

Pupil premium strategy statement: Curzon Combined C of E



1. Summary information					
School	Curzon				
Academic Year	2018/19	Total PP budget	9240 (7 PP)+6500 (3 post LAC)=£15740 (1900+2300+2300 as rates for post LAC changed April)	Date of PP Review	Autumn 20
Total number of pupils	146	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Autumn 20

2. Outcomes 2019 data	
Typical progress in reading from their starting points	9 children made expected + progress , 2 children made accelerated progress,
Typical progress in writing from their starting points	8 children made expected + progress, 4 children made accelerated progress
Typical progress in maths from their starting points	8 children made expected + progress, 2 children made accelerated progress
% achieving age related expectations in reading	40% (4/10)
% achieving age related expectations in writing	50% (5/10)
% achieving age related expectations in maths	30% (3/10)
Overall progress is good. Many of our pupil premium children still working below age related expectations but the gap is narrowing in some cases.	

3. Barriers to future attainment for pupils eligible for PP including high ability

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, NFER report

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 and problem solving
F.	SEN for behaviour

External barriers

F.	Attendance for 1 PP child is below 45% -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

	<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). Higher levels of attendance.
E.	Increased attendance rates where appropriate	Ensure PP child's attendance remains above 90% through-out the year.

5. Review of expenditure 2018-19

i. Targeted support

Desired outcome	Action	Impact:	Lessons learned	Cost
Improved Year 6 Maths results	Small group tuition delivered by qualified teacher using planned programme focusing on missing number problems, calculation strategies and other mastery approaches.	High: 7/7 in group reached ARE in Y6 SATs.	This seemed to be most effective when children were given clear methods to follow, and scaffolded in recording their work. Group responded well to intervention.	£2430
Improved reading standards Y2-6	1-1 reading support STILE comprehension programme	High: 2/10 PP children made accelerated progress in reading. 4/7 PP now achieving expected standard Y2-6	Next step-improve home school reading links. Introduce shared reading at home.	£1440
	Small group reading support Letterbox book scheme	All now reading at a higher level than in Sept 2018. Greeted with enthusiasm from children and parents.		£540
Improved writing standards Y2-6	1-1 writing support Small group writing support	Medium/High: targeted PP made good progress. 4/10 PP children made accelerated progress in writing		£1440
	Laptop purchased	High-pupil achieved expected.		£250
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.	£378

6. Planned expenditure 2019-20

i. Targeted support (£1320 x 5 pupil=£6600)

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. Also spelling is not at age related expectation for all PP.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Mrs South	Jan 2020
C. Improved reading skills	1-1 reading Small comprehension groups	Internal monitoring shows that some PP not achieving ARE. Being able to read age related texts is crucial for accessing the curriculum.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Mrs Payne	Jan 2020
D. Improved maths skills	Small group tuition focusing on missing number problems, calculation strategies and other mastery approaches. RM Maths programme	Data shows PP children struggle with reasoning and word problems. Data shows that PP pupils need to revise number facts and times tables. Some lack basic fluency skills.	Regular planning and feedback meetings between class teacher and Maths support teacher.	Mr Owen/ Mrs Clegg	Jan 2020

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.	Recent research and the school's experience suggest that children will not make progress academically until any social/emotional issues have been addressed.	Create good links between home and school.	Family support worker	Jan 2020

	Develop restorative approaches and focus on positive behaviours.	Research suggests that this is the most effective way to spend funding.	Ensure identification of target pupils is fair, transparent and properly recorded.		
Behavioural issues addressed	Monitoring of behaviour and mentoring of some PP by member of staff. Continue to build up partnership 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.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Set individual, achievable targets with each child. Create good links between home and school.	Miss Ladley	Half termly
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 provided. 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

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.
- vi. Other strategies as deemed appropriate by SLT for current pupils.

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.
- Holds half termly meetings to plan and evaluate the impact of interventions for the pupil premium pupils and develops strategies to support those who were deemed to be at risk of not making at least expected 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.