disadvantaged and non-Pupil Premium pupils passing the Phonics Screening assessment will diminish to less than 10%. • By the end of Y2, 90% of Pupil Premium pupils will pass the Phonics Screening check.
Increase the percentage of PP pupils passing the Y4 MTC by the end of Y4.	<ul style="list-style-type: none"> • The gap between disadvantaged and non-Pupil Premium pupils passing the MTC will diminish to less than 10%. • The MTC average score for PP remains above NA and gap between PP and non-PP average score diminishes.
To achieve and sustain an improved percentage of PP working at age related expectations (EXS+) across the academy.	<ul style="list-style-type: none"> • Academy tracking data (DC-Pro) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of pupils working at age related expectations within each cohort, diminishing the gap between the disadvantaged and others significantly. • There will also be an increase in the number of disadvantaged pupils achieving the higher standard at the end of Key Stage 2.
To achieve and sustain improved wellbeing for all pupils at CHPA, particularly our disadvantaged pupils.	<p>Continue and sustain high levels of well-being / mental health from 2023/24 demonstrated by :</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing/mental health concerns raised by parents and staff. Evidenced by reports and meetings completed by our Pastoral Support Officer and Safeguarding meetings. • Observations of pupil engagement and behaviour across all areas of the academy within learning behaviour and conduct behaviour.

<p>Further develop cultural and childhood experience for all pupils across CHPA.</p>	<ul style="list-style-type: none"> • Cultural experiences (visits and visitors included) are planned and embedded in our curriculum. • A wide range of free (or very low cost) extra-curricular activities to be available to all pupils.
<p>To improve oral language and communication skills (oracy).</p>	<ul style="list-style-type: none"> • Assessments (Speech and Language Therapist Reports, Sheffield S&L Toolkit for screening, teacher assessments) and observations indicate significantly improved communication and oral language skills leading to the gap between disadvantaged and others achieving the ELG in Reading and Writing diminishing. • Pupils have the opportunity to regularly discuss and review their learning within class and as part of pupil voice and through an online platform (Showbie), so parents have a clearer understanding of what their children are learning.

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: £48,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional training and resources for Monster Phonics – a DFE validated Systematic Synthetic Phonics programme to secure stronger teaching of phonics for all pupils.	The Education Endowment Foundation state that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. High Quality Teaching	2
Enhancement of our teaching of Mathematics, to provide additional concrete resources.	The Education Endowment Foundation states that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	3
Enhancement of our teaching of Writing and GPVS through providing all members of teaching staff with a CPD refresher about the Active English approach	The Active English approach has been designed so that pupils learn through images, actions and verbal reasoning using a spiral approach. Research has been used at every development stage of the programme and the approach remains aligned with the latest research including the current EEF guidance reports and educational recommendations.	2, 3
Enhancement of our teaching of Writing and GPVS through providing all members of teaching staff with a CPD a new and revised approach to spelling – linked to Monster Phonics	Monster Phonics Spelling approach has been designed so that pupils learn through images, actions and verbal reasoning using a spiral approach. Research has been used at every development stage of the programmes and each approach remains aligned with the latest research including the current EEF guidance reports and educational recommendations.	2, 3

All subject leaders are to attend CPD for their areas of responsibility and cover for subject leadership time will be funded so that the quality of the curriculum experienced by disadvantaged pupils continues to improve.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, EEF research tells us that high quality teaching can narrow the disadvantage gap. It is therefore important that subject leaders are given the time to improve the teaching of their area of expertise/responsibility.	2, 3
The employment of a Cover Supervisor to cover Senior and Middle and to undertake specific monitoring activities with Subject Leaders and wider staff, to ensure the ongoing development of QFT, pupil engagement, progress and attainment. Additionally, to cover any staff member who is accessing CPD.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, EEF research tells us that high quality teaching can narrow the disadvantage gap. It is therefore important that the person teaching the class knows pupils and has strong relationships to foster engagement in learning. Additionally, an understanding of any SEMH needs is imperative for effective relationships.	2, 3, 5
Subscriptions: These subscriptions are purchased to support remote learning and to engage children with learning at home. Subscriptions including – Monster Phonics, Superhero Spelling Active English, Power Maths, TT Rockstars, Lexia, Forge School Sport Partnership, Premier Sport, Real PE.	EEF research shows that using digital technology has a positive benefit of +4 months EEF research shows that parental involvement has a positive benefit of +3 months	2, 3, 4, 5

