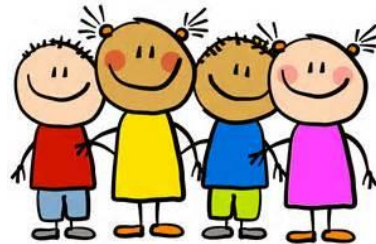




# **Curdworth Primary School**

## **Our Pupil Premium Strategy 2019/2020**



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## 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 2019-20

1. To accelerate the progress of pupil premium children ensuring the attainment gap continues to be closed.
2. To improve and sustain KS2 combined data in Reading, Writing and Maths for pupil premium children.
3. Continue to closely monitor the progress and attainment of pupil premium children, ensuring effective interventions are in place.
4. To provide access to a wide range of learning experiences.
5. To engage families and empower them and their children to achieve their aspirations.

## Pupil Premium Funding - Curdworth Primary School

	2015-2016	2016 -2017	2017-18	2018/19	2019/20
Total number of pupils on roll	121	118	120	116	116
Total number of pupils eligible for PPG including:	11	8	10	13	10
Free School Meals	11	8	10	12 (1 Post LAC)	9 (1 post LAC)
Services children	0	0	0	0	0
% of school population	9%	7%	8%	11%	8%
Amount of PPG received per pupil	£1,320	£1,320	£1,320	£1,320	£1,320
Total amount of PPG received	£14,520	£10,560	£13,200	£16,820	£11880

### Current Attainment 2018-19

<b>% achieving (end of KS2)</b>	<b>National Disadvantaged</b>	<b>Curdworth Disadvantaged (2 children)</b>	<b>National Non- Disadvantaged</b>	<b>Curdworth Non-Disadvantaged</b>
<b>Reading</b>	<b>65%</b>	<b>50%</b>	<b>81%</b>	<b>81%</b>
<b>Writing</b>	<b>68%</b>	<b>100%</b>	<b>84%</b>	<b>94%</b>
<b>Maths</b>	<b>64%</b>	<b>0%</b>	<b>81%</b>	<b>88%</b>

Progress (KS1 - end of KS2)

Progress score	National Disadvantaged	Curdworth Primary Disadvantaged (2 chn)	National Non-Disadvantaged	Curdworth Primary Non-Disadvantaged
Reading	-0.6	4.01	0.3	3.0
Writing	-0.4	7.68	0.2	2.84
Maths	-0.6	-0.63	0.3	0.89

## Desired Outcomes for Pupil Premium Pupils 2019-20

Desired Outcomes	What will the impact be?
All pupil premium pupils make at least expected progress from their starting points.	<ul style="list-style-type: none"> <li>• Increased % of children working at or above age related expectations.</li> <li>• The gap between disadvantaged and non-disadvantaged children will be narrowed.</li> </ul>
Attendance of pupil premium children is at least in line with national expectation.	<ul style="list-style-type: none"> <li>• Pupils have consistently good attendance (96%*)</li> <li>• Pupils attendance is in line with national standards and other groups' data.</li> </ul>
Support families through processes including Early Help to continue to develop and maintain positive relationships.	<ul style="list-style-type: none"> <li>• Families can access specific resources to support their child's development.</li> <li>• Families are confident that their child is appropriately supported.</li> </ul>
Improve pupil's confidence, social skills and emotional well- being.	<ul style="list-style-type: none"> <li>• Pupils feel included in all aspects of school life.</li> <li>• Pupils can confidently communicate with others.</li> <li>• Improved 'ready to learn' score.</li> </ul>

## Pupil Premium Spending - 2019-20

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><b>Role of Pupil Premium lead:</b></p> <ul style="list-style-type: none"> <li>-to research and maintain knowledge of Pupil Premium funding</li> <li>-to continue to develop interventions and strategies that will be effective in closing the gap</li> <li>-to monitor progress through planning and work trawls, impact of interventions, analysis of data and interviews with Pupil Premium children</li> <li>-to initiate and maintain dialogue with parents</li> <li>-to work closely with SLT and teachers</li> <li>-to establish and maintain dialogue with Pupil Premium children through regular interviews</li> <li>- To attend training events to develop understanding of Pupil Premium best practise.</li> </ul>	<p><b>£2,400</b></p>	<ul style="list-style-type: none"> <li>• Progress of Pupil Premium children can be accelerated further in core subjects- particularly maths.</li> <li>• Parents can gain advice and support in understanding the extra support available, involving them in their child's education.</li> <li>• Parents can have a greater input into their children's learning through meetings and target setting.</li> <li>• 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.</li> <li>• Staff can feel supported by Pupil Premium lead to enhance Children's learning.</li> <li>• Children can express their views through target setting alongside their parents and teachers. Their views will be valued by teachers and support planning.</li> </ul> <p><u>Evidence from Education Endowment Foundation Parental involvement +3 months</u></p>	<ul style="list-style-type: none"> <li>• Increased % of children working at or above age related expectations.</li> <li>• Children will make at least expected progress.</li> <li>• The gap between disadvantaged and non-disadvantaged children will be narrowed.</li> <li>• Strong engagement of parents.</li> </ul>	<p>Termly</p> <p>Performance Management</p> <p>Monitoring-data meetings</p>	



