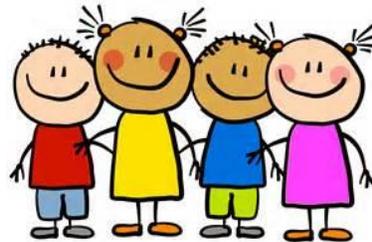




Curdworth Primary School

Our Pupil Premium Strategy 2018/2019



Contents - Our Pupil Premium Strategy

<i>Page</i>	<i>Contents</i>
2.	Contents
3.	What is pupil premium? What are our key priorities and how do we allocate funding?
4.	How much does school receive to support learning?
5-8.	How does the school plan to spend the pupil premium funding? What is our rationale for spending? What will the impact be?
15.	How do we evaluate the impact?

What is Pupil Premium?

In 2011-12 the Government launched its Pupil Premium funding. Pupil Premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM) or who has been in receipt of them in the past 6 years. Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

Our Philosophy

At Curdworth Primary we have the highest expectations for all of our children, ensuring that each child reaches their full potential, both academically and socially. In order to do this we engage in a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well.

Allocation of Funding

We have allocated our Pupil Premium Funding to initiatives to ensure pupils reach their full potential and the gap continues to be narrowed. We have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Trust, The Pupil Premium: How schools are spending the funding successfully to maximise achievement, intervention tracking and good practice examples in using the pupil premium grant to inform our decision making.

Pupil Premium Key Priorities 2018-19

1. To accelerate the progress of pupil premium children ensuring the attainment gap continues to be closed.
2. To increase the number of children who make better than expected progress.
3. To continue to develop children's social and emotional skills.
4. Continue to closely monitor the progress and attainment of pupil premium children, ensuring effective interventions are in place.

Pupil Premium Funding - Curdworth Primary School

	2014-2015	2015-2016	2016 -2017	2017-18	2018/19
Total number of pupils on roll	115	121	118	120	116
Total number of pupils eligible for PPG including:	13	11	8	10	13
Free School Meals	13	11	8	10	12 (1 Post LAC)
Services children	0	0	0	0	
% of school population	11%	9%	7%	8%	11%
Amount of PPG received per pupil	£1300	£1,320	£1,320	£1,320	£1,320
Total amount of PPG received	£16,900	£14,520	£10,560	£13,200	£16,820

Pupil Premium Spending - 2018-19

How have we spent the funding?	Cost	Rationale Why have we chosen this?	Success Criteria What will the impact be?	Monitoring	Evaluation of impact
<p>Role of Pupil Premium 'Overcoming Barriers to learning' lead:</p> <ul style="list-style-type: none"> -to research and maintain knowledge of Pupil Premium funding -to continue to develop interventions and strategies that will be effective in closing the gap -to monitor progress through planning and work trawls, impact of interventions, analysis of data and interviews with Pupil Premium children -to initiate and maintain dialogue with parents -to work closely with SLT and teachers -to establish and maintain dialogue with Pupil Premium children through regular interviews - To attend training events to develop understanding of Pupil Premium best practise. 	<p style="text-align: center;">£2,667</p> <p style="text-align: center;">1/2 day per fortnight leadership cover</p> <p style="text-align: center;">£3,000</p>	<ul style="list-style-type: none"> • Progress of Pupil Premium children can be accelerated further in core subjects- particularly maths and GPS. • Children are able to express their views about their learning, including how they are being supported and areas they would like to develop further through regular pupil voice. This will support teachers in planning appropriately to meet the needs to the children. • Parents can gain advice and support in understanding the extra support available, involving them in their child's education. • 'Overcoming Barriers to leaning' lead can develop their understanding of ways to support Pupil Premium children in accelerating their progress through attending training. • Children need to continue to close the gap, therefore by monitoring progress closely, successful interventions can be identified and altered as appropriate to ensure children are receiving the correct support. <p style="text-align: center;">Evidence from Education Endowment Foundation Parental involvement +3 months</p>	<ul style="list-style-type: none"> • Increased % of children working at or above age related expectations. • Children will make at least good progress. • The gap between disadvantaged and non-disadvantaged children will be narrowed. 	<p>Termly</p> <p>Performance Management</p>	<p>KS2 disadvantaged pupils made greater progress from KS1 than non-disadvantaged pupils, closing the gap.</p>
<p>Additional support for children requiring intervention.</p> <ul style="list-style-type: none"> - All classroom based Teaching Assistants delivering intervention 	<p style="text-align: center;">£2500</p>	<ul style="list-style-type: none"> • Gifted and Talented children require extra challenges to continue to develop a greater depth of understanding. • A high proportion of our disadvantaged children need support in classroom activities. 	<ul style="list-style-type: none"> • Increased % of children working at or above age related expectations. 	<p>Half Termly</p> <p>Performance Management</p>	<p>Increased % of pupils making at least expected progress.</p>