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

Budgeted cost: £35,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS apprentice: Partially fund additional members of staff within Reception to support EYFS interventions for disadvantaged children	One to One tuition Small group tuition EEF indicates that small group tuition can have a positive impact of 4+ months Phonics EEF indicates that there is very extensive evidence to suggest that the impact is high for very low cost.	2, 3, 5

<p>After school 'Booster' sessions: Staff to lead interventions focused on particular areas of need throughout the year. Subjects (Reading, Writing, incl SP&G and maths) and areas for intervention will be agreed at data collection points throughout the year</p>	<p>Small group tuition Reading Comprehension strategies EEF indicates that for low cost the impact is high and progress can be +6 months</p> <p>One to One tuition EEF indicates that for a moderate cost the positive impact is approximately +5 months.</p>	<p>3, 4, 5</p>
<p>1:1 reading support: Daily targeted 1:1 reading support across all year groups.</p>	<p>One to One tuition Reading Comprehension strategies</p> <p>EEF indicates that 1:1 tuition can have a positive impact of +5 months</p>	<p>3, 4, 5</p>
<p>Phonics intervention KS1 and KS2 Daily phonics interventions delivered across Key Stage 1 and 2 for pupils who are not attaining expected standards with Phonics or need further consolidation.</p>	<p>Phonics Small group tuition</p> <p>EEF indicates that 1:1 tuition can have a positive impact of +5 months</p>	<p>3, 4, 5</p>
<p>Targeted reading intervention: 3x a week intervention for pupils who are working below Expected Standard (EXS) using Lexia Core 5 UK. Pupils will also be able to access this programme at home.</p>	<p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>Lexia Lexia</p> <p>EEF reports that for the study for Y2 children, the positive impact was +2 months.</p>	<p>3, 4</p>
<p>Afternoon TA intervention KS1 & KS2, including Impact Interventions and those that are pertinent to identified need</p>	<p>TA interventions</p> <p>Small Group Tuition</p> <p>EEF indicates that 1:1 tuition can have a positive impact of +5 months</p> <p>Teaching assistant interventions</p>	<p>3, 4, 5</p>

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund the position of an Attendance & Safeguarding officer to continue to work of increasing attendance and reducing PA of pupils eligible for the Pupil Premium.	Ensuring children attend school – could have an impact of up to +4 months. DfE Evidence Report	1
Partially fund the salary for our Pupil Support Officer who offer support for pupils and families eligible for Pupil Premium.	Social and emotional learning programmes have been acknowledged by the EEF as having a positive impact of +4 months. Our pastoral team will be completing these programmes with individual and small groups of pupils. Social and Emotional Learning Behaviour interventions	1, 5
Providing FREE Breakfast Club breakfast/snacks for identified pupils.	Breakfast Clubs	1
Improve parental engagement - Phonics, maths, reading, Y6 SATs, FS2 active learning projects & engaging children in play	Actively involving parents by using approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting can have an impact of up to +4 months Parental engagement	1, 5
Provide Pupil Premium with the opportunities to engage in enrichment activities	Activities which broaden a child's life experiences have been found by the EEF to have a predicted educational impact of; +2 months – Participation in the Arts +2 months – Participation in the Sports Arts participation	5
Contingency fund:	Based on previous experiences and those in local schools, we have identified a need to set aside an amount for any issues arising throughout the year to ensure school can respond quickly.	1, 2, 3, 4, 5

Total budgeted cost: £122,800 + £3000 (contingency)

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 2023-2024 academic year.

