

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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This statement details Curzon C of E Combined School's use of pupil premium for 2024-2027. This will be the final year of this plan. A full review of the 3 year plan will be carried out at the end of this academic year.

School overview

Detail	Data
School name	Curzon C of E Combined School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024- Aug 2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2026
Statement authorised by	ODBST
Pupil premium lead	J Payne
Governor / Trustee lead	R Lawrence/ A Higham 2025 onwards

Funding overview

Detail	Amount
Pupil premium funding allocation academic year (2024-25)	£1480 x 6= £8880 £2570 x 4= £10280
Pupil premium funding allocation academic year (2025-26)	£1515 x 5 = £7575 £2630 x 4 =£10520
Pupil premium funding allocation academic year(2026-27)	£1550 x 9= £13950 £2690 x 3 = £8070

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year 2024-25	£19160
Total budget for academic year 2025-26	£18095
Total budget for academic year 2026-27	£22020

Part A: Pupil premium strategy plan

Statement of intent

- *Our vision is for all pupils to grow like the mustard seed. We have high expectations for all our pupils and everyone is part of our community. Our aim is to use pupil premium funding to improve and sustain higher attainment and improved progress for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally and with our whole school progress.*
- *We identify our disadvantaged pupils not only as those in receipt of the pupil premium but also as those who are working with a social worker or have had previous social care involvement, our young carers, those with social emotional barriers and our travellers whom we support with catching up time missed from the curriculum.*
- *We follow the 3 tiered approach as set out in EEF Guide to the Pupil Premium.*
- *During the period of this strategy, we will focus on key challenges that some of our disadvantaged pupils face: writing (vocabulary, constructing clear sentences independently and accuracy of secretarial skills); learner independence and resilience; reading a wide range of literature, making sense of texts; Maths (fluency and recall and the confidence to solve problems); addressing specific SEND needs; providing social and emotional support.*
- *As a small school with relatively few numbers of pupils eligible for pupil premium funding, we treat each child as an individual and address each child's specific needs, sometimes offering personalised interventions, such as support for social and emotional issues and SEND needs. We aim for each child to progress and grow in line with our vision and regardless of their starting points.*
- *We have a whole school approach focusing on good quality first teaching for all children in reading, writing and Maths underpinned by a CPD programme and a system of coaching and mentoring within our school. Our support staff are trained in how to support pupils without over supporting them. All staff take responsibility for disadvantaged pupils' outcomes.*
- *Our implementation includes pre teaching to prepare pupils for their learning and to develop cultural capital, support at the point of writing. Additional Maths tutoring is used to address gaps in learning so that all children have a clear, coherent and highly sequenced learning experience.*
- *We support our children with social and emotional needs as well as academic needs. This emphasis on the whole child fits with our school vision of everyone growing in many different ways, like the mustard seed.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Writing- vocabulary, constructing clear sentences independently and the accuracy of secretarial skills</i>
2	<i>Learner independence and resilience</i>
3	<i>Reading- range of literature, reading at school and at home, making sense of texts and teaching higher order skills</i>
4	<i>Maths- particularly basic arithmetic skills, times tables fluency and the ability and confidence to apply learning to worded problems</i>
5	<i>Ensuring all PPG children are able to access the curriculum fully regardless of additional SEND needs</i>
6	<i>Social and emotional issues – such as anxiety, attachment, behaviour, attendance, emotional based school avoidance issues.</i>
7	<i>Participation in extra-curricular activities and enrichment activities</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved writing attainment and progress- vocabulary, constructing clear sentences independently and the accuracy of secretarial skills	Internal school progress scores for pupils eligible for pupil premium are at least in line with whole school progress scores. Achieve at least national average progress scores by the end of KS2 each year.
Improved learner independence and resilience	Pupil voice shows that pupils eligible for pupil premium work with greater confidence in lessons, are able to take greater responsibility for their own learning and can express how they are ready for the next stage in their learning. . 100% homework completion
Improved reading attainment and progress- range of literature, reading at school and at home, making sense of texts and teaching higher order skills.	Reading journals indicate a wide range of literature and genre. Reading discussions with pupils eligible for pupil premium indicate increased cultural capital and a wider understanding of the world. Internal school progress scores for pupils eligible for pupil premium are at least in line with whole school progress scores. Nearly all of those eligible for pupil premium pass Y1 phonics test. 100% pass by end of Y2.

	Achieve at least national average progress scores by the end of KS2.
Improved Maths attainment and progress- particularly basic arithmetic skills, times tables fluency and the ability and confidence to apply learning to worded problems	Achieve at least national average progress scores in KS2 Maths. Internal school progress scores for pupils eligible for pupil premium are at least in line with whole school progress scores. Y4 Multiplication test data shows most pupils eligible for pupil premium are achieving over 20/25.
Ensure all disadvantaged pupils are able to access the curriculum fully regardless of additional SEND needs	100% pupils eligible for pupil premium take part in enrichment events and trips. Pupils eligible for pupil premium and who are SEND made at least typical progress.
Social and emotional issues – such as anxiety, attachment, attendance, behaviour, emotional based school avoidance issues.	Parents express their confidence in parent surveys and pupils eligible for PPG speak confidently in pupil surveys. Data shows PPG attendance continues to be in line with whole school attendance. Data shows that pupils eligible for pupil premium behave well, rarely receive consequences and any issues are addressed swiftly and effectively.
PPG children able to participate in extra-curricular and enrichment activities.	100% pupils eligible for pupil premium continue to attend at least one club each week