<p><b>Ensure attendance of Pupil Premium children is in line with or above National expectations.</b> Head teacher and SENCo to work alongside CSAWs attendance welfare support officer. -Monitor attendance and punctuality of Pupil Premium children using school systems. -Continue to challenge and support families where attendance and punctuality is a concern through home/ school contact e.g. texts, emails, and letters and face to face.</p>	<p>CSAWS- <b>£700</b> (year cost)</p>	<ul style="list-style-type: none"> <li>• Pupils receive an enriched curriculum as a result of good attendance.</li> <li>• Children's interventions are consistent and successful as a result of good attendance.</li> <li>• Children's good attendance will support them in closing the gap.</li> <li>• Children will build strong social relationships with their peers from the start of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between disadvantaged and non-disadvantaged children will be narrowed.</li> <li>• Children will feel part of the school community.</li> <li>• Children will feel included in social aspects of school life and raised self-esteem will be secured</li> </ul>	<p>Half Termly</p>	
<p><b>Additional support for children requiring intervention.</b> - All classroom-based Teaching Assistants delivering intervention programmes on a one-to-one basis (e.g, Precision Teaching, Phonics interventions, speech and language) and in-class support.</p>	<p><b>£2500</b></p>	<ul style="list-style-type: none"> <li>• Gifted and Talented children require extra challenges to continue to develop a greater depth of understanding.</li> <li>• A high proportion of our disadvantaged children need support in classroom activities.</li> <li>• 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.</li> <li>• We need to close the gap between advantaged and disadvantaged pupils.</li> </ul> <p><u>Evidence from Education Endowment Foundation</u> One to One Provision + 5 months. Teaching Assistants + 1 month.</p>	<ul style="list-style-type: none"> <li>• Increased % of children working at or above age related expectations.</li> <li>• Progress of Pupil Premium children will continue to increase.</li> <li>• The gap between disadvantaged and non-disadvantaged children will be narrowed.</li> <li>• Self- esteem of children improved.</li> </ul>	<p>Half Termly Performance Management</p>	

<p><b>Meet the costs of school trips and enrichment activities</b></p>	<p>School trips £200.00</p> <p>Musical instrument tuition £344.73</p> <p>Residential £600</p>	<ul style="list-style-type: none"> <li>It is important that all children have equal opportunity to engage in extra-curricular activities to develop their social skills.</li> <li>Children should have access to all areas of the curriculum in order to reach their full potential and develop new skills.</li> </ul> <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"> <li>Disadvantaged children have full access to all aspects of the curriculum</li> <li>Raised confidence and self-esteem.</li> <li>Children feel empowered to reach aspirations.</li> </ul>	<p>Yearly</p>	
<p><b>Additional support to further develop children's communication and language skills</b></p>	<p>Extra speech and language sessions delivered by speech and language therapist</p> <p>Autumn Term £975</p> <p>Spring Term £975</p> <p>Summer Term £975</p>	<ul style="list-style-type: none"> <li>Children require specific targeted support from an external agency to continue to close the gap.</li> <li>To provide beneficial Speech and Language and phonics intervention including WELLCOMM screening and Read Write Inc.</li> <li>To raise children's confidence in communicating.</li> <li>To prepare children with skills to support their learning.</li> <li>To equip children with communication skills to support them throughout life.</li> </ul> <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"> <li>Children's needs identified at the early stages of development and able to access internal and external support.</li> <li>Children's confidence increased.</li> <li>Increased % of children working at or above age related expectations.</li> <li>Children can successfully communicate with their peers and people in wider society.</li> </ul>	<p>Termly</p>	

<b>Sensory circuits</b>	<b>£300</b>	<ul style="list-style-type: none"> <li>• Participation in sensory circuits allows the children to feel energised or settled, ready for the school day.</li> <li>• To support children's concentration and focus.</li> <li>• To develop children's sensory processing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are ready to learn- increased % of children working at or above age-related expectations.</li> <li>• Improved 'ready to learn' score.</li> </ul>	<b>Termly</b>	
<b>School uniform and equipment</b>	<b>£100</b>	<ul style="list-style-type: none"> <li>• It is important that children have access to correct school uniform and therefore feel confident at school.</li> <li>• It is vital that every child feels part of the school community, allowing them to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Children feel a valued part of the school community.</li> </ul>	<b>Yearly</b>	
<b>Third space learning intervention</b> -Provides support and challenge to pupils.	<b>£1417</b>	<ul style="list-style-type: none"> <li>• Participation supports children to reinforce knowledge and extend understanding.</li> <li>• To support children working towards age related expectations to close the gap.</li> <li>• To support children working above age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Children's confidence increased.</li> <li>• Increased % of children working at or above age-related expectations.</li> </ul>	<b>Termly</b>	
<b>Meet the costs of wrap around care.</b>	<b>£400</b>	<ul style="list-style-type: none"> <li>• It is vital that school liaises with families to support work commitments.</li> <li>• To support children in keeping attendance in line with national expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are able to meet work commitments.</li> <li>• Children's attendance is in line with national.</li> </ul>	<b>Termly</b>	

## How will we Evaluate Impact in 2019-20?

- 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 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 termly to evaluate impact in terms of attainment and achievement.
- We utilise the *Ofsted Analysis* to ensure we are focussing on key priorities.