

Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium for the 2021 to 2022 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, our approach to raising attainment and supporting aspirational attitudes, 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	Curridge Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	April '21 – March '22 = 1% April '22 – March '23 = 7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jackie Livermore Headteacher
Pupil premium lead	Jackie Livermore Headteacher
Governor / Trustee lead	Rebecca Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2 689.20
Recovery premium funding allocation this academic year	£2 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£4 689.20

Part A: Pupil premium strategy plan

Statement of intent

At Curridge Primary School, we recognise that not all pupils who receive free school meals will be vulnerable or require support, and that not all pupils who do require support are registered or qualify for free school meals. Schools are free to spend the funding as they see fit in order to 'close the gap'. We are held accountable for how we have used this additional funding to support pupils from low-income families. Therefore, in distributing the grant, we reserve the right to allocate funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable or requiring support.

We believe that facilitating the following should be the focus for funding:

- A high level of expectation for all pupils including those in the target group
- A senior member of staff will oversee the spending of the funding and its impact on pupil outcomes
- High quality teaching
- Children in the target group will form a focus in marking and assessment
- Teachers will know which of their pupils are eligible for the funding
- The school will analyse data to identify any pupils who are underachieving and why
- Where additional to or different support is required, the school will use evidence to allocate funding to strategies that underpin this
- Highly trained support staff are able to support children with a range of needs
- The school will be able to evidence impact on the target group
- Governors will be involved in reviewing the strategy

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We do this by providing bespoke support through our strategy to all learners in receipt of PPG, not just those who are under attaining, focusing on progress and outcomes from their last data points.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as learning behaviours and self-confidence. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is informed by consistent group analysis and provision mapping, through assessment points three times a year, classroom assessment and termly pupil progress meetings with teachers.

It is widely publicised and endorsed by 'EEF practices' that pupils involved in their own learning, who are encouraged to develop good learning behaviours and are taught by those who know them best as learners, will make rapid and consistent progress over time, thus improving overall outcomes. Targets and areas for development are discussed with children and successes celebrated.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our 'Catch up, Keep Up Strategy' for pupils whose education has been worst affected, including non-disadvantaged pupils.

As a school, we are acutely aware of the emotional needs of pupils. This is why a part of our strategy is dedicated to developing and embedding a therapeutic approach to behaviour and well-being across the schools and purposeful pastoral support for our pupils and families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and consistent processes, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in their learning
- Act at the earliest point to identify the need and intervene with the right support
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Observation and assessment (Boxall Profile) has identified a number of social and emotional barriers to learning in children across the school. Many of the identified challenges are linked to a lack of robust and effective learning behaviours as a result of frequent absence from school due to COVID19. Most notably, these are due to a lack of enrichment opportunities, routine and structure during school closure.
2	Assessment and observation indicate that some children have underdeveloped language skills. This results in children finding it challenging when asked to reason, justify and explain their learning.
3	The need for early language acquisition to be in place to enable children to access the curriculum

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
For Challenge 1: Children show good learning behaviours that have an impact on their confidence, self-esteem and academic achievement	Boxall Profile data indicates progress Assessment data indicates progress
For Challenge 2: Children have access to and use more sophisticated language when describing and discussing their learning	Oracy targets are met Children use the key vocabulary, orally and in their written work, that is displayed in classrooms
For Challenge 3: To introduce and consolidate language that supports the learning of basic skills	Children can recognise and speak the vocabulary associated with basic skills in reading, writing and maths Children can write simple words and phrases

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: £1 179

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Nurture UK (SPP) Identifying and working with children with additional emotional needs	The EEF Toolkit and Nurture Groups https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	1
Oracy Project Empower children to use their voice for success in school and in life. Spoken language skills are one of the strongest predictors of a child's future life chances. Give children the opportunities to explicitly and purposefully develop these crucial skills. Empower staff to provide a high-quality oracy education to all.	EEF oral language development report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3
DoodleMaths & DoodleEnglish Provide support for children to catch up through remote learning facilities	These programmes have been sourced as a result of parent feedback from remote learning as they allow pupils to work independently. Pupil feedback and engagement shows that they enjoy learning when it is presented through IT and bespoke to their ability https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 3