Pupil Outcomes

We have analysed the performance of CHPA's Pupil Premium pupils during the 2023/24 academic year using internal attainment and progress data, comparing to National Data sets, Phonics Screening Check and Multiplication & Times table Check. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

EYFS All Pupils Data (49 Pupils)				EYFS Pupil Premium Data (8 Pupils)				EYFS Non-Pupil premium Data (41 Pupils)				EYFS Pupil Premium Data (without additional factors, i.e. EAL, SEND) (4 Pupils)			
Baseline Data – Autumn 2023															
ELG R	ELG W	ELG M	GLD	ELG R	ELG W	ELG M	GLD	ELG R	ELG W	ELG M	GLD	ELG R	ELG W	ELG M	GLD
14%	37%	33%	13%	0%	25%	0%	0%	17%	39%	39%	15%	0%	50%	0%	0%
July 2024 End of Year Outcomes															
ELG R	ELG W	ELG M	GLD	ELG R	ELG W	ELG M	GLD	ELG R	ELG W	ELG M	GLD	ELG R	ELG W	ELG M	GLD
84%	78%	86%	78%	75%	50%	50%	50%	85%	83%	93%	83%	100%	75%	75%	75%
+70%	+41%	+53%	+65%	+75%	+25%	+50%	+50%	+68%	+44%	+54%	+68%	+100%	+25%	+75%	+75%

READING													
Year Group	PP @ EXS+ (%)	NA PP EXS+ Comparison +/- (54%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (73%)	NA Gap Comparison (-19%)	PP @ GDS+ (%)	NA PP GDS+ Comparison +/- (9%)	Non-PP Peer GDS (22%)	NA Non PP GDS Comparison +/- (22%)	NA Gap Comparison (-19%)	Expected Progress %	Accelerated Progress %	
KS1													
Y1	75%	+19%	79%	+6%	-4% (+15%)	0%	-9%	31%	+9%	-31% (-14%)	91%	22%	
Y2	53%	-1%	80%	+7%	-27% (-8%)	7%	-2%	42%	+20%	-35% (-16%)	93%	18%	
KS2													
Year Group	PP @ EXS+ (%)	NA EXS+ Comparison +/- (62%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (79%)	NA Gap Comparison (-17%)	PP @ GDS+ (%)	NA GDS+ Comparison +/- (17%)	Non PP Peer GDS (34%)	NA Non PP GDS Comparison +/- (34%)	NA Gap Comparison (-17%)	Expected Progress %	Accelerated Progress %	
Y3	80%	+18%	82%	+3%	-2% (-15%)	20%	+3%	29%	-5%	-9% (+8%)	100%	26%	
Y4	64%	+2%	77%	-2%	-13% (+4%)	9%	-8%	40%	+6%	-31% (-14%)	100%	30%	
Y5	56%	-6%	83%	+4%	-27% (-10%)	19%	+2%	50%	+16%	-31% (-14%)	100%	18%	
Y6	64%	+2%	76%	-3%	-12% (+5%)	36%	+19%	33%	-1%	+3% (+20%)	77%	25%	

WRITING												
Year Group	PP @ EXS+ (%)	NA PP EXS+ Comparison +/- (44%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (65%)	NA Gap Comparison (-21%)	PP @ GDS+ (%)	NA PP GDS+ Comparison +/- (3%)	Non-PP Peer GDS	NA Non PP GDS Comparison +/- (10%)	NA Gap Comparison (-7%)	Expected Progress %	Accelerated Progress %
KS1												
Y1	75%	+31%	77%	+12%	-2% (+19%)	0%	-3%	21%	+11%	-21% (-14%)	93%	24%
Y2	47%	+3%	78%	+13%	-29% (-8%)	7%	+4%	31%	+21%	-24% (-17%)	95%	18%
KS2												
Year Group	PP @ EXS+ (%)	NA EXS+ Comparison +/- (58%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (78%)	NA Gap Comparison (-20%)	PP @ GDS+ (%)	NA GDS+ Comparison +/- (7%)	Non PP Peer GDS	NA Non PP GDS Comparison +/- (16%)	NA Gap Comparison (-9%)	Expected Progress %	Accelerated Progress %
Y3	67%	+9%	73%	-5%	-5% (+15%)	13%	+6%	27%	+11%	-14% (-5%)	95%	31%
Y4	46%	-12%	67%	-11%	-21% (-1%)	0%	-7%	13%	-3%	-13% (-4%)	100%	44%
Y5	50%	-8%	81%	+3%	-31% (-11%)	13%	+6%	26%	+10%	-13% (-4%)	100%	32%
Y6	79%	+21%	83%	+5%	-4% (+16%)	29%	+22%	31%	+15%	-2% (+7%)	98%	22%

