



# Pupil premium strategy statement – Curdworth Primary School 2024-2025

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2024-2025</b> 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jas Kang
Pupil premium lead	Kelly Masters
Governor / Trustee lead	Strategic Lead – Suzie Norton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,654
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,654

# Part A: Pupil premium strategy plan

## Statement of intent

At Curdworth School, we are committed to providing every pupil, regardless of their background or circumstances, with the support and opportunities they need to succeed. Recognising the increasing number of disadvantaged pupils in our school, we are dedicated to addressing the specific challenges they face in order to close achievement gaps and promote equality of opportunity.

Our ultimate aim is to empower disadvantaged pupils to overcome barriers to success, build confidence, and develop the skills and resilience needed to reach their full potential, both academically and personally. Through a commitment to equity and inclusion, we will ensure that all pupils, regardless of their starting point, are equipped to succeed and achieve their goals.

Each of the activities is designed to directly address the specific challenges faced by disadvantaged pupils, ensuring that pupils are supported in a holistic way. The focus on professional development, ensures that all members of the school community are equipped to meet the needs of disadvantaged pupils, creating an inclusive and supportive learning environment where these pupils can thrive. All selected activities work together to ensure that disadvantaged pupils receive the academic, emotional, and social support necessary for overcoming challenges and achieving their full potential. Activities help create a supportive and inclusive school environment where disadvantaged pupils feel valued, empowered, and motivated to succeed.

The key principles of the strategy plan would reflect the core values and guiding approaches that the school will adopt to achieve its objectives. These principles are designed to ensure that all pupils, particularly those who are disadvantaged, are given the support, resources, and opportunities they need to succeed.

**Principle 1: Equity and Inclusion** - Every pupil, regardless of their socio-economic background, has the right to access the same opportunities, resources, and support.

**Principle 2: Holistic Development** - Acknowledging that a child's academic success is closely linked to their emotional, social, and mental well-being.

**Principle 3: High Expectations for All** - Maintaining high academic and behavioural expectations for all pupils, regardless of their background, is essential for driving success.

**Principle 4: Collaboration and Partnership** - The school recognises the importance of working together with families, communities, and external partners to support disadvantaged pupils. A strong partnership between school and home ensures better outcomes for pupils.

**Principle 5: Continuous Improvement and Monitoring** - The strategy includes regular monitoring, evaluation, and review to ensure interventions are effective and that resources are being used in the best way to support disadvantaged pupils.

**Principle 6: Accessibility and Partnership** - All pupils, regardless of financial or social barriers, should have equal access to educational experiences, including extracurricular and enrichment activities.

**Principle 7: Resilience and Empowerment** - Building resilience in disadvantaged pupils is key to helping them overcome challenges both within and outside the classroom. Empowering pupils to take ownership of their learning and development is central to long-term success.

These principles underpin the strategy, ensuring that it is comprehensive, inclusive, and focused on fostering long-term success for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Writing among disadvantaged pupils is significantly below that of their non-disadvantaged peers across the school. These pupils often have a limited vocabulary and typically do not engage in reading for pleasure or complete reading homework, resulting in an underdeveloped vocabulary bank that can be transferred from reading and speaking to writing.
2	The percentage of disadvantaged pupils has increased over the last three years. School characteristic data shows that the proportion of pupils eligible for free school meals has risen from 11% in 2021 to 16% in 2023. According to the school's Inspection Data Summary Report, this reflects a shift from 'below average' to 'close to average'. As of September 2024, the percentage of pupils in receipt of pupil premium is recorded at 20%.
3	An increasing number of disadvantaged pupils are starting their education at Curdworth School not fully school-ready (transitioning into Reception). In year transfers have missed significant amounts of schooling, resulting in a disadvantaged starting point.
4	Attendance in enrichment activities for disadvantaged pupils has not consistently aligned with that of non-Pupil Premium (PP) pupils, although there has been success in narrowing the gap over the past two years.
5	