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

Budgeted cost: £2 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring	EEF: 1:1 tuition report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Targeted interventions <ul style="list-style-type: none"> • SNAP Maths • 5 Minute Box - Number & Literacy • Fast Track Phonics • Breaking Barriers • Cath-Up Reading 	EEF: Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

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

Budgeted cost: £1 318

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	Challenge number(s) addressed
The Boxall Profile (SPP) Assessment to identify need in children across the school with the purpose of implanting wellbeing interventions to support children in the challenges they face	'Now You See Us' report Nurture UK 'Mental Health & Behaviour in Schools' report Nurture UK https://www.nurtureuk.org/reports/now-you-see-us-report/	1
Lego Therapy Children learn to take turns, take on roles to complete a task collaboratively and to work alongside others	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in children with autism, such as sharing, turn-taking, following rules, using names and problem-solving https://discovery.ucl.ac.uk/id/eprint/	1, 2
ELSA/Nurture Groups Continue to support children individually and in small groups during planned and focused activities that promote	The EEF Toolkit and Nurture Groups https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	1, 2, 3

resilience, self-esteem, confidence and conflict resolution. Children continue to have opportunities to broaden their interests during extra-curricular clubs		
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Total budgeted cost: £4 497 (£192.20 CF)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<p>Internal assessments show good progress in reading, writing and maths.</p> <p>Reading Age Progress: 2020/21: Oct '20 9y0m – May '21 11y2m Maths Age Progress: 2020/21: Oct '20 9y0m – May '21 10y3m Reading/Writing: Working below expected level Maths: Working just below expected level</p> <p>Despite school closures, nurture and wellbeing activities were able to continue, either in school or remotely, with staff contacting children regularly and running small groups with them online. This contact had a positive impact on children who were separated through lockdown from their friends attending school. Wellbeing questionnaires following children's return to school demonstrated this.</p> <p>Additional remote learning APPs to enable children to access bespoke activities were popular with children and parents. Children in Year 6 won a competition for 'staying in the green zone' in DoodleMaths – 1/946 schools who were monitored over a period of time. On return to school, feedback from parents and children requested that subscriptions DoodleMaths and DoodleEnglish would continue.</p> <p>Subscription to an online reading service was less well used and the subscription was not renewed. Most families have access to a large library of books and used the online facilities at West Berkshire Library and this additional service was not required.</p>

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Due to the significant number of children on roll who are from military families (40%), a separate report is generated that details the spending and impact of our service pupil premium. The report can be found at:</p> <p>https://curridge-westberks.secure-dbprimary.com/westberks/primary/curridge/site/pages/aboutourschool/pupilpremium</p>

What was the impact of that spending on service pupil premium eligible pupils?	Please refer to the separate report
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Further information (optional)

Our strategy to support vulnerable children is supplemented by additional activities that are not funded through pupil or service pupil premium. This includes:

- Utilising a DfE grant to train a senior mental health lead. This will support staff, children and parents with their wellbeing. Additionally, disseminating the training in staff meetings will upskill all staff in managing their own mental health as well as those around them
- Forest School. A member of staff is training as a Level 3 Forest School Leader. The Forest School principles enable children to take risks within safe parameters, promotes confidence and self-esteem as well as being highly engaging for children who may find a traditional classroom environment more challenging.
- Small Garden projects. Children from across the school have the opportunity to work outside, either individually or in small groups, with a member of staff if they have barriers to their learning which may not be met in the classroom. This therapeutic thinking approach gives children a sense of responsibility, worth and boosts their self-esteem. The adult working with the children support them to share, discuss and find strategies for managing and regulating their emotions
- Offering a wide range of extra-curricular clubs. In the autumn term, 86% of children attended at least one club. Clubs are focused on building team skills, collaborative skills and promoting social and emotional resilience. Children are encouraged to nominate clubs that they would like to attend.