MATHS												
Year Group	PP @ EXS+ (%)	NA PP EXS+ Comparison +/- (56%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (75%)	NA Gap Comparison (-19%)	PP @ GDS+ (%)	NA PP GDS+ Comparison +/- (8%)	Non-PP Peer GDS	NA Non PP GDS Comparison +/- (9%)	NA Gap Comparison (-11%)	Expected Progress %	Accelerated Progress %
KS1												
Y1	75%	+19%	81%	+6%	-6% (+13%)	0%	-8%	23%	+14%	-23% (-12%)	90%	17%
Y2	53%	-3%	82%	+7%	-29% (-10%)	0%	-8%	40%	+31%	-40% (-29%)	91%	16%
KS2												
Year Group	PP @ EXS+ (%)	NA EXS+ Comparison +/- (59%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (79%)	NA Gap Comparison (-20%)	PP @ GDS+ (%)	NA GDS+ Comparison +/- (13%)	Non PP Peer GDS	NA Non PP GDS Comparison +/- (29%)	NA Gap Comparison (-16%)	Expected Progress %	Accelerated Progress %
Y3	73%	+14%	79%	0%	-6% (+14)	13%	0%	31%	+2%	-18% (-2%)	97%	24%
Y4	46%	-13%	75%	-4%	-31% (-11%)	18%	+5%	23%	-6%	-5% (+11%)	100%	35%
Y5	69%	+10%	83%	+4%	-14% (+6%)	25%	+12%	48%	+19%	-23% (-7%)	100%	19%
Y6	71%	+12%	83%	+4%	-12% (+8%)	14%	+1%	24%	-5%	-10% (+6%)	73%	18%

COMBINED												
KS2												
Year Group	PP @ EXS+ (%)	NA EXS+ Comparison +/- (45%)	Non PP Peer EXS+	NA Non PP EXS+ Comparison +/- (67%)	NA Gap Comparison (-22%)	PP @ GDS+ (%)	NA GDS+ Comparison +/- (3%)	Non PP Peer GDS	NA Non PP GDS Comparison +/- (10%)	NA Gap Comparison (-7%)	Expected Progress %	Accelerated Progress %
Y3	67%	+22%	72%	+5%	-5% (+17%)	7%	+4%	20%	+10%	-13% (-6%)	98%	29%
Y4	46%	+1%	65%	-2%	-19% (+3%)	0%	-3%	10%	0%	-10% (-3%)	100%	46%
Y5	44%	-1%	81%	+14%	-37% (-15%)	13%	+10%	24%	+14%	-11% (-4%)	100%	30%
Y6	57%	+12%	69%	+2%	-12% (+10%)	7%	+4%	19%	+9%	-12% (-5%)	82%	25%

EYFS - Reception

Early Years Foundation Stage (YR) pupils are expected to reach a Good Level of Development by the end of the academic year.

Evaluation

Based on teacher assessments completed in July 2024, data demonstrates that the 100% of pupils eligible for Pupil Premium made at least Good progress from initial baselines undertaken in the Autumn Term.

In regard to core subject attainment at EXS+,

- Reading attainment at EXS+ shows non-PP attaining higher than PP. The difference between these groups is below the NA difference at KS1. In year progress for PP is above non-PP, which demonstrates the closing of the gap in Reading.
- Writing attainment at EXS+ shows non-PP attaining higher than PP. However, PP with no additional educational barriers are attaining in line with non-PP. The difference between these groups is below the NA difference at KS1.
- Maths attainment at EXS+ shows non-PP attaining higher than PP. However, PP with no additional educational barriers are attaining in line with non-PP. The difference between these groups is below the NA difference at KS1. . In year progress for PP is above non-PP, which demonstrates the closing of the gap in Maths.

