Pupil Premium Strategy Statement
Curridge Primary School

This statement details our school's use of pupil premium funding and recovery premium for the 2022 to 2023 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
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	6% (5 Children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 – 2023 to 2024 - 2025
Date this statement was published	01.12.22
Date on which it will be reviewed	01.12.23
Statement authorised by	Jackie Livermore Headteacher
Pupil premium lead	Jackie Livermore Headteacher
Governor / Trustee lead	Rebecca Lewis Governor
This report has been created with reference to the guidance below: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4 155
Recovery premium funding allocation this academic year	£2 000

Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
Total budget for this academic year	£6 155

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	Low attendance results in a significant amount of the curriculum is missed. This has a direct impact on progress and attainment
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 English 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
Challenge 1: Attendance improves to above 90%	Progress and attainment improves to be in line with peers, age and ability
Challenge 2: Children have access to and use more sophisticated language when describing and discussing their learning	Children use the key vocabulary, orally and in their written work, that is displayed in classrooms. Children take advantage of a wide range of opportunities that develop self-confidence and language skills
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 increasingly sophisticated 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: £2 384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieving accreditation in therapeutic techniques. (TTST)	Therapeutic Thinking is an approach to support children and young people's Social Emotional and Mental Health needs in schools. Being therapeutic means that school policy and the day to day practice in schools are designed to provide experiences that create sustained prosocial (positive, helpful) feelings within all children, adults and in particular, the non-typical and / or young people who have experienced trauma and/or adverse childhood experiences' https://www.westberkseducation.co.uk/Services/4716	1, 2, 3

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

Budgeted cost: £3,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions • SNAP Maths • 5 Minute Box - Number & Literacy • Fast Track Phonics • Breaking Barriers • Catch-Up Reading	These interventions support language development working 1:1. They narrow gaps caused by low attendance and less well developed language skills 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, 2, 3
Improving engagement with reading - *ABC to Read*	An opportunity to build a relationship, 1:1 with a reading mentor based on own interests. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1

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

Budgeted cost: £1,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Nurture Groups	Continue to support children individually and in small groups during planned and focused activities that promote resilience, self-esteem, confidence and conflict resolution. Children continue to have opportunities to broaden their interests during extra-curricular clubs https://www.nurtureuk.org/wp-content/uploads/2021/11/TheEEF-Toolkit-and-Nurture-Groups.pdf	1, 2, 3
Ensure children take part in a wide range of extra-curricular activities	Children will have access to a broad and balanced curriculum that gives them an opportunity to pursue areas of interest outside of the usual curriculum. Children are able to attend all planned trips, visits and residential events	1, 2, 3

Total budgeted cost: £6 677

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Individual reviews are complied for each child. This details specific intervention and/or support in place for each child, the impact of this and the next steps. Children joining school with no English spoken skills, have systematically worked in small groups every day using the Racing to English programme. The progress made means children are communicating with their peers, are able to work independently in some lessons and activities and can ask for help if needed. Attendance remains a concern for some pupils and school is working with parents and the local authority to address this.

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**
Due to the significant number of children on roll who are from military families (43%), a separate report is generated that details the spending and impact of our service pupil premium. The report can be found at: https://curridge-westberks.securedbprimary.com/westberks/primary/curridge/site/pages/aboutourschool/pupilpremium
The impact of that spending on service pupil premium eligible pupils
Please see separate report