## 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
<p>The proportion of disadvantaged pupils meeting age-related expectations in writing is consistent with that of their non-disadvantaged peers.</p>	<p><b>Teacher Assessment Consistency:</b> Teacher assessments of disadvantaged pupils' writing match school or national standards, accurately identifying those meeting age-related expectations. Moderation confirms their writing is on par with non-disadvantaged peers.</p> <p><b>Motivation and Engagement:</b> Disadvantaged pupils show more motivation and confidence in writing, as seen through feedback, classroom observations, and greater participation in writing activities.</p>
<p>Disadvantaged pupils are consistently exposed to a broader vocabulary, resulting in improved comprehension and application in both written and spoken language.</p>	<p><b>Increased Vocabulary Use:</b> Pupils show measurable growth in vocabulary knowledge, demonstrated through assessments and the consistent use of new words in both spoken and written tasks.</p> <p><b>Active Engagement:</b> Pupils actively participate in vocabulary-building activities and use broader vocabulary in class discussions, writing, and presentations, as observed through classroom participation and feedback.</p> <p><b>Improved Language Application:</b> Pupils demonstrate improved language skills, with written work and oral presentations reflecting more varied and precise vocabulary, tracked through regular assessments and teacher feedback.</p>
<p>Disadvantaged pupils participate confidently in demonstrating their speaking skills across a range of settings, including partner discussions, group work, debates, public speaking, and presentations.</p>	<p><b>Active Participation:</b> Disadvantaged pupils confidently take part in speaking activities like partner talk, group work, debates, and presentations.</p> <p><b>Clear Communication:</b> Pupils express themselves clearly, using appropriate vocabulary and body language in different speaking situations.</p> <p><b>Increased Confidence:</b> Pupils show improved confidence in speaking, with positive feedback from teachers and peers.</p>
<p>Children receiving interventions in early reading and/or foundational mathematics apply their knowledge in the classroom, resulting in increased confidence, improved progress, and a reduced attainment gap compared to their age-related peers.</p>	<p><b>Effective Knowledge Application:</b> Disadvantaged pupils use the skills and knowledge gained from interventions in reading and maths during regular classroom activities.</p> <p><b>Improved Confidence:</b> Pupils show increased confidence in applying their learning, participating actively in lessons and tasks.</p> <p><b>Progress and Attainment:</b> Pupils demonstrate measurable progress in reading and maths, narrowing the attainment gap with age-related peers.</p>
<p>The uptake of enrichment activities by disadvantaged pupils is, on average, consistent with that of their non-disadvantaged peers.</p>	<p>Disadvantaged pupils take part in a variety of enrichment activities, shown by attendance and participation data.</p> <p>Disadvantaged pupils show improvements in academic performance, such as higher test scores, linked to their involvement in enrichment activities.</p> <p>Disadvantaged pupils show growth in confidence, teamwork, and social interactions, as observed by teachers.</p>

## 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: £15,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-School Oracy Development	<p>Research shows that oracy development in primary schools positively impacts pupil outcomes. Studies from the <b>Education Endowment Foundation</b> and <b>Oracy Framework (University of Cambridge)</b> highlight that oracy interventions improve academic performance, particularly in literacy and maths, by helping pupils communicate effectively and engage in higher-order thinking.</p> <p>Oracy also enhances social and emotional development, fostering confidence, empathy, and teamwork, which leads to better classroom behaviour and stronger relationships. Additionally, <b>Oxford University Press</b> research finds that oracy activities boost pupil engagement and motivation, making them more active in class discussions and learning tasks.</p> <p>Finally, research from the <b>National Literacy Trust</b> demonstrates that oracy skills developed in primary school have long-term benefits, improving reading comprehension, writing, and overall literacy as pupils progress through school.</p>	1 & 3
Vocabulary Development Across Curriculum Subjects	<p>Research shows that vocabulary development significantly improves outcomes for disadvantaged pupils. The <b>Education Endowment Foundation (EEF)</b> finds that explicit vocabulary instruction enhances literacy, particularly in reading and writing. Studies from the <b>National Literacy Trust</b> and <b>The Wolf Report</b> emphasise that targeted vocabulary teaching helps close the gap between disadvantaged and more affluent pupils, improving academic achievement.</p> <p><b>The Sutton Trust</b> highlights that vocabulary development supports cognitive skills, problem-solving, and boosts confidence, leading to greater class participation. Long-term studies, like those from <b>Stanford University</b>, link early vocabulary development to continued academic success, especially for disadvantaged pupils.</p>	1 & 3
Introduction of a Vulnerable Children's Lead (VCL) to Support Class Teachers in Addressing the	<p>Research from the <b>Education Endowment Foundation (EEF)</b> shows that targeted interventions and personalised support from a VCL help close the attainment gap for vulnerable pupils, especially in subjects like literacy and numeracy.</p>	2,3 & 4