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2026-27)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for both teachers and TAs on embedding quality first teaching as part of SDP. Coaching and mentoring, induction of new staff.	EEF Maximising Learning What makes great teaching? - Sutton Trust Doug Lemov-Teach like a Champion -importance of strategies such as paired talk, building connections with others and thinking time to ensure all are fully involved in and feel part of whole class teaching. Marc Rowland- strategies for supporting disadvantaged pupils.	1,2,3,4,5
Staff CPD on teaching writing effectively including developing pupils' vocabulary CPD by Juie Sargeant Bespoke English network group to focus on improving outcomes for underachieving disadvantaged pupils in writing School Effectiveness Partner work in schools around early literacy amongst disadvantaged pupils ODBST speech and language programme to develop teacher skills	National literacy trust EEF Mastery Learning, Metacognition, Feedback for pupils SEND Code of Practice: Individual Instruction from effective assessment and identification of individual need. DfE writing framework https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The_writing_framework.pdf DfE reading framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1

Staff CPD on teaching of spelling and handwriting and strong foundations of learning. EYFS leader groups and focus on School Effectiveness Partner work around developing oracy amongst disadvantaged pupils	What makes great teaching? - Sutton Trust DfE writing framework https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The_writing_framework.pdf EEF Mastery Learning, Metacognition SEND Code of Practice: Individual Instruction from effective assessment and identification of individual need.	1
Staff CPD on quality literature and developing pupils as readers. Improving composition side of writing-story language and descriptive vocab	National literacy trust DfE reading framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1,3
Staff CPD on teaching times tables Access to bespoke ODBST Maths Hub group with resources and CPD (including Teaching for Mastery training) New Trust wide Maths programme to skill leaders, teachers and support staff around the use of manipulatives and the more effective use of representations, as used in WRM. School Effectiveness Partners work in school around early Maths amongst disadvantaged pupils	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Continued staff CPD for both teachers and TAs on effective SEND support and	Universally available provision EEF special education needs in mainstream setting	5

adaptive teaching. Effective monitoring of interventions. ELSA supervision program	NASEN supporting SEN provision All give examples of supporting SEN children in an inclusive manner that develops their independence and knowledge and allows them to access the full curriculum. Key aspects include strategies to support ADHD, ASD and attachment issues.	
Recruit and retain quality support staff with effective CPD and coaching	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)	1,2,3,4,5,6

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work on developing vocabulary accurate secretarial skills at the point of writing.	The EEF guidance is based on a range of the best available evidence: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,3
Small group tuition linked to fluency and retention of key number skills and the ability to apply these to problem solving.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Pre-teach programme - learners to be supported before lessons with mathematical concepts so they have more confidence in lessons and can follow teachers' inputs more independently.	Maths Hubs-Devon Project showed improvement in learner attitude and attainment	4, 2
1-1 reading to develop reading accuracy, fluency and reading miles. Small comprehension groups Focus on higher order reading skills.	The EEF guidance is based on a range of the best available evidence: https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Small group/1-1 support to address specific SEND cognitive needs. Support following EP, STS and SALT recommendations.	EEF special education needs in mainstream setting NASEN supporting SEN provision	1,3,4,5

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

Budgeted cost: £3095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social skills work to support children emotionally so they are able to learn effectively Social and emotional worker employed to support families. Introduction of Boxall Profile across the ODBST to better	"The Trauma Sensitive Classroom" by Patricia A. Jennings "Permission to Feel" by Marc Brackett ELSA materials All advocate the importance of supporting children socially emotionally to free them up to learn. Anna Freud steps to Good Mental Health There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	6

standardise and support responses to SEMH difficulties		
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing school ethos and improving behaviour across school. ODBST Step On tutors in schools as part of the ODBST Behaviour Strategy.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	6
Work with families on attendance. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance July 2026 Implementation of ODBST attendance policy and strategy This will involve training and release time for staff to develop and implement new procedures. Appointing attendance/support officers to improve attendance. Training for DSLs and Family Liaison Officers	Dfe Working together to improve school attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. What every parent can expect from our reforms	6

Funding of extracurricular activities, visits, trips.	The key	7
Homework club provided and funded.	Sue Cowley-self regulation EEF metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2

Total budgeted cost: £ 18,095

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 2025-26 academic year and over the 3-year period of the plan

2025-6

Good levels of pupil premium pupil progress 2025-26.

Reading

8/9= 89% pupils eligible for pupil premium made typical progress. This compares to 92% for all pupils.

Two pupils are now working at greater depth.

Writing

8/9=89% pupils eligible for pupil premium made typical progress. This compares to 97% for all pupils.

Maths.

8/9= 89% pupils eligible for pupil premium made typical progress. This compares to 94% for all pupils.

Learner independence

4/7 eligible disadvantaged pupils attended homework club (KS2 only) where they were supported by teachers to complete their homework. We have also been working with parents on learner independence and resilience, offering workshops led by external providers for all parents, such as Sue Cowley and Papaya online safety.

Social and emotional

Attendance for pupils eligible for pupil premium was 94.8% compared to 95.4% for all pupils. The school has worked closely with individual families, especially where there have been cases of emotional based school avoidance (EBSA).

Staff CPD in emotional support has enabled all staff to support pupils more effectively with social and emotional issues. The social and emotional worker is trained in ELSA. Some pupils eligible for pupil premium have benefited from external support too.

Behaviour records show behaviour for our pupils eligible for pupil premium has been good. Work with families has been effective. Where there has been challenging/low level

disruptive behaviour, this has improved. There have been no serious incidences/suspensions for over four years in a row.

Participation in extra-curricular activities and enrichment activities

All pupils eligible for pupil premium have participated in all trips (including residentials) and enrichment activities provided by the school.

7/9 pupils eligible for pupil premium have participated in a school club. The other two pupils have attended out of school clubs.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A