

1. Summary information					
Total PP budget	████████	EYPP budget (2 terms based on 18-19)	████████	Date of most recent PP Review	July 2020
Total number of pupils	902	Number of pupils eligible for PP	217	Date for next internal review of this	Dec 2020

2. Current data (Summer 2019)				
	Our school		National average	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for	Pupils not eligible for PP
% achieving 'Expected' and 'Exceeding in R/W/M (end of KS2)	81% 26%	89% 29%	TBC	65% 11%
Average Scaled Score (Reading and Maths)	R= 109 M=111	R=109 M=112	TBC	R=104 M=105
Pupil Progress Scaled Score	R=3.5 M=5.7	R=3.3 M=5.9	TBC	R=2.8 M=0.3

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Limited real life experiences beyond the immediate vicinity of Plaistow/Stratford
B.	Poor language skills impacting on both verbal and reading abilities
C.	Parental/carers abilities to be able to support their children's learning due to a range of factors (confidence, own literacy and numeracy skills, level of English)

External barriers

D.	Factors that impact negatively on having positive family relationships and good mental health such as: housing issues including overcrowding, poor living conditions, risk of evictions, temporary arrangements; anxiety; bereavement.
E.	For pupils just above the PP criteria = parents/carers working extremely long hours, night shifts and short-term contract work

4. Desired outcomes		Success criteria/Evidence
A.	All pupils to achieve higher than National Averages in all subject areas and at all four comparable points.	All data reports/Pupil Progress Docs
B.	Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas.	Curriculum maps
C.	Pupils to leave Curwen as confident and determined learners ready to succeed in their various secondary schools.	End of KS2 data/pupil surveys
D.	Families to feel suitably supported by the school so they are then able to focus on supporting their children's learning.	Case studies/parental feedback

<p>Swift identifications in EYFS</p>	<p>4)LST and specialist ASD tutor in EYFS [REDACTED]</p> <p>5)Additional staff running PSED sessions [REDACTED]</p> <p>6) SALT sessions for targeted pupils Let's Talk tutor and training of additional staff [REDACTED]</p>	<p>4/5) Over the past years, there has been a significant increase in the number of pupils starting in our Nursery and Reception with additional needs; many of whom have arrived with limited paperwork from health care agencies. As such, we believe that if we are going to be able to meet the academic, social and emotional needs of these pupils, during their time at Curwen, it is imperative that we focus on this early identification in order to get the necessary resources to be able to support them adequately. Specialist staff based within our EYFS provision ensures better communication between school, home and outside agencies to ensure needs are swiftly identified and suitable support put in place.</p> <p>6) In light of the growing need for SALT services and interventions in EYFS, and the lack of availability of the LA service a gap in provision has been identified. A dedicated staff member has completed Elklan training and will continue to be deployed to run specialist sessions with targeted groups and/or individuals across EYFS. This has so far been extremely successful in terms of 1-1 support and personalised planning. Additional training in 'Let's Talk' means we will also continue running our extremely popular targeted courses for parents to support families work with their children. These have provided parents with strategies to use at home.</p>	<p>4) The LST will work as part of the Inclusion Team and alongside EYFS colleagues. They will work with Specialist Teachers when they come in to identify need and will disseminate information, individual targets, strategies and action plans to staff and 1-1 workers. Ensuring all paperwork is ready for the funding panel meetings will also ensure their impact is being monitored. Impact will be regularly discussed at weekly phase meetings, half-termly VCM and termly PPM.</p> <p>5) EYFS phase meetings and pupil progress documentation will highlight the utilisation and impact of this resource. Concerns will be discussed in VCM to ensure suitable signposting for families and/or referrals to external agencies.</p> <p>6) Working in collaboration with the school's in-house SALT will ensure that provision mapping meets the needs of pupils and is regularly reviewed by a specialist. Regular targeted sessions will increase pupils' interaction and communication and highlight those with specific additional needs which may require referral to external agencies. By having dedicated members of EYFS staff who can develop positive relationships with families, and offer accredited training to them, families will be better placed to support their children's needs.</p>	<p>Kate Mi Kate S</p> <p>Kate S</p> <p>Kate Mi, Alison R</p>	<p>Termly Pupil progress reviews</p> <p>Half termly VCM</p> <p>Phase Meetings, VCM</p>
Total budgeted cost					£110,000
ii. Targeted support					
Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date