Needs of Vulnerable Pupils within Teaching and Learning	<p>According to <b>The Sutton Trust</b>, VCLs provide crucial emotional support, reducing behavioural issues and improving engagement in learning for vulnerable pupils.</p> <p><b>The National Literacy Trust</b> highlights that VCLs help build better communication between home and school, which supports vulnerable pupils and leads to improved academic outcomes.</p> <p>Research from <b>The National Foundation for Educational Research (NFER)</b> indicates that VCLs can improve attendance and pupil engagement by addressing issues like mental health and family support.</p>	
Development of School Subject Leaders to Strengthen and Tailor the Mixed-Year Group Curriculum	<p>Research from the <b>Education Endowment Foundation (EEF)</b> shows that strong subject leadership enables better curriculum planning, ensuring it is tailored to meet the needs of mixed-year groups and accessible for all pupils.</p> <p><b>The Sutton Trust</b> highlights that subject leaders improve teacher confidence by providing professional development and sharing best practices, leading to more effective teaching in mixed-year classrooms.</p> <p>According to <b>Ofsted</b>, when subject leaders shape curriculum delivery, it leads to better student outcomes by ensuring curriculum coherence and personalised learning strategies that cater to diverse pupil needs.</p>	1,2 & 3
Investment in Teaching Assistant CPD to Support Whole-School Approaches and Ensure Fidelity to Policies, Programs, Systems, and a Positive School Culture	<p><b>The Education Endowment Foundation (EEF)</b> shows that high-quality CPD for TAs enhances their ability to support teaching and learning, leading to better outcomes for pupils.</p> <p><b>The Sutton Trust</b> highlights that CPD for TAs ensures alignment with school policies and programs, helping to create a consistent and effective approach across the school.</p> <p><b>The Teacher Development Trust</b> finds that investing in TA CPD strengthens a positive school culture by ensuring all staff are aligned with school values, expectations, and behaviour policies.</p>	1,2 & 3

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

Budgeted cost: £7,913.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Robust School Intervention Program to Support Early Reading and Mathematics	Research, including studies from the <b>Education Endowment Foundation (EEF)</b> , <b>The Sutton Trust</b> , and <b>The National Literacy Trust</b> , shows that robust early reading and mathematics intervention programs significantly improve pupil outcomes, close attainment gaps, and provide long-term academic benefits.	2 & 3
Consistent Interventions to Support Pupil Well-Being and Personal Development (Social Skills, Mental Strategies, Sensory Support)	Research from the <b>Education Endowment Foundation (EEF)</b> and <b>The Sutton Trust</b> shows that consistent interventions targeting pupil well-being, including social skills, mental strategies, and sensory support, improve emotional development, academic engagement, and overall pupil outcomes.	2 & 3
Speech and Language Support Interventions for Children with Identified Language Barriers or Needs	Research from the <b>Education Endowment Foundation (EEF)</b> and <b>The National Literacy Trust</b> shows that speech and language support interventions for children with identified language barriers improve communication skills, literacy, and overall academic achievement.	1,2 & 3

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

Budgeted cost: £7,913.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
An enrichment offer that is broad and accessible to disadvantaged pupils.	Research from the <b>Education Endowment Foundation (EEF)</b> and <b>The Sutton Trust</b> shows that disadvantaged pupils participating in enrichment activities, such as extracurricular programs and cultural experiences, improve academic performance, develop key skills like teamwork and problem-solving, and enhance engagement with learning, ultimately contributing to long-term academic success.	2 & 4
Attendance celebrations used to promote a positive attendance culture and foster positive attitudes towards school and punctuality.	Research from the <b>Education Endowment Foundation (EEF)</b> , <b>The Sutton Trust</b> , and <b>The National Institute for Educational and Economic Research (NIEER)</b> shows that celebrating and rewarding school attendance boosts engagement,	2 & 3

	fosters positive behaviours, and leads to improved academic outcomes.	
Development of Student Leadership Initiatives	Research from the <b>Education Endowment Foundation (EEF)</b> , <b>The Sutton Trust</b> , and <b>The National Foundation for Educational Research (NFER)</b> shows that developing student leaders enhances engagement, builds essential skills, and fosters a supportive learning environment, leading to improved academic outcomes, particularly for disadvantaged pupils.	4

