

Pupil premium strategy statement 2022/23

[Including 2021/22 reviewed](#)

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 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	114
Proportion (%) of pupil premium eligible pupils	16.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Reviewed	September 2022
Date on which it will be reviewed next	September 2023
Statement authorised by	Helen Hastilow
Pupil premium lead	Mrs Jas Kang
Governor / Trustee lead	Mrs Ruth McFarland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,390
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,855

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils at Curdworth Primary School
<ul style="list-style-type: none"> • All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn. • All pupils experience a broad, balanced curriculum which engages them and motivates them to learn. • All staff have high expectations of all pupils and pupils have high aspirations for their own future. • All children have the access to high quality first teaching. • Where appropriate, challenge and/or support is given to enable children to thrive academically and socially. • Attainment and progress of disadvantaged pupils at Curdworth Primary School is at least in line with their peers with similar starting points. • Disadvantaged pupils have equal access to enrichment activities and the extended curriculum. • All disadvantaged pupils will meet national expectations for attendance and persistent absence.
How our current strategy supports achieving these objectives
<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>
Our key principles
<ul style="list-style-type: none"> • Every pupil has the right to learn, thrive and be safe • High quality teaching and learning is the greatest driver for improving outcomes • Strategies are relevant and evidence based • Learning is a collaborative responsibility and requires prioritisation between the pupil, the school, the family and the wider community.

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. This impacts on their reading and phonetical knowledge from KS1.
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 (26.9%).
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
High Quality Teaching	<ul style="list-style-type: none"> -Second year of Teaching Research Group for the teaching of Mastery Maths and Mastering Number Programme to secure strong foundations of number so more complex mathematics can be understood. To be at least in line with National ARE outcomes for both KS1 and 2. -Additional Teaching Assistant to support teaching in EYFS, securing strong foundations so gaps are not created, and interventions are quick and impactful. At least 75% of chn achieving ARE in core subjects. -Coaching WalkThrus (£1,000) to develop teacher expertise in evidenced based approached. -Daily phonics mentoring to enhance the teaching and learning of the RWInc programme increasing fidelity to the programme. - Weekly ECT mentoring to secure and nurture teachers new to the profession. - Develop whole school and class libraries to purchase high quality and wider range of text. At least 75% achieving ARE for Years 1-5 and above National for Year 6. -Source maths app to support fluency and automaticity in key mathematical concepts. AT least 75% of children achieving ARE.
Targeted Academic Support	<ul style="list-style-type: none"> -RWInc Fresh Start to support closing gaps in reading. At least 100% of pupils on the programme to complete it. - 10 minute 1:1 Phonics interventions carried out by Teaching Assistants to ensure children at risk of falling behind are keeping up with ARE expectation. -Additional KS2 teacher 3 days a week to support split year groups teaching for reading and mathematics. At least 75% of chn achieving ARE in these subjects. -School Led tutoring carried out by school staff to provide additional learning opportunities for PP children at risk of falling behind/closing gaps in learning.
Wider Strategies	<ul style="list-style-type: none"> -Forest School trained teaching assistant to provide Forest School learning weekly for EYFS and KS1 children and Half Termly for KS2 children. To increase enrichment, offer and develop confidence in pupils. (Pupil voice to provide evidence of impact) -Partnership with CSAWS to support building positive relationships with parents of persistent absentees and to provide advice and guidance. PA to be no higher than 12% for disadvantaged pupils (currently 26.1%). -Afterschool/Holiday club to provide opportunities for children to keep fit, interact and build team building skills, communicate with others. At least 50% to attend. -Children to have wider school experiences and beyond the home such as support with school trips, uniform and extra curriculum activities.

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: £ 15,000

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
Maths App		
Role of RWI lead to support coaching	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	ALL
Subject Leadership Time (cost of cover)		ALL
Coaching WakThrus (cost of cover)		ALL
Engagement in ATLP curriculum development groups		ALL 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) including School Led tutoring	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, and 5
Additional KS2 teacher to support split year group teaching (reading and maths)		1, 2, 3 and 5

Lego therapy – weekly small group sessions.	- Teaching assistant supervision = +4 Months	1, 2, 3 and 5
Additional speech and language support and intervention.		1, 2, 3 and 5
Fresh Start and 10 min 1:1 interventions for reading		1, 2, 3 and 5

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

Budgeted cost: £ 3,000

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
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
Forest School sessions	New Economics Foundation state that Forest Schools makes a difference to confidence, social skills, communication, motivation, physical skills and knowledge and understanding.	ALL
After school and holiday clubs	Northumbria University found that the benefits of holiday clubs included improved diets, increased physical activity and enjoyment, and access to a variety of activities and supported parents well-being.	ALL

Total budgeted cost: £31,000

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 2021 to 2022 academic year.

Desired Outcomes	Impact
<ul style="list-style-type: none"> • 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. • The gap is narrowed in the progress and attainment of PP and non-PP children. 	<p>*There were 2 children in the Year 6 21/22 cohort with each child being 50%*</p> <ul style="list-style-type: none"> -Reading 50% PP vs. 93% NON PP -Maths 0% PP vs. 79% NON PP -writing 0% PP vs. 79% NON PP - Year 2 pupils taught in single year groups during Summer 2 term for maths, reading and writing by additional teacher -pupils were targeted by teachers during input and learning to ensure understanding was clear (spotlight children) -Pupils were taught in ability groups and made accelerated progress due to fidelity to the RWInc program (staff fully trained through 2 day course) 2 out of 3 of PP chn passed their phonics screening. -pupils receive high quality phonics sessions through teacher coaching -pupils were given more opportunity to share understanding and learning through the use of cold calling and partner talk (TTYP). -children at higher needs received additional intervention (catch up mentor & additional TA)

<ul style="list-style-type: none"> • The language deficit for student in receipt of pupil premium funding is diminished. • A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. 	<p>-pupils are reading phonically decodable books when practising to read and reading for pleasure at home.</p> <p>-pupils current reading levels are supported through the offer of higher quality reading books and wider range of authors available in school library.</p>
<ul style="list-style-type: none"> • All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. • Pupils love learning and have access to an engaging, broad and varied curriculum • All children have access to appropriate technology at home. 	<p>-Pupils were beginning to have a clearer understanding of ‘what’, ‘why’ and ‘how’ their learning fits together though teachers making more accurate use of the ATLP curriculum plans by using Snapshots.</p> <p>-Pupils were beginning to have an increased opportunity to share, use and celebrate their learning through whole school assemblies</p>
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<p>-PP pupils’ attendance was 93.1% (below/above national) vs 94.4% of non-PP pupils.</p>
<ul style="list-style-type: none"> • All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. 	<p>-Pupils have embraced new research of mixed ability seating, scaffolded teaching over differentiated teaching and effective use of partner talk and working.</p>

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
Read Write Inc	Ruth Miskin Literacy
CSAWS	Warwickshire

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