

# Pupil premium strategy statement

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

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, 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	Curzon Combined School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-3
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	ODBST
Pupil premium lead	J Payne
Governor / Trustee lead	E Howe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 6 = £8070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£10070</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

- *We have high expectations for all our pupils. Our aim is to use pupil premium funding to improve and sustain higher attainment for disadvantaged pupils that is comparable with that of non disadvantaged pupils nationally.*
- *During the period of this strategy, we will focus on key challenges that our disadvantaged pupils face: writing (vocabulary and sentence construction); learner independence; reading a wide range of literature; addressing gaps from Covid.*
- *As a small school we treat each child as an individual and address each child's specific needs, such as SALT and social and emotional issues.*
- *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. All staff take responsibility for disadvantage pupils' outcomes.*
- *Pre teaching is used to prepare pupils for their learning and develop cultural capital.*
- *Maths tutoring is used to fill in gaps from Covid.*
- *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 our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Writing- vocabulary, sentence construction</i>
2	<i>Learner independence</i>
3	<i>Reading- range of literature, reading at school and at home</i>
4	<i>Maths- addressing gaps from Covid</i>
5	<i>SALT-developing speech and language</i>
6	<i>Social and emotional issues as a result of Covid</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**, and how we will measure whether they have been achieved.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved writing skills, especially wider vocabulary and more complex sentence construction	Achieve at least national average progress scores in KS2 Writing
PPG are independent learners and secondary ready by the time they leave Curzon. They take responsibility for their own learning.	100% homework completion Any behavioural issues addressed
PPG have the opportunity to read a wide range of literature and develop culture capital.	Achieve at least national average progress scores in KS2 Reading
Gaps in Maths are closed.	Achieve at least national average progress scores in KS2 Maths
Speech and language issues have been addressed.	Individual pupils make at least typical progress. Speech is no longer a barrier to learning.
Social and emotional issues are addressed	Good partnerships built up with families. PPG parents make positive comments in parent surveys.
PPG children able to participate in extra-curricular and enrichment activities.	100% PPG children attend at least one club

## 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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on Maths mastery as part of whole school SDP – including more effective use of teaching assistants and pre teach programme	EEF use of TAs Cognitive Load theory-Rosenshine 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: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> ( <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a> )	4
Staff CPD on whole class reading strategies.	The EEF guidance is based on a range of the best available evidence: <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	3
Research project on metacognition	EEF Tool kit shows this can have strong impact on learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2

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

Budgeted cost: £ £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition linked to mastery approach and development of arithmetic skills	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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Pre-teach programme started- 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
Small group work on talk for writing strategies. Rehearsing writing to be a key component of literacy units across the school	The EEF guidance is based on a range of the best available evidence: <a href="https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1
1-1 SALT	External SALT provision to address individual needs	5
1-1 reading Small comprehension groups Meetings with parents about best way to support child at home with reading in Ks1 and Ks2. Inviting parents into school to hear own children read.	The EEF guidance is based on a range of the best available evidence: <a href="https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	3

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

Budgeted cost: £3070

Activity	Evidence that supports this approach	Challenge number (s) addressed
Family worker employed to support families.	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): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5
Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  Set individual, achievable targets with each child.  Regular meetings with parents.	EEF Improving behaviour in Schools <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Funding of extracurricular activities, visits, trips.	The key	6
Homework club provided.  Contingency plan for home learning includes how to support disadvantaged academically and with technology.	Sue Cowley-self regulation EEF metacognition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2

**Total budgeted cost: £ 10070**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### Writing

Steady improvement in disadvantaged pupil progress 2020-21. Gap has narrowed in writing with non PPG. Varied output of home learning. Dip in secretarial skills post lockdown.

Continue this next year to enable more disadvantaged children to reach ARE and to improve spelling skills.

#### Learner independence

Majority of PPG pupils attended homework club where they were supported.

Support provided with home learning during lockdown, included loaning lap tops, buying text books for those with no internet access and giving PPG children provision in school.

#### Reading

Steady improvement in disadvantaged pupil progress 2020-21. Gap has narrowed in reading with non PPG. Varied output of home learning.

Continue this next year to enable more disadvantaged children to reach ARE.

#### Maths

Steady improvement in disadvantaged pupil progress 2020-21. Gap has narrowed in Maths with non PPG.

Continue this next year to enable more disadvantaged children to reach ARE.

#### Social and emotional

PPG attendance Sept-Dec 2020 2% lower than all pupils

PPG attendance March-July 2021 in line with all pupils

PPG children 2021-22 have a good record of attendance so this will no longer be a specific objective.

#### Social and emotional

Family worker has been effective in supporting both key stages.

During lockdown, school stayed in close contact with families, making frequent phone calls, offering some pupils provision at school and using the family worker to support targeted children both at school and at home.

Continue family worker support programme.

Behaviour records show behaviour has been very good. Work with families has been effective.

#### Participation in extra-curricular activities and enrichment activities

PPG children have participated in all trips on offer.

100% PPG have participated in a club.

## 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



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding. N/A*