

The Curzon Church Of England Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Curzon Church of England Primary School
Number of pupils in school	129 November 2022 140 December 2023-2024
Proportion (%) of pupil premium eligible pupils	8 14 2023-2024
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan 2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Amanda Fletcher
Pupil premium lead	Amanda Fletcher
Governor / Trustee lead	Leanne Gelderd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 8 pupil 11,080 2023-2024 16,126
Recovery premium funding allocation this academic year	
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	2022-2023 8 pupil 11,080 2023-2024 14 children 16, 126

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long term goals.

Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This works alongside research conducted by the EEF.

Our strategy works towards a three tiered approach that balances approaches to improve *quality first teaching, targeted academic support and wider strategies*. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high aspirations of achievement for all.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and planned for.
- Make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocate funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Key Principles

Our intent is that all teaching staff are involved in the analysis of high quality internal data and identification of pupils, to ensure they are aware of the strengths and weaknesses across the school.

- teaching and learning will meet the needs of all pupils
- appropriate provision will be made for vulnerable pupils
- recognise that not all pupils who receive free school meals will be socially disadvantaged or that not all pupils that are socially disadvantaged are registered/qualified for free school meals
- allocate the pupil premium funding appropriately for any pupil / groups of pupils in our school
- funding will be allocated after internal data and information has been analysed to pinpoint priority individuals, groups or classes
- Not all pupils receiving free school meals will receive pupil premium interventions due to limited funding and resources but all will benefit from Quality first teaching and additional TA support in the class along with scaffolded and modelled work.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

- For all disadvantaged pupils in school to reach age related expectations at the end of Year 6.

How our pupil premium strategy plan will work towards achieving those objectives.

The range of provision the school will make for this group include:

- allocation of a catch up teacher across kS2 providing small group work with an experienced teacher / HLTA focused on closing gaps in learning
- allocation of an experienced HLTA to provide phonics support in KS1
- Additional opportunities to improve speaking and listening through targeted interventions
- All our work through the pupil premium will be aimed at accelerating progress for pupils from their starting points
- Pupil premium resources are to be used to target able children on free school meals to achieve age related expectations
- Behaviour and nurture support provide activities to engage and promote our values and British values thus enhancing learning
- For all adults within the school to support pupils to develop self-regulation and metacognition skills
- Pay for enrichment activities for pupils (educational visits/residential visits) ensuring children have first-hand experiences to use in their learning in the classroom

This list is not exhaustive and will change according to the needs and support of our socially disadvantaged pupils.

Challenges

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

Challenges

1	Low attainment in Reading
2	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	maths fluency is weak across school
4	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
5	limited opportunities for experiencing enrichment/cultural capital to succeed in life

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
progress in speaking and listening	Achieve accelerated progress in speaking and listening from pupils' starting points to end of KS2
progress in reading	Achieve accelerated progress in reading from pupils' starting points to end of KS2
progress in maths	Achieve accelerated progress in maths from pupils' starting points to end of KS2
self-regulation and metacognition	Ensure pupils have acquired the skills they need in order to learn
Enrichment /cultural capital - limited life experiences outside of the community	Ensure first hand experiences have a positive impact on classroom learning and engagement

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: £ 6,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training on vocabulary for teachers and TA's (£450)</p> <p>Quality first teaching promoting the importance of spoken language and verbal interaction in the classroom:</p> <ul style="list-style-type: none"> -Targeted reading aloud and book discussions. -Explicitly extending pupils' spoken vocabulary 	<p>Weak speaking and listening skills. Across school, some pupils are not able to talk in full sentences that are coherent, connect ideas and explain their understanding. This has been highlighted further since Covid 19 and children returning to school after lockdown.</p> <p>Limited use and breadth of vocabulary is evident, often reflecting their experiences outside school. Children answer using single words, sometimes two/three word sentences and find it difficult to articulate full coherent sentences.</p>	1 3