Next Steps

- Continue to embed Monster Phonics (introduced 2023) as the new teaching approach to Early Reading, Phonics and writing.
- Embed Mastery Maths program (introduced 2024) as an approach to support the teaching of maths.
- Continue to embed QFT practices across the academy with a focus on pupil oracy.
- Embed gross and fine motor skill development, with focus on new handwriting approach (introduced 2024)

Year 1

In Year 1, pupils are assessed in Reading, Writing and in Mathematics. Pupils are expected to meet the expected age related standard (EXS) and for some pupils they will show that they are working at greater depth (GDS). These assessments are completed by teachers. Further to this, Y1 pupils are expected to pass a national Phonics Screening Check. This is a short assessment which checks if your child knows the first sounds and blends of sounds.

Y1 Phonics Screening Check		
All Pupil Outcomes (60 pupils)	PP Outcomes (12 pupils)	Non-PP Outcomes (48 pupils)
49/60 = 82% scored 32+	8/12 = 66% scored 32+	41/48 = 85% scored 32+

Evaluation

Based on teacher assessments for July 2024, the significant majority of pupils eligible for Pupil Premium have made at least expected progress in Reading (91%), Writing (93%) and Maths (90%) from their starting points in September 2023. Importantly, PP pupils made the following accelerated progress in Reading (22%), Writing (24%) and Maths (17%).

In regard to core subject attainment at EXS+ & GDS,

- Reading attainment at EXS+ shows a 4% differential (value of just over 1 pupil), with non-PP attaining higher than PP. Both PP and non-PP are attaining above NA.
- Reading attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP are attaining lower than NA, whilst non-PP are attaining significantly above NA.
- Writing, attainment at EXS+ is directly in line for PP and non-PP pupils with both areas being either above or significantly above NA.
- Writing, attainment at GDS is lower for PP pupils compared to non-PP pupils. PP outcomes compared to 2023 National data is in line, whilst non-PP is significantly above National data.
- Maths attainment at EXS+ shows a 6% differential (value of just over 2 pupils), with non-PP attaining higher than PP. Both PP and non-PP are attaining above NA.
- Maths attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP are attaining lower than NA, whilst non-PP are attaining significantly above NA.
- Phonics attainment for the cohort was in line with NA and there is no available PP NA data for this.

Next Steps

- Continue to embed Monster Phonics (introduced 2023) as the new teaching approach to Early Reading and Phonics.
- Embed Maths program (introduced 2024) as an approach to support the teaching of maths.
- Continue to embed QFT practices across the academy with a focus on pupil oracy.
- Continue to identify Pupil Premium children for intervention to continue diminishing the gap between themselves and others, particularly at GDS.

Year 2

In Year 2, pupils have historically assessed in Reading, Writing and Mathematics via end of KS1 SATs and these results are submitted nationally for comparison. From 2024, these SATs were removed as a compulsory national assessment, and therefore KS1 National Average Data is taken from 2023 outcomes. However, we did undertake KS1 SATs at CHPA in 2024 and submitted data to support DfE research. We also test in Grammar, Punctuation and Spelling.

Y2 Phonics Screening Check		
Y2 Resit		
All Pupil Outcomes (10 pupils)	PP Outcomes (4 pupils)	Non-PP Outcomes (6 pupils)
6/10 = 60% scored 32+	2/10 = 50% scored 32+	4/6 = 66% scored 32+
By the end of Y2 for the cohort		
All Pupil Outcomes (59 pupils)	PP Outcomes (16 pupils)	Non-PP Outcomes (43 pupils)
55/59 = 93% scored 32+	14/16 = 88%	95%

Evaluation

Based on teacher assessments for July 2024, the significant majority of pupils eligible for Pupil Premium have made at least expected progress in Reading (93%), Writing (95%) and Maths (91%) from their starting points in September 2023. Importantly, PP pupils made the following accelerated progress in Reading (18%), Writing (18%) and Maths (16%).

