

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. It is a new 3-year plan. The outcomes for 2024 and a review of 2021-2024 plan can be found at the end of this plan.

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 2025
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 (2023-24)	£1480 x 6= £8880 £2570 x 4= £10280
Pupil premium funding allocation academic year (2024-25)	£1480 x 6= £8880 £2570 x 4= £10280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for academic year 2023-24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19160
Total budget for academic year 2024-25	£19160

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	<p>Achieve at least national average progress scores in KS2 Maths.</p> <p>Internal school progress scores for pupils eligible for pupil premium are at least in line with whole school progress scores.</p> <p>Y4 Multiplication test data shows most pupils eligible for pupil premium are achieving over 20/25.</p>
Ensure all disadvantaged pupils are able to access the curriculum fully regardless of additional SEND needs	<p>100% pupils eligible for pupil premium take part in enrichment events and trips.</p> <p>Pupils eligible for pupil premium and who are SEND made at least typical progress.</p>
Social and emotional issues – such as anxiety, attachment, attendance, behaviour, emotional based school avoidance issues.	<p>Parents express their confidence in parent surveys and pupils eligible for PPG speak confidently in pupil surveys.</p> <p>Data shows PPG attendance continues to be in line with whole school attendance.</p> <p>Data shows that pupils eligible for pupil premium behave well, rarely receive consequences and any issues are addressed swiftly and effectively.</p>
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 (2024-25)** 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
<p>Staff CPD for both teachers and TAs on embedding quality first teaching as part of SDP.</p> <p>Peer observations</p> <p>Coaching and mentoring</p>	<p>EEF Maximising Learning</p> <p>What makes great teaching? - Sutton Trust</p> <p>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.</p> <p>Getting Started with Peer Observation (cambridge-community.org.uk)</p>	1,2,3,4,5
<p>Staff CPD on teaching writing effectively including use of questioning and writing for a purpose.</p>	<p>CPD by Juie Sargeant</p> <p>What makes great teaching? - Sutton Trust</p>	1
<p>Staff CPD on teaching of spelling</p>	<p>What makes great teaching? - Sutton Trust</p> <p>Little Wande spelling</p>	1
<p>Continued staff CPD for both teachers and TAs on effective SEND support and adaptive teaching.</p> <p>ELSA supervision program</p>	<p>Ordinary available provision</p> <p>EEF special education needs in mainstream setting</p> <p>NASEN supporting SEN provision</p> <p>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.</p>	5
<p>Recruit and retain quality support staff with effective CPD and coaching</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,3,4,5,6

	Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing pupil independence and resilience.	Hestor Bancroft Briefing2 Resilience in schools health inequalities.pdf (publishing.service.gov.uk)	1,2,3,4
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/eef-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. Use of Nesy program to support spelling. Support following EP recommendations.	EEF special education needs in mainstream setting NASEN supporting SEN provision	1,3,5

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

Budgeted cost: £4490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional 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):	6
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.	“The Trauma Sensitive Classroom” by Patricia A. Jenning “Permission to Feel” by Marc Brackett ELSA materials All advocate the importance of supporting children socially emotionally to free them up to learn.	6
Funding of extracurricular activities, visits, trips.	The key	7

Homework club provided.	Sue Cowley-self regulation EEF metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
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Total budgeted cost: £ 19,160

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 2024-25 academic year and over the 3-year period of the plan.

2024-25

Good levels of pupil premium pupil progress 2024-25

Reading

9/10= 90% pupils eligible for pupil premium made typical progress. This compares to 97% for all pupils.

Two pupils are now working at greater depth.

100% pupils eligible for pupil premium passed phonics test and achieved age related expectations at end of KS2.

Writing

8/10=80% pupils eligible for pupil premium made typical progress. 2/3 =67% achieved age related expectations at the end of KS2.

Maths.

9/10= 90% pupils eligible for pupil premium made typical progress. This compares to 95% for all pupils. 100% pupils eligible for pupil premium achieved age related expectations at end of KS2 including 2/3 at greater depth.

Learner independence

5/7 eligible disadvantaged pupils attended homework club 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.

Social and emotional

Attendance for pupils eligible for pupil premium was 96.3% compared to 95.5% 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 EBSA and 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. There have been no serious incidences for three years in a row.

Participation in extra-curricular activities and enrichment activities

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

8/10 pupils eligible for pupil premium have participated in a club.

