

The Curzon Church Of England Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	121 pupils in school
Proportion (%) of pupil premium eligible pupils	6.61 % 2021-2022 September 5.79 % 2021-2022 December 7 children in total.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2021 - current year (3 year plan 2021-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 July 2024
Statement authorised by	Mrs Fletcher Headteacher
Pupil premium lead	Mrs Fletcher
Governor / Trustee lead	Mrs Gelderd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,105 September
Recovery premium funding allocation this academic year	£ 4360 £145 per child. Recently. 4 installments September December April June
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	£1

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.

Challenges

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
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	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry.
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.

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
Reduce the gap between PP pupils and all other pupils achieving greater depth in reading, writing and maths at the end of KS2	Pupil data shows an upward trend of PP pupils achieving a greater depth standard
All pupils to have good/improved self-esteem and organisational skills	Attendance target of 96% achieved and persistent absence reduces Children receive support for pupil mental health worker to improve self-esteem and work with family. Time to talk sessions for pupils and families Parent sessions to help support with reading, homework etc.
Improve the quality of teaching and learning through developing staff understanding of metacognition and memory recall. (staff development)	Lesson observations, book monitoring and use of passports shows evidence of sustained, deliberate practice to support memory recall.
To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year.	Close the gap between PP and non PP (within the areas of listening and attention and understanding) 2023 gap to be maintained at 0%
To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child through increased enrichment opportunities.	100% of children accessing enrichment activities and trips to aid real life experiences termly. 100% of children to complete focused study within one of our four learning environment and through educational trips , farm school or factory depending on their year group focus (capital culture)

<p>Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)</p>	<p>Children will be identified based upon SEMH needs and possible external agencies support eg Early Help Plans</p> <p>100% of Healthy Minds referrals will result in active support or therapy for identified children.</p> <p>Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (HLTA) e.g. Yoga, Relax Kids, Mindfulness, Friends etc.</p>
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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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good with most outstanding.	<i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</i>	1,2,3,4
The EYFS/ KS1 trained in RWI phonics programme to support the teaching of phonics and those PP with additional SEND needs. Resources purchased to ensure high quality delivery.	The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Research from Royal Holloway University, London (2017), 'shows that learning to read by sounding out words has a dramatic impact on the accuracy of reading aloud and comprehension.'	1,2,3
RWI lead employed to ensure robust organisation, training and monitoring of phonics teaching through coaching	Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)	1,2,3
Quality CDP for all staff members through the Learning hubs to support the academically able disadvantaged pupils	A report commissioned for the Social Mobility and Child Poverty Commission, (Progress made by high-attaining children from disadvantaged backgrounds 2014) found “high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4.” and therefore they must be supported in the primary ages to overcome this.	1,2,3,4
Quality CDP for all staff members through the learning hubs on the benefits of metacognition strategies and approaches	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF 2018) Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific	1,3

	strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task	
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Targeted academic support

Budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 small group intervention programs with in class support. Must move pupils identified and monitored by PP Lead/ SENCO	1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i>	1, 2, 3
TA deployment to be embedded to meet needs of most vulnerable learners with a focus on phonics and literacy skills.	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.	1, 2
Independent Speech and language provide targeted support to pupils with a priority on disadvantaged pupils.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. .(EEF 2019)	1, 3
Delivery of SAL booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. (EYFS)	The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils	1,3

	for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	
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Wider strategies

Budgeted cost: £.....

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	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,
Distribution of books as gifts for early years pupils (in partnership with Bookstart)	A significant barrier for pupil premium students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to soci-economic status. A study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment. (1992)	2, 3, 4,
All years groups provide family learning opportunities to empower parents with the skills and confidence to support their child's learning and development.	A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.	1,2, 3, 4
Specific social and emotional support for identified disadvantaged individuals and their families post lockdown (Personal fund)	Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.	1, 4

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.

Pupils came back into school in September 2020 however following the national school closure, national testing was cancelled in July 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year. Due to COVID19, performance measures have not been published for 2020-2021 and 2020-2021 results will not be used to hold schools to account.

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.
- Our internal assessments during 2020-2021 suggest that performances of disadvantage pupils were broadly in line comparison to previous years.
- 100% of PP have received tailored intervention programmes

Pupil Premium Plan strategic review 2020-2021

Externally provided programmes

Programme	Provider
Teaching Hub	
Rock Star Times tables	