In regard to core subject attainment at EXS+ & GDS,

- Reading attainment at EXS+ shows a significant differential with non-PP attaining higher than PP. PP at EXS+ are attaining in line with NA, whilst non-PP are attaining above NA.
- Reading attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP are attaining in line with NA, whilst non-PP are attaining significantly above NA.
- Writing, attainment at EXS+ shows a significant differential for PP and non-PP pupils. PP at EXS+ is in line with NA, whilst non-PP is significantly above NA.
- Writing, attainment at GDS is lower for PP pupils compared to non-PP pupils. PP outcomes compared is above NA, whilst non-PP is significantly above NA.
- Maths attainment at EXS+ shows a significant differential, with non-PP attaining higher than PP. PP are attaining in line with NA, whilst, non-PP are attaining above NA.
- Maths attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP are attaining lower than NA, whilst non-PP are attaining significantly above NA.
- Phonics attainment for the cohort at the end of Y2 was in line with NA and there is no available PP NA data for this.

Next Steps:

- Continue to embed QFT practices across the academy with a focus on pupil oracy.
- Continue to identify Pupil Premium children for intervention to continue diminishing the gap between themselves and others, at both EXS+ and GDS.

Year 3

In Year 3, pupils are assessed via Teacher Assessment and termly formal assessment. Progress and attainment is tracked across the year group and from the end of KS1.

Evaluation

Based on teacher assessments for July 2024, the significant majority of pupils eligible for Pupil Premium have made at least expected progress in Reading (100%), Writing (95%) and Maths (97%) from their starting points in September 2023. Importantly, PP pupils made the following accelerated progress in Reading (26%), Writing (31%) and Maths (24%).

Importantly Combined (R, W, M) progress demonstrates that 98% of pupils made expected progress, whilst 29% made accelerated progress.

In regard to core subject attainment at EXS+ & GDS,

- Reading attainment at EXS+ shows attainment for PP and non-PP is in line. PP at EXS+ are attaining significantly above NA, whilst non-PP are attaining above NA.
- Reading attainment at GDS shows a differential, with non-PP attaining higher than PP. PP are attaining in line NA, whilst non-PP are attaining slightly below above NA.
- Writing, attainment at EXS+ shows a slight differential, with non-PP attaining higher than non-PP pupils. PP at EXS+ is above NA, whilst non-PP is slightly below NA.
- Writing, attainment at GDS shows a significant differential for PP pupils compared to non-PP pupils. PP attainment is significantly above NA, whilst non-PP attainment is in line with NA.
- Maths attainment at EXS+ shows a slight differential, with non-PP attaining higher than PP. PP are attaining significantly above NA, whilst, non-PP are attaining in line with NA.
- Maths attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP

and non-PP are attaining in line with NA.

- Combined attainment at EXS+ has non-PP attaining above non-PP. PP are attaining significantly above NA, whilst non-PP are attaining above NA.
- Combined attainment at GDS has non-PP attaining significantly above PP. PP are attaining above NA, whilst non-PP are significantly above NA.

Next Steps:

- Target Pupil Premium pupils to make accelerated progress and increase attainment at GDS in Reading.
- Target Pupil Premium pupils to make accelerated progress and increase attainment at GDS in Writing.
- Target Pupil Premium pupils to make accelerated progress and increase attainment at GDS in Maths.

Year 4

In Year 4, pupils are assessed via Teacher Assessment and termly formal assessment. Progress and attainment is tracked across the year group and from the end of KS1.

Y4 Multiplication Check Outcomes		
All Pupil Outcomes (58 pupils) 20+	PP Outcomes (12 pupils) 20+	Non-PP Outcomes 20+ (46 pupils) 20+
46/58 = 79%	7/12 = 58%	38/46 = 83%
<u>46/56 = 82%</u> at 20+ including those who were unable to sit the check due to other factors	<u>7/10 +70%</u> PP at 20+ not including those who were unable to sit the check due to other factors	

Evaluation

Based on teacher assessments for July 2024, the significant majority of pupils eligible for Pupil Premium have made at least expected progress in Reading (100%), Writing (100%) and Maths (100%) from their starting points in September 2023. Importantly, PP pupils made the following accelerated progress in Reading (30%), Writing (44%) and Maths (35%).