<p>-purposeful, curriculumfocused dialogue and interaction</p> <p>-pair/group work allowing pupils to share thought process</p> <p>-ensure disadvantaged pupils have a voice</p> <p>Little Wandle £1,800</p> <p>Higher Level Teaching assistant 20 hours (TA's to support implementation of speaking and listening and vocabulary</p>	<p>Writing is also an area of weakness in school. Although this is not an area of imminent focus, increased speaking and listening skills will have a positive impact on writing. <i>Might writer</i> is a tactile teaching and learning resource purchased to support the way children learn to write through a visual and engaging way, it also promotes reading skills and speaking and listening and developing language.</p> <p>As a result, speaking and listening assessment is taking place each half term for class teachers to monitor this.</p> <p>EEF Teaching and Learning toolkit illustrates +6 months impact for oral language intervention</p>	1234
<p>Reading</p> <p>High quality first class teaching focusing on fluency and comprehension (linked to VIPERS)</p> <p>-the implicit teaching of approaches and techniques to improve their comprehension of written text</p> <p>-metacognitive talk to model strategies</p> <p>-teachers questioning pupils to apply key steps</p> <p>Phonics -CPD</p> <p>all staff have training on the systematic approach to phonics and coverage of all phases</p> <p>-phonic reading books</p> <p>£2000</p>	<p>From internal data, reading has been identified as a weak area in our school. On average, disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts</p> <p>Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not developing phonological awareness at the same rate of others due to having less exposure to books and the spoken word at home.</p> <p>Phonic approaches are very effective in supporting early readers to master the basics of reading with an average of an average impact of five months progress. It is more successful when embedded in a literacy rich environment. Early readers will have phonic related books to ensuring that they are developing word recognition and phonemes/ graphemes are matched appropriately.</p> <p>EEF Teaching and Learning toolkit illustrates +6 months impact for reading comprehension strategies</p> <p>EEF Teaching and Learning toolkit illustrates +5 months impact for phonics</p>	1 2 3
<p><i>Pupil Premium Lead CPD</i></p> <p>£895</p>	<p>To enhance the provision for pupil premium pupils by strengthening the leadership of pupil premium</p>	1,2,3,4,5
<p><i>metacognition CPD</i></p> <p>-teaching of metacognitive strategies</p> <p>-staff modelling metacognitive strategies</p> <p>-embed across school</p> <p>£375</p> <p><i>reading and phonics CPD</i></p> <p>£375</p>	<p>High quality staff CPD is essential in these focus areas in order for it to be taught effectively in classrooms</p> <p>Disadvantaged pupils need to be explicitly taught how to use metacognitive and self-regulatory strategies encouraging them to practise and use the skills in order to manage their own learning and overcome challenges in their future.</p> <p>In maths, metacognition allows pupils to plan, monitor, explain and evaluate their thinking and learning.</p> <p>EEF Teaching and Learning toolkit illustrates +7 months impact for metacognition and self-regulation</p>	2, 3, 4

<p><i>nurture oral language interventions YrEYFS -Y6 3 x weekly for all groups (5 groups in total)</i></p>	<p>Our internal data analysis highlights that many disadvantaged pupils lack confidence, limited experiences, understanding and face difficulties dealing with emotions - identified pupils and groups across school will work with EEf toolkit</p> <p>Disadvantaged pupils are more likely to be behind in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Oral language interventions (ECAT, Talk about and Talking Partners) are a targeted approach to support disadvantaged pupils to catch up with peers and are aimed explicitly to develop spoken vocabulary. EEf evidence suggests this intervention can boost develop by +6 months and is most successful when 3 sessions a week occur over a sustained period of time.</p> <p>Developing communication and language skills through speaking and listening activities. Resources used are ECAT, Talk about and Talking Partners</p>	<p>1,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading</i> Catch up teacher/ experienced HLTA in KS2</p> <p><i>minimum of 3 x weekly 20 HOURS.</i></p> <p><i>Maths</i> Catch up teacher KS2 Year 4 4x weekly</p> <p><i>Catch up with experienced HLTA KS2 Year 3 4 5 2 x weekly</i></p>	<p>Reading</p> <p>Targeted interventions are focused in Year 4 (was Yr 3) and 5 (was Yr4) as a result of the high percentage of pupil premium pupils who did not reach age related expectations in the summer term. In all year groups, disadvantaged pupils' progress was weaker</p> <p>Year 3 (was Yr2) will receive targeted reading interventions following on from Year 4 and 5</p> <p>Maths</p> <p>Targeted interventions are focused in Year 4 (was Yr 3) and 5 (was Yr4) as a result of the high percentage of pupil premium pupils who did not reach age related expectations in maths during the summer term. In all year groups, except Year 5 - current Yr 6) disadvantaged pupils' progress was weaker</p> <p>Year 3 (was Yr2) will receive targeted reading interventions following on from Year 4 and 5</p>	1,2,3
<p><i>experienced HLTA to provide phonics support (KS1)</i> (£12,458.16)</p>	<p>Due to Covid 19, the Year 2 pupils require phonics intervention to raise their attainment due to the fact that much of their previous learning in Year 1 was at home. After November 2021, this intervention will then be provided to Year 1 pupils to support phonics and early reading.</p> <p>EEF Teaching and Learning toolkit illustrates +5 months impact for phonics intervention</p>	1,2
<p><i>Times Table Rock stars</i> (£114.44) <i>-to ensure pupils develop fluent recall of facts</i></p>	<p>Due to the mastery approach in maths, reasoning and problem solving has improved however, fluency across school has declined.</p> <p>In order to raise the level of fluency in facts we have purchased Doodle Maths from Years 1-6 and Times Table Rock Stars from Years 2-6.</p> <p>Analysis gaps from internal data show that pupils are not secure in their knowledge of their number facts in KS1 and times tables and number facts in KS2. This is having a negative impact on their reasoning and problem solving as the lack of fluency is hindering progress and attainment.</p>	3

