

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 for 2022-23.

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	160
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- Aug 2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	ODBST
Pupil premium lead	J Payne
Governor / Trustee lead	R Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-24)	£1455 x3= £4365 £2530 x4 = £10120
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14485

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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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. 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.*
- *We identify our disadvantaged pupils not only as those in receipt of the 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 who we support with catching up time missed from the curriculum.*
- *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, sometimes offering personalised interventions such as support for 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.*
- *Our implementation includes pre teaching to prepare pupils for their learning and to develop cultural capital and 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 our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Writing- vocabulary, sentence construction, spelling</i>
2	<i>Learner independence</i>
3	<i>Reading- range of literature, reading at school and at home, developing and retaining phonics knowledge</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 issues.</i>
7	<i>Participation in extra-curricular activities and enrichment activities</i>
8	<i>Ensuring that PPG attendance is in line with non-PPG attendance</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.

Intended outcome	Success criteria
Improved writing skills, especially wider vocabulary and more complex sentence construction.	PPG pupils are writing with increasing confidence and writing outcomes are improving as they progress through the school, using the identified grammatical structures with increasing accuracy. Achieve at least national average progress scores by the end of KS2.
PPG are independent learners and secondary ready by the time they leave Curzon. They take responsibility for their own learning.	PPG pupils work with greater confidence in lessons and are able to take greater responsibility for their own learning. PPG pupil voice states that they are ready for the next stage in their learning and feedback from secondary schools indicates that they settle quickly. 100% homework completion Any behavioural issues addressed
PPG have the opportunity to read a wide range of literature and develop culture capital.	Reading journals indicate a wide range of literature and genre. PPG pupils reading discussions indicate increased cultural capital and a wider understanding of the world. Achieve at least national average progress scores by the end of KS2
PPG retain phonics	Achieve at least national average scores in phonics tests and are able to apply this learning to develop their reading and writing skills.
Gaps in Maths are closed (basic arithmetic skills, ability to apply maths to word problems)	Achieve at least national average progress scores in KS2 Maths

	Multiplication timed test data (Y4 and internal)- 90% + accuracy with 6 seconds max for each question.
Pupils access the curriculum fully regardless of additional needs	Regardless of need and additional support, all pupils access the full curriculum and as a result make progress at least in line with their peers.
Social and emotional issues are addressed PPG pupils are confident and resilient learners with good attendance.	Good partnerships built up with families. PPG parents express their confidence in parent surveys and PPG pupils speak confidently in pupil surveys. Data shows PPG attendance is in line with non-PPG attendance
PPG children able to participate in extra-curricular and enrichment activities.	100% PPG pupils 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** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

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	EEF Maximising Learning Rosenshine's Principles of Instruction Daniel Willingham- importance of clear objectives, less teacher talk and recall activities. 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.	1,2,3,4,5
Continued staff CPD for both teachers and TAs on effective SEND support and adaptive teaching.	Ordinary available provision EEF special education needs in mainstream setting 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.	5
Staff CPD on teaching Ks1 reading catchup programmes.	Little Wandle training on teaching catch up programmes as part of synthetic phonics programme. Underlines importance of teaching vocabulary first and rereading texts to develop different skills.	3

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

Budgeted cost: £8700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work on developing vocabulary and sentence structure.	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
Small group tuition linked to mastery approach and development of arithmetic skills Focus on strategies for arithmetic and retention of key facts next year to enable more disadvantaged children to reach ARE. Focus on problem solving skills to move more disadvantaged pupils to Greater Depth.	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

<p>1-1 reading to develop reading accuracy, fluency and reading miles.</p> <p>Small comprehension groups</p> <p>Meetings with parents about best way to support child at home with reading in Ks1 and Ks2.</p> <p>Inviting parents into school to hear own children read.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	3
<p>Small group sessions to support with retention of early number and sounds knowledge.</p>	<p>Rosenshine</p> <p>Little Wandle and Maths Hub papers emphasise the importance of these early foundations.</p>	3,4

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

Budgeted cost: £4350

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Social and emotional worker employed to support families.</p>	<p>Anna Freud steps to Good Mental Health</p> <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<p>Monitor behaviour but also monitor whether improvements in behaviour</p>	<p>EEF Improving behaviour in Schools</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6

<p>translate into improved attainment.</p> <p>Set individual, achievable targets with each child.</p> <p>Regular meetings with parents.</p>		
Work with families on attendance	Dfe Working together to improve school attendance	6
Social skills work to support children emotionally so they are able to learn effectively.	<p>“The Trauma Sensitive Classroom” by Patricia A. Jennings</p> <p>“Permission to Feel” by Marc Brackett</p> <p>ELSA materials</p> <p>All advocate the importance of supporting children socially emotionally to free them up to learn.</p>	6
Funding of extracurricular activities, visits, trips.	The key	7
Homework club provided.	<p>Sue Cowley-self regulation</p> <p>EEF metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2

Total budgeted cost: £ 14550

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 2022-23 academic year.

Reading

Good levels of PPG pupil progress 2022-3. Gap has narrowed in reading with non-PPG pupils. All PPG pupils made typical progress which is higher than the % for non-PPG pupils.

100% PPG passed phonics test.

Continue strategies around phonics and reading accuracy, fluency and reading miles next year to sustain progress, enable more disadvantaged pupils to reach ARE and increase pupils' cultural capital. Work on vocabulary in reading will also support progress in writing.

Maths

8/10 PPG pupils made typical progress 2022-23.

Some PPG pupils lack mathematical fluency and recall. Focus on strategies for arithmetic and retention of key facts next year to enable more PPG pupils to reach ARE. Focus on problem solving skills to move more PPG pupils to Greater Depth. Pupil voice showed that PPG pupils appreciated pre teach strategies and said it made them more confident in lessons.

Writing

8/10 PPG pupils made typical progress 2022-23.

Some PPG pupils are not yet meeting ARE in writing due to lack of vocabulary and secure sentence structure. Some also have difficulties focusing due to social and emotional issues. Pupil voice showed that PPG pupils appreciated inclusion strategies such as whole class chanting of key vocabulary, working walls for key words and phrases and paired talk.

Small group writing support and continued work on embedding quality first class teaching strategies need to be a continued focus next year.

Learner independence

Nearly all eligible disadvantaged pupils attended homework club where they were supported by teachers to complete their homework. Some still need support to be more organised with their homework and equipment.

Social and emotional

Attendance for most PPG pupils 2022-23 was in line with non-PPG peers. The school has worked closely with individual families and seen an improvement in their attendance.

Staff CPD in trauma awareness has enabled all staff to support pupils more effectively with social and emotional issues.

The social and emotional worker is trained in ELSA. Some PPG pupils have benefited from external support too.

Continue social and emotional worker support programme and attendance strategy.

Behaviour records show behaviour for our PPG pupils has been good. Work with families has been effective. There have been no serious incidences for two years in a row/

Participation in extra-curricular activities and enrichment activities

All PPG pupils have participated in all trips on offer.

Pupil voice carried out by ODBST found that all PPG pupils interviewed feel they are valued and supported at school.

Nearly all PPG pupils 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