

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2022 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	Curdworth Primary School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Lisa Dodd
Pupil premium lead	Mrs Lisa Dodd
Governor / Trustee lead	Mrs Ruth McFarland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,865
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,434
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,764

## Part A: Pupil premium strategy plan

### Statement of intent

<p><b>Ultimate objectives for disadvantaged pupils at Curdworth Primary School</b></p>
<ul style="list-style-type: none"> <li>• All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn.</li> <li>• All pupils experience a broad, balanced curriculum which engages them and motivates them to learn.</li> <li>• All staff have high expectations of all pupils and pupils have high aspirations for their own future.</li> <li>• All children have the access to high quality first teaching.</li> <li>• Where appropriate, challenge and/or support is given to enable children to thrive academically and socially.</li> <li>• Attainment and progress of disadvantaged pupils at Curdworth Primary School is at least in line with their peers with similar starting points.</li> <li>• Disadvantaged pupils have equal access to enrichment activities and the extended curriculum.</li> <li>• All disadvantaged pupils will meet national expectations for attendance and persistent absence.</li> </ul>
<p><b>How our current strategy supports achieving these objectives</b></p>
<p>School leaders at Curdworth Primary School recognise that high quality teaching is the best lever to improve outcomes for pupils. Leaders are committed to ensuring that all disadvantaged pupils, including those who are most able and SEND, receive teaching which is at least good in every lesson. To achieve this we prioritise curriculum planning, ensuring that key knowledge and skills are sequenced and built upon towards defined end points; this includes delays and gaps as a result of the pandemic.</p> <p>We work on the basis of keep up not catch up for our pupils and ensure the teaching and provision they receive supports us in meeting this. Leaders have identified that because of the global pandemic, some of our disadvantaged pupils have 'fallen behind' their peers with similar starting points. In order to close the gap, our strategy ensures that these pupils receive frequent intervention and daily support. Key interventions and approaches are evidence based; they are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.</p> <p>Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.</p>
<p><b>Our key principles</b></p>
<ul style="list-style-type: none"> <li>• Every pupil has the right to learn, thrive and be safe</li> <li>• High quality teaching and learning is the greatest driver for improving outcomes</li> <li>• Strategies are relevant and evidence based</li> <li>• Learning is a collaborative responsibility and requires prioritisation between the pupil, the school, the family and the wider community.</li> </ul>

## Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
3	Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

## 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
<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</li> <li>The gap is narrowed in the progress and attainment of PP and non-PP children.</li> </ul>	<ul style="list-style-type: none"> <li>Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards.</li> <li>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</li> <li>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> <li>Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</li> <li>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</li> </ul>
<ul style="list-style-type: none"> <li>The language deficit for student in receipt of pupil premium funding is diminished.</li> <li>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum.</li> <li>Targeted pupils receive additional speech and language therapy and intervention.</li> <li>Parents are engaged in the development of their child’s speech and language.</li> <li>Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading.</li> <li>Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>Increased % of PP pupils are working at ARE or above across the school in phonics and reading.</li> </ul>
<ul style="list-style-type: none"> <li>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</li> <li>Pupils love learning and have access to an engaging, broad and varied curriculum</li> <li>All children have access to appropriate technology at home.</li> </ul>	<ul style="list-style-type: none"> <li>The ATLP curriculum will provide pupils with and exciting, varied curriculum.</li> <li>Teachers and support staff will plan a wide range of visits, WOW events and experiences to inspire and enhance learning and make it memorable.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• Home learning, reading plus and access to TT rockstars will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school.</li> <li>• All children in KS2 have access to reading plus at home and school.</li> <li>• Children are given regular opportunities to change their home reading and/or school library book.</li> <li>• Home learning is organised in a project-based menu to support the link between home and school to enrich the children's learning experiences more.</li> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged pupils will meet national expectations for attendance and persistent absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by Head teacher and CSAWS attendance service brings about an increase in PP pupils' attendance and a decrease in persistent absence.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Children know and understand the meaning of our 'Curdworth Champion Learner Behaviours'. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school.</li> <li>• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Forest school sessions and the WOW curriculum are used effectively to develop these learning behaviours.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD including the Maths Hub (cost of cover and resources)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	ALL
Role of Pupil Premium lead	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	ALL
Subject Leadership Time (cost of cover)		ALL
Coaching (cost of cover)		ALL
Engagement in ATLP curriculum development groups		ALL
Data Driven Instruction (Reading)		ALL
Development of the use of cognitive strategies	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Metacognition & Self-Regulation = + 7 Months	ALL