Evaluation of Strategy 2021-24

Intended outcome	Success criteria	Evaluation
Improved writing skills, especially wider vocabulary and more complex sentence construction.	<p>Pupils eligible for pupil premium are writing with increasing confidence and writing outcomes are improving as they progress through the school, using the identified grammatical structures with increasing accuracy.</p> <p>Achieve at least national average progress scores by the end of KS2.</p>	<p>Progress has been strong year on year with the majority of pupils eligible for pupil premium making typical progress and some making accelerated progress. This is in line with the rest of the school. Where a pupil has not made typical progress, there have been other factors (i.e. SEND, social and emotional).</p> <p>Using an extra teacher to teach the same lesson as the class teacher with targeted smaller groups has benefited some of our pupils eligible for pupil premium.</p> <p>Progress scores from 2021-23 have been in line with or above average (no progress data for 2024)</p> <p>Next steps:</p> <p>Some pupils eligible for pupil premium are not yet meeting ARE in writing due to lack of vocabulary and cognitive needs. Some also have difficulties focusing due to social and emotional issues. Pupil voice showed that pupils eligible for pupil premium appreciated inclusion strategies such as whole class chanting of key vocabulary, working</p>

		<p>walls for key words and phrases and paired talk.</p> <p>Small group writing support and continued work on embedding quality first class teaching strategies will be a continued focus next year.</p>
<p>PPG are independent learners and secondary ready by the time they leave Curzon. They take responsibility for their own learning.</p>	<p>Pupils eligible for pupil premium work with greater confidence in lessons and are able to take greater responsibility for their own learning.</p> <p>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.</p> <p>100% homework completion</p> <p>Any behavioural issues addressed</p>	<p>The school has trained support staff to develop children’s independence and resilience. The school has also held a parental workshop on the importance of developing pupils’ independence. This is still an area to develop and will form part of the next strategy.</p> <p>Behaviour of pupils eligible for pupil premium has been good with any issues addressed.</p>
<p>PPG have the opportunity to read a wide range of literature and develop culture capital.</p>	<p>Reading journals indicate a wide range of literature and genre. Pupils eligible for pupil premium reading discussions indicate increased cultural capital and a wider understanding of the world.</p> <p>Achieve at least national average progress scores by the end of KS2</p>	<p>The school has reviewed the reading curriculum to ensure that a range of texts are covered and that staff read aloud to their pupils daily.</p> <p>We have targeted some pupils eligible for pupil premium with Book Trust books.</p> <p>Progress scores from 2021-23 have been above average (no progress data for 2024)</p> <p>Next steps:</p> <p>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</p>

		capital. Work on vocabulary in reading will also support progress in writing.
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.	Phonics scores for pupils eligible for pupil premium have been strong with all passing in year 1 between 2021-2024
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.	Progress scores from 2021-23 have been above average (no progress data for 2024) Improvement in Y4 multiplication test data since 2022. Average score now above national. Pupil voice showed that pupils eligible for pupil premium appreciated pre teach strategies and said it made them more confident in lessons. Next steps: Some pupils eligible for pupil premium lack mathematical fluency and recall. Focus on strategies for arithmetic and retention of key facts next year to enable more pupils eligible for pupil premium to reach ARE. Focus on problem solving skills to enable pupils to become confident and move targeted pupils eligible for pupil premium to Greater Depth. Continue pre teach.
Pupils access the curriculum fully regardless of additional needs	Regardless of need and additional support, all pupils access the full	Internal monitoring shows that pupils eligible for pupil premium have had full access to the curriculum and made

	curriculum and as a result make progress at least in line with their peers.	progress in line with the rest of the school. CPD on quality first teaching has been effective in developing more active pupil participation in lessons. Internal monitoring shows that teaching is consistently at least good.
Social and emotional issues are addressed Pupils eligible for pupil premium are confident and resilient learners with good attendance.	Good partnerships built up with families. PPG parents express their confidence in parent surveys and pupils eligible for pupil premium speak confidently in pupil surveys. Data shows PPG attendance is in line with non-PPG attendance	Attendance has been in line with attendance for the rest of school. This has varied depending on individual pupils. This is an area to continue to focus on in the next strategy.
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	The majority of pupils eligible for pupil premium have attended school clubs. All PPG pupils have attended school trips, including residential.

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
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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