Importantly Combined (R, W, M) progress demonstrates that 100% of pupils made expected progress, whilst 46% made accelerated progress.

In regard to core subject attainment at EXS+ & GDS,

- Reading attainment at EXS+ shows a significant differential in attainment, with non-PP attaining higher than PP. PP and non-PP at EXS+ are attaining in line with NA.
- Reading attainment at GDS shows a differential, with non-PP attaining higher than PP. PP are attaining in line NA, whilst non-PP are attaining above NA.
- Writing, attainment at EXS+ shows significant differential in attainment, with non-PP attaining higher than PP. PP and non-PP attainment at EXS+ is significantly below NA.
- Writing, attainment at GDS shows a significant differential in attainment, with non-PP attaining higher than PP. PP attainment is below NA, whilst non-PP attainment is slightly below NA.
- Maths attainment at EXS+ shows a significant differential, with non-PP attaining higher than PP. PP are attaining significantly below NA, whilst, non-PP are attaining slightly below NA.

- Maths attainment at GDS shows a slight differential, with non-PP attaining above PP. PP are attaining slightly above NA, whilst non-PP are attaining slightly below NA.
- Combined attainment at EXS+ has non-PP attaining significantly above non-PP. PP and non-PP are attaining in line with NA.
- Combined attainment at GDS has non-PP attaining significantly above PP. PP and non-PP are attaining in line with NA.
- PP attained above NA for % scoring 20+. Non-PP attained above NA.

Next Steps

- Attainment in all core areas at EXS+ and GDS.

Year 5

In Year 5, pupils are assessed via Teacher Assessment and termly formal assessment. Progress and attainment is tracked across the year group and from the end of KS1.

Evaluation

Based on teacher assessments for July 2024, the significant majority of pupils eligible for Pupil Premium have made at least expected progress in Reading (100%), Writing (100%) and Maths (100%) from their starting points in September 2023. Importantly, PP pupils made the following accelerated progress in Reading (30%), Writing (44%) and Maths (35%).

Importantly Combined (R, W, M) progress demonstrates that 100% of pupils made expected progress, whilst 46% made accelerated progress.

In regard to core subject attainment at EXS+ & GDS,

- Reading attainment at EXS+ shows PP are attaining significantly below non-PP. PP at EXS+ are attaining below NA, whilst non-PP are attaining slightly above NA.
- Reading attainment at GDS shows PP are attaining significantly below non-PP. PP are attaining in line NA, whilst non-PP are attaining significantly above NA.
- Writing, attainment at EXS+ shows significant differential in attainment, with PP attaining significantly below non-PP. PP are attaining significantly below PP NA, whilst non-PP attainment at EXS+ is in line with NA.
- Writing, attainment at GDS shows a significant differential in attainment, with non-PP attaining above PP. PP attainment is above NA, whilst non-PP attainment is significantly above NA.
- Maths attainment at EXS+ shows a significant differential, with non-PP attaining higher than PP. PP are attaining significantly above NA, whilst, non-PP are attaining slightly below NA.
- Maths attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP and non-PP are attaining significantly above NA.
- Combined attainment at EXS+ has non-PP attaining significantly above non-PP. PP are attaining in line with NA, whilst non-PP are attaining significantly above NA.
- Combined attainment at GDS has non-PP attaining significantly above PP. PP and non-PP are attaining significantly above NA

Next Steps

- Strategies to support increased progress and attainment in Reading and Writing at EXS+ & GDS.
- Strategies to support increased progress to close the attainment gap between PP and non-PP in Maths.

Year 6

In Year 6, pupils are assessed via Teacher Assessment and termly formal assessment, with end of KS2 SATs being the final assessment measure for progress and attainment.

Evaluation

Based on teacher assessments for July 2024, the majority of pupils eligible for Pupil Premium have made at least expected progress in Reading (77%), Writing (98%) and Maths (73%) from their starting points in September 2023. Importantly, PP pupils made the following accelerated progress in Reading (25%), Writing (22%) and Maths (18%).

