

Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium for the 2023 to 2024 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	81
Proportion (%) of pupil premium eligible pupils	April '22 – March '23 = 7% April '23 – March '24 = 3.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24 – 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jackie Livermore Headteacher
Pupil premium lead	Jackie Livermore Headteacher
Governor / Trustee lead	Dianne Gregson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15 278
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	£15 278

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	Absence and/or late attendance can result in a significant amount of missed learning. This has a direct impact on progress and attainment.
2	Children's social skills and peer relationships may present a barrier to their emotional wellbeing and this can limit their progress and attainment
3	Children may have difficulty recognising, naming and coping with their emotions. This means they may not always self-regulate which impacts their learning

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
Children are on time for school and attend regularly.	Attendance data is at least in line with local and national figures
Children have strategies to facilitate and build on friendships.	All vulnerable children have the opportunity to regularly meet with trained staff All vulnerable children attend at least one extracurricular club each week
Children are able to recognise when they need support and to use taught strategies to regulate their emotions	All vulnerable children have the opportunity to regularly meet with trained staff There are designated, safe places in school for children to work with trained adults

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13 751

Activity	Evidence that supports this approach	Challenge number(s) addressed
The ELSA works outside of the classroom to provide support for children.	The EEF Toolkit and Nurture Groups https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	2 & 3
The adult responsible for nurture groups gives children the opportunity to explore their friendships and social skills and strategies for managing these when there is conflict		2 & 3

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

Budgeted cost: £60

Activity	Evidence that supports this approach	Challenge number(s) addressed
ABC to Read. Reading mentors build relationships with children to engage them using targeted reading resources	https://www.abctoread.org.uk/	1, 2 & 3

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

Budgeted cost: £1 465

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	
The Boxall Profile (SPP)	'Now You See Us' report Nurture UK	2 & 3

Assessment to identify need in children across the school with the purpose of implanting wellbeing interventions to support children in the challenges they face	'Mental Health & Behaviour in Schools' report Nurture UK https://www.nurtureuk.org/reports/now-you-see-us-report/	
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	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
Trips and Clubs Children's wider opportunities will not be limited due to cost. They will attend all trips and visits and will attend at least one extracurricular club each week	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	1, 2 & 3

Total budgeted cost: £15 276

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	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: https://curridge-westberks.secure-dbprimary.com/westberks/primary/curridge/site/pages/aboutourschool/pupilpremium
What was the impact of that spending on service pupil premium eligible pupils?	Please refer to the separate report

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 summer term '23, 93% 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.