Diminishing any differences	8)After-school, lunchtime and before school booster sessions for target children ██████████	8/9) In order to ensure that any academic differences between PP and non-PP remain negligible within Curwen, we utilise funding to target these children for specific interventions depending on their needs. These include additional literacy and numeracy sessions in the afternoons, at lunchtime, before or after school or specific speech and language sessions during the day. We also provide quiet spaces at lunchtime to complete homework, receive support from an adult or be less overwhelmed. To support staff leading these sessions, we provide ongoing bespoke training for all support staff. Rigorous tracking of these pupils will ensure that differences in achievement and attainment are diminished. As our data over previous years testifies, this has ensured that there are no gaps between the achievements and progress of these groups of pupils and has meant as a school, we were identified by the Government as within the top 100 for effectiveness of pupil premium spending. 10) In order to widen the experiences for PP pupils, we will look into more opportunities for them to attend targeted trips to expand life experiences e.g. to universities / take part in something new 11) To ensure we continue to build capacity and staff confidence, we currently have 13 members of support staff who are taking Elklan training 3-5 year olds. A further course in Elkan 5-7 year olds will run in Spring/Summer term.	6/7/8)Pupil progress data reports for each year group, as well as the termly whole school data reports highlight the progress and attainment of PP v non-PP pupils. Interventions are flexible and adapt according to need throughout the year. IDSR and FFT data will also distinguish between these groups, and for the past 6 years there have been no evident differences. The quality of the sessions being delivered are monitored in an informal way by AHTs and YGL on a regular basis, and more formally through monitoring cycle, learning reviews and formal observations. 10) By carefully considering specific visits to enhance the experiences of PP pupils, they will develop a greater understanding of the wider world and may develop interests they had not considered. 11) All Elklan attendees will receive external verification of their qualification once the course has been completed.	Julie H	Termly
	9) Tutors for intervention groups ██████████			Julie H	Termly
	10) Targeted visits ██████████			Jan B	Termly
11) SALT sessions for target children, ELKLAN training ██████████					
Total budgeted cost					██████████
iii. Whole School Strategies					
Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date

