

Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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	116
Proportion (%) of pupil premium eligible pupils	21%
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 2023
Date on which it will be reviewed next	July 2024
Statement authorised by	Mrs Suzie Norton
Pupil premium lead	Mrs Jas Kang
Vulnerable Children's Advocate	Noel Philips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,840
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	£41,305

Part A: Pupil premium strategy plan

Statement of intent

<p>Ultimate objectives for disadvantaged pupils at Curdworth Primary School</p>
<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.
<p>How our current strategy supports achieving these objectives</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>Our key principles</p>
<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"> -Third 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. -Coaching WalkThrus subscription to develop teacher expertise in evidenced based approached. -Year 2 of Intentional Monitoring through Instructional Coaching -Additional KS2 teacher for reading and mathematics to continue single year group teaching and learning. -Daily phonics coaching to enhance the teaching and learning of the RWInc programme increasing fidelity to the programme. - Weekly subject leadership time to development of writing across the school for all children in receipt of pupil premium.
Targeted Academic Support	<ul style="list-style-type: none"> -Resourcing and delivery of RWInc Fresh Start to support closing gaps in reading For KS2 children. - Intervention RWI team to close gaps in early reading for KS1 and those still on the program in Year 3 -Intervention team for core subjects and pastoral needs (Lego Therapy, Power of 1 and Power of 2 maths intervention programs, Toe by Toe and Maths Mastery Catch up sessions in the afternoon, Speech & Language) -School Led Tutoring carried out by school staff to provided targeted catch-up program for children in receipt of pupil premium.
Wider Strategies	<ul style="list-style-type: none"> - Attendance, weekly and half termly analysis, rewards and Incentives for the children, partnership with CSAWS to support Improving attendance through building positive attendance, and keeping in line with Warwickshire County Council attendance policy. Reduce the gap between non-disadvantage and disadvantage children (13.3% gap for 2022/23). -After school/Holiday club to provide opportunities for children to keep fit, interact and build team building skills, communicate with others. Attendance of disadvantaged children to clubs to be at least in line with non-disadvantage pupils. -Children to have wider school experiences and beyond the home such as support with residentials, school trips, uniform and extra curriculum activities. Working closely with families to ensure all opportunities are taken for disadvantaged children. -Careers event at Curdworth and within the partnership to inspire and ignite future career aspirations.

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: £20,652.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional development - Intentional monitoring, Walkthrus, TRG Maths Hub)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	ALL
RWI lead to develop pedagogy through regular coaching	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	ALL
Additional KS2 teacher To ensure single year teaching for maths and reading.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Metacognition & Self-Regulation = + 7 Months	ALL
Subject leadership release time for whole school writing		ALL

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

Budgeted cost: £10,326.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention Through School Led tutoring	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months	1, 2, and 5
Teaching Assistants intervention team to support Intervention Including early reading (RWI) and maths (Power of 1, Power of 2, Maths Mastery Catch up)	- One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months	1, 2, 3 and 5
Lego therapy – weekly small group sessions.	Foundational knowledge is knowledge which is fundamental for pupils to know in	1, 2, 3 and 5

Additional speech and language support and interventions	order to access a particular subject or concept, for example, knowledge of times tables in mathematics underpins and supports pupils to tackle more challenging content	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: £10,326.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS attendance and wellbeing support service. Half termly attendance analysis. Weekly and half-termly awards/incentives.	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
Residentials, Trips and visits		1, 2, 3 and 5
Careers events at Curdworth and within the partnership	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
After school and holiday clubs		ALL

Total budgeted cost: £41,305

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
High Quality Teaching	<p>General data: KS1: Reading 88%, Writing 53%, Maths 71% (1 pupil = 6%) KS2: Reading 67%, Writing 72%, Maths 61% (1 pupil = 6%) KS2 National: Reading 73%, Writing 71%, Maths 73% EYFS: 100% Maths outcomes compared to 78% in 2021-22 MTC 73% scored 23+ compared to 27% 20+ in previous year</p> <p>PP Data: (1 pupil = 25%) KS1: Reading 75%, Writing 50%, Maths 50% (1 pupil = 33%/1 child with an EHCP) KS2: Reading 67%, Writing 33%, Maths 33% EYFS: 100% Maths outcomes compared to 78% in 2021-22</p> <p>EYFS -87% on track for Phonics in EYFS - GLD 80% (12/15 children)</p> <p>Instructional Coaching CPD on Intentional Monitoring has improved teaching pedagogy and ability to assess pupils within a learning period; improving quality of pupil feedback and increasing pupil progress thus outcomes.</p> <p>Regular phonics mentoring enabled pupils to have access to high quality phonic teaching, moving through the phonics program at a rapid pace in comparison to previous years. Gaps in pupil knowledge have been identified quicker and interventions have been put in place so that most pupils achieved end of year expectations in line with national. (1 pupil is 5.5%) EYFS 87% on track, Y1 Phonics Screening 94%, Y2 Retakes 67% (2.3 pupils).</p> <p>Reading Creation of an EYFS/KS1 and KS2 library provided age appropriate books for pupils. Investment of stories and non-fiction books to Inspire a love for reading. Ofsted February 2023 'Reading is at the heart of the curriculum'...'Pupils speak enthusiastically about books they have read recently and their authors that they know.' -See reading data above.</p>

	<p>Number knowledge</p> <p>Implementation/launch of TTRS battles across school; between classes and year groups as led to an increased number of pupils using the app to practice number recall:</p> <ul style="list-style-type: none"> -73% of Y4 pupils achieved 23+ out of 25 (27% 20+ in 22/22) - KS2 61%, KS2 PP 33%, - All children: 9/18 children scored 30+ marks on Paper 1 - PP: 1/3 children scored 30+ marks on Paper 1 (1 child on EHCP)
<p>Targeted Academic Support</p>	<ul style="list-style-type: none"> - RWInc Fresh Start: 100% of children have progressed to the next band within the programme. -Phonics interventions in Y1: 86% of children met EOY expectations after intervention -KS2 data for reading and maths see above - All pupil premium children in KS2 who attended School Led Tutoring achieved ARE in at least 1 or both subjects (Maths and Reading).
<p>Wider Strategies</p>	<ul style="list-style-type: none"> - Pupil voice in forest schools stated that children’s Mental well-being was supported and improved in some children. - Parent voice for after school clubs stated that the options were wide and broad, and the children loved attending. Feedback also stated that clubs were filled too quickly, and children missed out on their first options. <p>Attendance:</p> <ul style="list-style-type: none"> -PA 9.4% 2022/23, improved from 26.1% in 2021/22 -PP attendance for 2022/23 was 94.3%, an increase from 2021/22 which was 92.9% -Club list analysis for the year compiled an average of 62% of disadvantage pupils attended after school extra-curricular activities compared to 45% non-disadvantaged pupils.

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

Maths Times-Table support	TTRS
Mastery Number	Maths Hub
Reading intervention	Reading Plus

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