<p>programmes on a one-to-one basis (e.g, Precision Teaching, Phonics interventions, Plus One) and in-class support.</p> <p>Lunchtime intervention Leader -1 hour lunchtime intervention. -5 hours per week delivering intervention programmes.</p>	<p>£4693</p>	<ul style="list-style-type: none"> Children with specific difficulties have been shown to benefit from the routine of highly focused, repetitive activities with which they are familiar, where they can experience and see their own progress. We need to close the gap between advantaged and disadvantaged pupils. <p>Evidence from Education Endowment Foundation One to One Provision + 5 months. Teaching Assistants + 1 month.</p>	<ul style="list-style-type: none"> Progress of Pupil Premium children will continue to increase. The gap between disadvantaged and non-disadvantaged children will be narrowed. 		
<p>Meet the costs of school trips and enrichment activities</p>	<p>School trips</p> <p>Musical instrument tuition £194</p> <p>Swimming £171</p> <p>Spanish Club £208</p> <p>Residential £262</p>	<ul style="list-style-type: none"> It is important that all children have equal opportunity to engage in extra-curricular activities to develop their social skills. Children should have access to all areas of the curriculum in order to reach their full potential and develop new skills. <p>Evidence from Education Endowment Foundation Outdoor Adventure Learning +3 months Sports Participation +2 months Arts Participation +2months</p>	<ul style="list-style-type: none"> Disadvantaged children have full access to all aspects of the curriculum Raised confidence and self-esteem. 	<p>Yearly</p>	<p>Children have greater confidence and built positive relations with peers outside of school through attending residential opportunities.</p> <p>Children have developed new skills through musical instruments and Spanish club.</p>
<p>Free drinks</p>	<p>£20</p>	<ul style="list-style-type: none"> Drinks and snack time are an important part of the social aspect of the school day, and all children should feel that they are able to participate fully. <p>Evidence from Education Endowment Foundation Social and Emotional Learning +4</p>	<ul style="list-style-type: none"> Disadvantaged children will feel included in social aspects of school life and raised self-esteem will be secured. 	<p>Termly</p>	<p>Children are consistently involved in social aspects as other children.</p>

<p>Additional support to further develop children's communication and language skills</p>	<p>Additional RWI phonics support £934</p> <p>Extra speech and language sessions delivered by speech and language therapist</p> <p>£480</p> <p>Training for Teachers and Teaching assistants £500</p>	<ul style="list-style-type: none"> To provide beneficial Speech and Language and phonics intervention including WELLCOMM screening and Read Write Inc. To develop all staff in the EYFS and KS1 settings knowledge and understanding of supporting children to develop their speech and language skills effectively. Children require extra support from an external agency to continue to close the gap. <p>Evidence from Education Endowment Foundation - Early Years Toolkit- communication and language approaches +6 months Phonics- +4 months</p>	<ul style="list-style-type: none"> Children's needs identified at the early stages of development and able to access internal and external support. Children's confidence increased. Increased % of children working at or above age related expectations. 	<p>Termly</p>	<p>PP children receiving additional speech and language support have made better than expected progress.</p> <p>Training has allowed staff to feel confident when delivering Speech and Language interventions, supporting PP children in making better than expected progress.</p> <p>Increase in % of pupils passing the year 1 phonics screening. PP children passed phonics screening.</p>
<p>Sensory circuits</p>	<p>£330</p>	<ul style="list-style-type: none"> Participation in sensory circuits allows the children to feel energised or settled, ready for the school day. To support children's concentration and focus. To develop children's sensory processing skills. 	<ul style="list-style-type: none"> Children are ready to learn- increased % of children working at or above age related expectations. Improved 'ready to learn' score. 	<p>Termly</p>	<p>Children are ready to learn at the beginning of the school day.</p>
<p>Improve emotional well-being and confidence.</p>	<p>Professional learning with all staff (Lisa Baker)</p>	<ul style="list-style-type: none"> Children require support in developing their social and emotional confidence. To provide children with strategies that will support their development. <p>Evidence from Education Endowment Foundation</p>	<ul style="list-style-type: none"> Children are able to self-regulate their emotions. Raised confidence and self-esteem. 	<p>Termly</p>	<p>Raise self-esteem has resulted in focus children making at least expected progress.</p>

	<p>£250</p> <p>Well-being workshop year 5/6</p> <p>£300</p>	<p>Social and Emotional Learning +4</p>	<ul style="list-style-type: none"> Consistently good attendance (above 95%) 		
School uniform	<p>£100</p>	<ul style="list-style-type: none"> It is important that children have access to correct school uniform and therefore feel confident at school. It is vital that every child feels part of the school community, allowing them to reach their full potential. 	<ul style="list-style-type: none"> Children feel a valued part of the school community. 	Yearly	From pupil voice, children feel confident when attending school.
Providing home resources	<p>£400</p>	<ul style="list-style-type: none"> It is important that children are able to access and engage with their home learning in order to ensure their learning can be maximised outside of school. <p>Evidence from Education Endowment Foundation Homework (Primary)- + 2 months</p>	<ul style="list-style-type: none"> Children are able to access home learning and feel part of the school environment. Increased % of children working at or above age related expectations. 	Yearly	PP children receiving extra home resources have made at least expected progress,

How will we Evaluate Impact in 2018- 19?

- The school's evaluation of its own performance will be rigorous. Tracking of progress over time for each pupil will be thorough so we can quickly identify any underperformance and develop strategies and interventions to promote improvement. Each term we will publish a 'Pupil Premium report' analysing the impact of the spending.
- A wide range of data will be used - achievement data, pupils work, observations, learning walks, and staff, pupils and parents voice. Assessment data will be collected half termly and pupil progress meetings will be held to analyse children's achievements further identifying next steps.
- Assessments will be closely moderated to ensure they are accurate.
- The impact of interventions will be closely monitored and they will be adapted or changed if they are not working.
- SLT and Pupil Premium Leader will liaise regularly to ensure appropriate, targeted provision.
- The Leadership Team will maintain an overview of pupil premium spending, however class teachers are also responsible for tracking their individual pupil premium children.
- The resource committee of the Governing Body will receive a Pupil Premium report at all of their meetings (x3 per year) and the Head Teacher will report on the Pupil Premium in her report to Governors (x3 per year)
- We will use ASP, KS1, Phonics and EYFS data, but also track closely attainment and achievement half termly to evaluate impact in terms of attainment and achievement.
- We utilise the Ofsted Analysis to ensure we are focussing on key priorities.