Widening life experiences	<p>1) Children's University [REDACTED]</p> <p>2) Residential visits (yrs 4-6) [REDACTED]</p> <p>3) Theatre visits [REDACTED]</p> <p>4) Coach trips [REDACTED]</p> <p>5) Nature experiences and Forest Schools [REDACTED]</p>	<p>1-5) From speaking to our children, we are aware of the very limited experiences many of them have beyond school, home and a very small locality radius. Added to this, the increased focus on vocabulary within the new reading curriculum has hampered our pupils' ability to achieve the Higher Standard within the end of Key Stage tests due to their limited vocabulary base. As such, we will continue to address these issues by offering all of our children a variety of different experiences, in a wide range of places, in order to support their social and cultural development through real life experiences. These visits include outdoor and adventurous pursuits for children in years 4-6, as well as overnight residential for those in years 5 and 6; a yearly trip to a professional theatre in for all children from Nursery to year 6; an assortment of nature experiences both through bringing specialist animal companies into school and taking children out to wildlife areas and to take part in Forest Schools; and 2 coach trips a year for each year group to undertake trips beyond the usual accessible distance. Teachers are unanimous in declaring that these experiences have an immensely positive impact upon the lives of our pupils, and pupils continue to speak highly of visits and their impact: 'This was the best thing that has happened in my life!' (year 2 pupil)</p>	<p>1) The success of the Children's University visits continue with a large number of children regularly 'graduating' through the award ceremonies each term.</p> <p>2-4) The trips and visits are now an integral part of our wider Curwen curriculum and are generally used at the start or end of topics to either launch or consolidate learning respectively. Year groups then utilise the learning within the topic and through the trips to create termly 'Big Outcomes' which are presented to parents, through which the learning, and therefore the impact, can be seen.</p> <p>Writing within literacy books, displays and outcomes within topic books are used as evidence of the utilisation and impact of the various visits and trips.</p>	<p>John P</p> <p>Julie H</p> <p>AHTs</p> <p>AHTs</p> <p>AHTs</p>	<p>June 2020</p> <p>Feb 2020</p> <p>June 2020</p> <p>June 2020</p> <p>June 2020</p>
Developing Resilience and Taking Ownership	<p>7) Place 2 Talk As above</p> <p>8) School Council and Pupil Parliament [REDACTED]</p>	<p>8) The democratically elected school council take a very pro-active approach to bringing change about within our school; this has included raising money for charities, organising events, improving the playground and running a whole-school 'suggestion afternoon' to canvas ideas and opinions from all pupils. Opportunities to network with peers across the MAT enables pupils to share ideas, and feedback about this remains extremely positive. This, along with providing opportunities for all children to discuss their feelings, has shown to support our pupils' self-esteem.</p>	<p>7) Monitoring of Place to Talk, including pupils attending and support given (see termly report).</p> <p>8) The school council feedback regularly to the rest of school during Key Stage assemblies as regards their progress and impact towards various actions. Added to this, they show this visually on a notice board within the school and present to the school LAB on a termly basis. They produce a report following the 'Suggestions Afternoon' each year which is considered by SMT. The MAT 'Pupil Parliament' provides them with opportunities to come together with peers from other schools, culminating in presenting the Trust Awards evening, which has proven extremely popular.</p>	<p>Mandy S</p> <p>Connie SMT</p>	<p>Termly</p>

Supporting positive relationships development	9) Holiday clubs and Family Week ██████████	9-11) EEF research shows that Social and Emotional Learning through, "School-level approaches to developing a positive school ethos which also aims to support greater engagement in learning" can add + 4 months impact per year per pupil onto their academic achievements. As such, we have decided to utilize some PP funding on these stated school-wide initiatives to support pupils and their families to engage with each other and celebrate their positive learning choices. Staff report that these initiatives promote pupils and parents having pride in the school, and increases engagement with learning. 12) VCM often highlight families struggling with particular issues, so by training a dedicated member of staff to deliver Triple P and Stepping Stones parenting workshops, we are able to better reach out to these families. Dual-language parenting classes have also proved extremely popular with harder-to-reach families, and will continue. A weekly toddler group allows for early signposting and support as relevant. Weekly coffee mornings are used throughout the year to engage parents and carers in the life of the school, and to share relevant information and services with them. These will include the launching of a PTA at Curwen to begin to take an active role in school life.	9-10) Evaluative reports are written after each holiday club and family week reflecting the successes, parental and child views and areas for development. These are then used to continue or amend those activities that are seen to have most beneficial impact. We will be re-evaluated for the LPPA award in 2020.	HoS	Oct, Feb, Apr, July
	10) School Leaders ██████████		11) Attendance data reports are collated weekly in order for SMT to determine groups of pupils that may need more attention and these are discussed during VCM	HoS	Half termly
	11) Attendance and Behaviour celebrations ██████████		12) The toddler group and parenting classes are regularly reviewed by the deliverer and the AHT for pastoral issues to ensure that they are being utilised to support the parents in the most appropriate areas. Coffee mornings (general, SEN, wellbeing) and 'Friends of Curwen' will be reviewed throughout the year, and specific families targeted as relevant.	Mandy S	Half termly
	12) Toddler group/parenting classes /coffee mornings /PTA projects ██████████			Jan B, John P	Following meetings
Total budgeted cost					██████████

6. Additional detail

It is helpful to read this document alongside the Pupil Progress data sheet for each term and the pupil premium spreadsheets which detail the interventions that each child has accessed. Collectively these two documents show the actions/input and academic data/impact for each individual child entitled to this funding.

