

Pupil premium strategy statement: Curzon Combined C of E



| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|-------|--|-----------|
| School | Curzon | | | | |
| Academic Year | 2017/18 | Total PP budget | £6600 | Date of PP Review | Autumn 19 |
| Total number of pupils | 146 | Number of pupils eligible for PP | 5 | Date for next internal review of this strategy | Autumn 19 |

| 2. Outcomes 2018 data | |
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| Typical progress in reading from their starting points | 3 children made accelerated progress, 2 made expected progress |
| Typical progress in writing from their starting points | 2 children made accelerated progress, 3 made expected progress |
| Typical progress in maths from their starting points | 4 children made expected progress, 1 made accelerated progress |
| % achieving age related expectations in reading | 80% (4/5) |
| % achieving age related expectations in writing | 60% (3/5) |
| % achieving age related expectations in maths | 40% (2/5) |

| 3. Barriers to future attainment for pupils eligible for PP including high ability | |
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| <i>Data sources which helped identify barriers to attainment:; ASP, the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; Ofsted dashboard and guidance.</i> | |
| In-school barriers | |
| A. | Oral language skills are lower for pupils eligible for PP than for other pupils. This slows writing progress in subsequent years |
| B. | PP children's spelling is weak |
| C. | Behaviour/social issues can have a detrimental effect on academic progress |
| D. | Poor motor skills slow down writing progress |
| E. | Lack of resilience when faced with mastery work. |

| External barriers | |
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| F. | Attendance for 1 PP child is below 90% -this child had been home schooled after relationship with previous school broke down; 2 more are below 95%. |
| G. | Homework completion |
| H. | Very low starting points on entry to the school. |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral language skills | Pupils eligible for PP to make accelerated progress by end of year so that more children are working at national expectation for writing |
| B. | Improve spelling skills | |
| C. | Improve resilience when faced with problems in Maths | Pupils eligible for PP make accelerated progress by end of year so that more children are working at national expectation for maths. |
| D. | Emotional/social issues addressed | Fewer behaviour incidents recorded (without changing recording practices or standards). |
| E. | Increased attendance rates where appropriate | Ensure PP child's attendance remains above 90% through-out the year. |

5. Review of expenditure 2017-18

i. Targeted support

| Desired outcome | Action | Impact: | Lessons learned | Cost |
|-------------------------------|---|---|---|-------|
| Improved Year 5 Maths results | Small group tuition delivered by qualified teacher using planned programme. | Medium: 5/8 in group now at expected standard. One PP child had poor attendance for extra maths support outside of school reducing effectiveness of programme. | This seemed to be most effective when children were given clear methods to follow, and scaffolded in recording their work. Timetabling reviewed to find a better time for extra maths sessions outside of school. Tried after school instead of before which worked lot better. | £2122 |

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| Improved reading standards | 1-1 reading support STILE comprehension programme | High: 3/5 PP children made accelerated progress in reading. 80% KS2 PP now achieving expected standard. | | £102 |
| Improved writing standards | 1-1 writing support Small group writing support | Medium/High: some targeted PP made good progress. 2/5 PP children made accelerated progress in writing | | £1200 |
| Improved motor skills | 1-1 OT exercises daily | Low/medium Improvement in gross motor skills and coordination. Issues remain especially with fine motor skills. | Need to ensure activities are followed up at home. | £518 |

| ii. Other approaches | | | | |
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| Desired outcome | Action | Impact: | Lessons learned | Cost |
| Social/emotional/behaviour issues addressed | Family worker 1-1 support Emotional support through pastoral 1-1s. After school club to improve physical coordination. Social skills group | Medium-low: Less behaviour incidences but this is an area that still needs work. Medium -less incidences of aggressive behaviour. Most children in group now able to work well in range of groups. | Works best with weekly communication between class teacher and family worker. Continue programme. Time still needed to be put aside outside group to talk through any issues. | £1994 |
| Ability to participate in extra-curricular activities by relieving financial costs, boost physical skills, self-confidence | Funding provided | High: All PP pupils participated on trips/residential visits. One pupil developed touch typing skills One pupil was enabled to participate in the school choir and be part of a large scale performance at the Royal Albert Hall Two pupils have physical coordination and movement difficulties. Balance and coordination skills improved. | | £680.50 |