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

Budgeted cost: £ 3,704.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential costs £500	For the vast majority of our pupils, the school residential is the only time during the year they are away from home. It is essential for their wellbeing that they experience different settings and different teambuilding activities. Year 6 residential Lea Green	1,2,3,4,5
Enrichment opportunities (capital culture) across all key stages to ensure wow trips and four themed school environment experiences to increase learning and vocabulary development . (Farm school, beach school, factory school, forest school) Cost £500	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (EEF) Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.	1,2,3,4,5
Mental health well-being	Covid has had a huge impact on the well-being and mental-health of pupils at school.	4, 5
CPD for all staff £2000 Mental health and well-being resources purchased for school (£204.80)	PP pupils are more likely to have not accessed home-learning during lockdown and feel anxious now back at school. Mental health and well-being resources link to metacognition and selfregulation strategies.	

Total budgeted cost: £

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.

The Curzon Church of England Primary School have a significantly low level of pupil premium pupils with around 7 which is 5.75% of the school roll being pupil premium and approximately 2 of these pupils having an additional SEND need too. The current Pupil premium numbers have increased as a direct result of the impact of COVID and we predict that this number will continue to increase during the forthcoming years. At the peak of school closure, 10 disadvantaged pupils were accessing school provision. Provision was offered to an additional 3 premium pupils but declined due to shielding/parents wishes.

Pupil premium families were consistently supported throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. Social distanced garden visits were completed as part of well being checks and in response to safeguarding concerns.

Key summary points

- End of KS2 internal data (without ARB pupils) showed that PP are working within line of non PP in reading, and maths at ARE
- Catch up programmes implemented as part of COVID response included a maths recovery programme to address gaps in learning.(KS2)
- Our internal assessments during 2021-2022 suggest that performances of disadvantage pupils were broadly in line comparison to previous years.
- 100% of PP have received tailored intervention programmes
- 5.26% of Year 6 were identified as disadvantaged. Within writing, reading and maths at the expected standard.
- EYFS- social emotional self regulations continue to be a focus
- KS1- 13.33% (2) did not achieve expected end of year objectives
- KS1- 6.67% (1) achieved the age related expectations

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
Times Table Rock stars	Times Table Rockstars
Little Wandle Phonics	Little Wandle

Further information (optional)

In addition to the pupil premium strategy, we are supporting disadvantaged pupils (not dependent on pupil premium or recovery pupil premium) by providing weekly music tuition. A specialist music teacher will teach the piano to Year 3 and 4 pupils. (2 of whom are pupil premium pupils) at a cost of £17 per week.

As well as this, we offer Early Help for families who are disadvantaged, which is effective support for children and young people and their families at an earlier stage, with them at the centre of enabling environments rather than them being dependent on organised public services.

Review December 2023

Costing provided and number of FSM has changed 14 children £16,126