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months	1, 2, 3 and 5
Catch-Up Tutor (1:1 and small group support)		1, 2, 3 and 5
Lego therapy – weekly small group sessions.		1, 2, 3 and 5

Additional speech and language support and intervention.	- Teaching assistant supervision = +4 Months	1, 2, 3 and 5
Third space learning maths intervention.		1, 2, 3 and 5

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS attendance and wellbeing support service.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.  Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1,4 and 5
Relax Kids wellbeing sessions	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	1 and 5
School uniform and equipment	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	3 and 5
Trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 3 and 5
Purchase of Kindle Fire 7 tablet for new PP pupils to support learning at home	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 3 and 5

**Total budgeted cost: £45,000**

## 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 2020 to 2021 academic year.

Desired Outcomes	Impact
Improve pupil's confidence, social skills and emotional well-being.	<ul style="list-style-type: none"> <li>Pupils were included in all aspects of school life.</li> <li>Pupils were able to confidently communicate with others during online learning sessions.</li> <li>Pupils used strategies taught during interventions and relax kids' sessions to support their well-being.</li> </ul>
Ensure pupils are prepared for potential school/bubble closures as a result of Covid-19.	<ul style="list-style-type: none"> <li>Pupils were able to access online learning and were able to continue to make progress against their individual starting points.</li> <li>Children who did not engage as well with remote learning were contacted regularly and other solutions offered. The children benefitted from additional pastoral support and intervention when they returned to school.</li> <li>Parent's/carer's were supported by school.</li> <li>All pupils were able to access remote learning when needed at different points in the year.</li> </ul>
All pupil premium pupils make at least expected progress from their starting points.	<ul style="list-style-type: none"> <li>Nearly all pupil premium pupils made at least expected progress from their own individual starting point. Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils.</li> </ul>
Attendance of pupil premium children is at least in line with national expectation.	<ul style="list-style-type: none"> <li>PP pupils' attendance was 95% (slightly below national) vs 97% attendance of non-PP pupils.</li> <li>Most PP pupils attended and engaged well with remote learning.</li> <li>Disruption and anxiety caused by COVID-19 impacted on the attendance of some disadvantaged pupils.</li> <li>Parents of persistently absent pupils did engage with CSAWS and improvements were seen over the year.</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 had access to specific resources to support their child's development.</li> <li>All children were appropriately supported.</li> <li>More families identified as meeting requirements for PP funding.</li> </ul>



## Internal school data for the end of Key Stage 2

NOTE: Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

	Pupils eligible for PP	Pupils not eligible for PP
% Achieving expected standard in reading, writing and maths	2/3 = 67%	9/12 = 75%
% Achieving expected standard in reading	2/3 = 67%	11/12 = 92%
% Achieving expected standard in writing	2/3 = 67%	9/12 = 75%
% Achieving expected standard in maths	2/3 = 67%	11/12 = 92%
% Achieving greater depth standard in reading, writing and maths	1/3 = 33%	1/12 = 8%
% Achieving greater depth standard in reading	2/3 = 67%	3/12 = 25%
% Achieving greater depth standard in writing	2/3 = 67%	3/12 = 25%
% Achieving greater depth standard in maths	1/3 = 33%	1/12 = 8%

## 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
1:1 Maths Tuition	Third Space Learning
Relax Kids	Alison Core – Relax Kids

## 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