6. Planned expenditure 2018-19

i. Targeted support (£1320 x 4 pupil=£5,280) + (£2,300 x3 = £6,900) = £12,180

| Desired outcome | Action | Evidence and rationale | How effective implementation will be ensured | Staff lead | Review |
|--|---|--|--|------------|----------|
| A. Improved oral language skill B. Improved spelling | Small group work on talk for writing and spelling strategies. | Some of the pupils need targeted support to catch up. Book scrutiny shows that some PP children miss out words in sentences/do not always construct sentences accurately in their writing. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | Mrs South | Jan 2019 |
| C. Improved motor skills | Weekly touch typing sessions OT sessions Purchase resources | Monitoring shows that lack of fine motor skills is a barrier for writing and causes lack of motivation. | Engage with parents to ensure touch typing skills are practised at home as well. | Mrs Payne | Jan 2019 |
| D. Improved maths skills | Small group tuition focusing on missing number problems, calculation strategies and other mastery approaches. | Data shows PP children struggle with reasoning and word problems. Data shows that PP pupils need to revise number facts and times tables. | Regular planning and feedback meetings between class teacher and Maths support teacher. | Mrs Clegg | Jan 2019 |
| e. Improved ability to access curriculum for hearing impaired children | Teachers work alongside SALT (speech and language service) and Hearing Impaired staff to develop skills. | Specialist support needed. | Regular meetings between class teacher and SALT. Training for staff (e.g, key signing words) | Mrs Steere | Jan 2019 |

ii. Other strategies

| Desired outcome | Action | Evidence and rationale | How effective implementation will be ensured | Staff lead | Review |
|--------------------------------------|---|--|--|-----------------------|----------|
| E. Increased attendance rates | Monitoring of attendance by Office Manager. Letters sent home as appropriate and concerns discussed with parents. | Attainment can't be improved when attendance is below expectations. NFER briefing for school leaders identifies addressing attendance as a key step. | SLT to monitor. Ensure good communication with parents. | Office Manager | Termly |
| F. Emotional/social issues addressed | 1-1 support from family worker. Use family support worker to engage with parents. | The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. | Create good links between home and school. | Family support worker | Jan 2019 |

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| | Develop restorative approaches and focus on positive behaviours. | | Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. | | |
| G. Funding of extracurricular activities, visits, trips. | School to contact parents. | To enable PP children to participate fully in all aspects of school life. | SLT will monitor costs and impact of provision. | SLT | Termly |
| H. Support with homework completion | Homework club in school provides. 1-1 adult readers. | To close the attainment gap for PP pupils. To foster good organisational skills. | SLT will monitor cost and impact of provision. | Mrs Payne | Termly |

All our pupils from travelling families received the equivalent of pupil premium funding from the LA. They do not qualify by current national criteria but are deemed by the school to be disadvantaged due to their lower attendance levels. The funding was used to boost their reading skills throughout the year and good progress was achieved for all.

Curzon School Governing Body has outlined the following principles for how the funding is spent, in line with the needs of the pupils;

- i. Providing short-term individual or small group tuition intervention programmes for these children if they need a boost to their learning in order to reach their potential and raise their attainment; for example small group Phonics, reading comprehension, writing or maths tuition.
- ii. Enabling pupils' access to opportunities which boost and engage pupils in their learning e.g. school visits, extracurricular activities (e.g. homework club, individual musical instrument hire and tuition) and provision of books to promote reading and other materials/resources.
- iii. Providing extra adult support for parents and pupils to facilitate emotional support and development.
- iv. Support to ensure full participation in school life where financial circumstances are difficult(e.g. school swimming lesson costs)
- v. Purchasing extra support from external providers which may not be available within the school.

The Senior Management Team

- Ensure that these children have their needs clearly identified and their progress closely monitored throughout the year. Impact was measured with regards to the improvement in attainment, confidence, behaviour, emotional stability and/or attendance.
- Held half termly meetings to plan and evaluate the impact of interventions for the pupil premium pupils and developed strategies to support those who were deemed to be at risk of not making at least good progress and/or achieving age-related levels by the end of the year in the key skills of Reading, Writing (including spelling and grammar) and Maths.
- Used existing resources and publications including those from OFSTED Good Practice series and findings undertaken by the Sutton Trust to make decisions relating to provisions.