Importantly Combined (R, W, M) progress demonstrates that 82% of pupils made expected progress, whilst 25% made accelerated progress.

In regard to core subject attainment at EXS+ & GDS,

- Reading attainment at EXS+ shows PP are attaining significantly below non-PP. PP and non-PP are attaining in line with NA.
- Reading attainment at GDS shows PP are attaining in line with non-PP. PP are attaining significantly above NA, whilst non-PP are attaining in line with NA.
- Writing attainment at EXS+ shows PP attaining slightly below non-PP. PP are attaining significantly above NA, whilst non-PP attainment is above NA.
- Writing, attainment at GDS shows attainment is in line. PP and non-PP attainment is significantly above NA.
- Maths attainment at EXS+ shows a significant differential, with non-PP attaining higher than PP. PP are attaining significantly above NA, whilst, non-PP are attaining slightly above NA.
- Maths attainment at GDS shows a significant differential, with non-PP attaining higher than PP. PP are attaining in line with NA, whilst, non-PP are attaining slightly below NA.
- Combined attainment at EXS+ has non-PP attaining significantly above non-PP. PP are attaining significantly above NA, whilst non-PP are attaining in line with NA.
- Combined attainment at GDS has non-PP attaining significantly above PP. PP are attaining above NA, whilst non-PP are attaining significantly above NA

Next Steps

- Strategies to support increased progress and attainment in Reading and Maths.

Other Areas of Spending

Teaching and Learning

During the 2023-24 academic year, the academy used a significant proportion of Pupil Premium funding to improve QFT teaching and learning strategies so that all pupils are recipients of engaging and purposeful learning experiences to build their knowledge. Key emphasis was also placed on building staff subject knowledge across all curriculum areas.

To ensure this was impactful across the board, TA's were included within the CPD timetable and also received specific CPD linked to pupil and staff CPD need.

Quality of Teaching Overview				
	Outstanding	Good	Requires Improvement	Inadequate
22-23	6%	88%	6%	0%
23-24	19%	81%	0%	0%
24-25 (Aut Term)	22%	78%	0%	0%
Difference	+14%	-3%	+6%	NA

Curriculum Offer

Through continuous professional development, curriculum review and monitoring activities, CHPA continued to strive to improve curriculum content to make it increasingly more engaging for pupils and their needs. Subject leaders continued to access CPD related to areas of their expertise and worked tirelessly to bring about improvements to their areas of responsibility.

Pupil Premium Attendance

Attendance Overview			
	All pupils Attendance (NA)	PP Pupils Attendance (NA)	Non-PP Pupils Attendance (NA)
22-23	94.6% (93.7%)	92.3% (91.5%) *	95.2% (94.5%) *
23-24	94.6% (94.1%)	92.3% (91.6%)	95.3% (95.1%)
24-25 (Aut Term) NA based on 22/23 data	96.6% (94.5%)	94.6%	97.1%
Difference	+2%	+2.3%	+1.9%

PA Overview			
	All pupils PA (NA)	PP Pupils PA (NA)	Non-PP Pupils PA (NA)
22-23	14.6% (17.7%)	31.9% (30.7%) *	9.6% (13.1%) *
23-24	13.0% (16.2%)	26.3% (29.3%)	8.7% (10.9%)
24-25 (Aut Term)	6.7%	15.1%	4.4%
Difference	-7.9%	-16.8%	-5.2%

* Data from Power BI based on FSM numbers- system not calculated PP at this point

Externally Provided Programmes

Programme	Provider
Times Tables Rockstars Subscription	Times Tables Rockstars
Numbots	Times Table Rockstars
Maths Mastery	NCETM
Power Maths	Pearson / White Rose
Lexia Subscription	Lexia
Monster Phonics	Monster Phonics
Super Hero Spelling	Monster Phonics
Active English	LEAD TSH
Showbie	Showbie
Real PE	Real PE
Sheffield Speech & Language	Sheffield NHS
Test Base	Test Base