**Total budgeted cost: £31,654**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>General Data</b>				
<i>Challenge number 1, 2 and 5</i>				
	Disadvantaged	National	Non-Disadvantaged	National
	Each pupil 33.3%		Each pupil 9%	
EYFS GLD	33.3%		100%	
	Each pupil 25%		Each pupil 8%	
Phonics	50%		100%	
	Each pupil = 20%		Each pupil – 8%	
Year 4 MTC	25/25 – 40% 21+/25 – 60%		25/25 – 67% 21+/25 – 75%	
	Each pupil 16.7%		Each pupil = 8%	
KS2 Reading	67%	74%	83%	74%
KS2 Writing	83%	72%	92%	72%
KS2 Maths	83%	73%	50%	73%

**High Quality Teaching**  
*Challenge number 1, 2 and 5*  
KS2 Maths and Writing outcomes for disadvantage pupils exceed national outcomes. 2 disadvantage pupils did not achieve EXS for Reading, this is the same for non disadvantage pupils.  
There is only a 1 pupil difference between disadvantage and non-disadvantage achieving 21+/24 marks on the Year 4 Multiplication Test Check.

**Targeted Academic Support**  
*Challenge number 2 and 5*  
All children on the RWInc Fresh Start intervention programme progressed to either completion of programme or significant progress.  
All children who required additional phonics intervention in Year 3 due to Covid-19 are now off the programme.  
87.5% of Year 1 pupils passed the Phonics Screening Check.  
50% of disadvantage pupils passed the PSC. The 2 that did not: 1 achieved a mark of 31, the other making rapid progress in phonics through interventions having starting the RWI from the beginning only 6 months before the PSC taking place.  
50% of disadvantaged pupils who attended school led tutoring sessions achieved ARE in the subject/s they were tutored for. 100% of disadvantage pupils who attended narrowed the gap between WTS and ARE, with the biggest impact being significant improvements in their lesson time confidence and attitude towards their own learning.

## **Wider strategies**

### *Challenge number 3,4 and 5*

Attendance of disadvantage pupils this year: 2023/24

- 93.5% compared with non-disadvantage: 95%.

Attendance for the previous year: 2022/23

- disadvantaged 94.2%, non-disadvantaged 95.6%

Attendance comparisons for 2021/22, initial year of strategy

- disadvantages 92.3%, non disadvantaged 94.2%

Rate of persistence absenteeism at start of strategy was 26.9%. At the end of the strategy this is 12.9%. This academic year there are been 3 in year transfers, all with a background of school refusal and/or not attending for at least 1 school term.

% of disadvantage children who attended after school clubs compared to non-disadvantage across the year: The table shows improvement in closing the gap.

Groups	Sum2 24'	Sum2 24'	Sum1 24'	Sum1 24'	Sp2 24'	Sp2 24'	Sp1 24'	Sp1 24'	A2 23'	A2 23'	A1 23'	A1 23' %
PP	15/25	60%	14/25	56%	17/25	68%	12/25	48%	16/24	67%	14/24	58%
Non pp	55/88	63%	55/88	63%	52/88	59%	62/88	70%	65/89	73%	-	-

## **Other**

Pupil expectation policy is consistent throughout school raising expectations and improving attitudes towards learning. Use of partner talk, developed through teaching and learning CPD (intentional monitoring) has led to improvements in all pupils activity taking partaking in lesson time. Use of monitoring pathways (intentional monitoring) by teaching staff has improved high quality feedback given during lesson time and pace of teaching with direct impact on disadvantaged pupils. Implementation of Emotion Coaching and Well Being policy has delivered a culture of positive, purposeful and problem solving interactions between adults and pupils having a direct impact on pupil development, attitudes towards self and others, improved use of learning/lesson time.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*