7. Review of expenditure: Spring 2020

i. Quality of teaching for all

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
<p>Confident and articulate learners</p>	<p>1)Teacher/Pupil learning discussions 3x a year ██████████</p> <p>2)Additional teachers for core subjects ██████████</p> <p>3)English Lead Practitioner, Pupil Voice Leader and School Council Lead ██████████</p>	<p>1) Pupil discussion Days have been held from year 1-6 in Autumn term, and are currently underway for Spring term. These have been slightly adjusted to allow for more discussion of learning as well as time to set personal targets. Reception have held 'Conferencing' days in Autumn term. Staff report that this is a valuable opportunity to discuss learning with pupils.</p> <p>2) 2018-19 Progress scores for disadvantaged pupils show that this helped to achieve Desired Outcome A (pupils to achieve higher than National): Reading=+3.5; Writing=+4.6; Maths=+5.7. LST teaching LA sets have enabled progress as follows (7 PP in R,W, 10 in M) R=100%, W=87%, M=100%. Additional teachers in year 6 have led to Combined Dec data for PP 91% on track for EXS+ and 24% for GD.</p> <p>3) As regards desired outcome C, the Pupil Voice Leader has now taken over the School Council and Pupil Parliament from the previous lead.(20% eligible for PP). The school is taking part in 'Debate Mate' (32% eligible for PP). Pupils performed Romeo & Juliet as part of Shakespeare's School Festival (23% eligible for PP) with excellent reviews.</p>	<p>1) We will continue with this, and SMT and YGL will review the impact in Summer term.</p> <p>2) The current arrangement of additional groups will continue until May.</p> <p>3) PV subject SEF to follow. Shakespeare festival was very well received, and children continue to enjoy. Debate Mate will be reviewed at the end of the academic year.</p>	<p>██████████</p> <p> </p>

<p>Swift identifications in EYFS</p>	<p>4)LST and specialist ASD tutor in EYFS ██████████</p> <p>5)Additional staff running PSED sessions ██████████</p> <p>6) SALT sessions for targeted pupils Let's Talk tutor and training of additional staff ██████████</p>	<p>4) ASD Lead Intervention Officer alongside EYFS LST enable additional support for teachers and pupils in EYFS who are experiencing difficulties. Problems are identified and referrals made as appropriate to external agencies for additional support and funding. 'Box Clever' training for staff have enabled additional speech and language groups to run.</p> <p>5/6) Of the 11 pupils currently identified for EYPP (9% of the cohort), 6/11 are at 12+, meaning they on-track for attaining GLD at the end of EYFS, with 10/11 attaining 11+. These pupils continue to receive a mixture of support through personalised learning planning for needs in PSED, through additional nurture sessions and SALT in targeted groups. 'Let's Talk' parent courses are planned for Spring term.</p>	<p>4) Our ASD LIO and EYFS LST continue to support with the early identification of pupils with SEND in EYFS, as well as transition and referrals to outside agencies.</p> <p>5-6) Personalised interventions run by our well-trained EYFS staff enable pupils to settle into the setting, and ensure planning best meets the needs of the pupils. In addition, parents are able to be signposted to suitable services and/or referrals are being made.</p>	<p>██████████</p>
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ii. Targeted support

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
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<p>Ensuring physical and mental well-being</p>	<p>1) Half-termly VCM meetings ██████████</p> <p>2) Place 2 Be (1-1 sessions) ██████████</p> <p>3) Art nurture group ██████████</p> <p>4) Music therapy ██████████</p> <p>5) Breakfast club/6 o'clock/ Tae Kwando/uniform ██████████</p> <p>6) Pastoral Team and Family Support Worker, Parent Courses ██████████</p>	<p>1) VCM continue to be a useful tool in ensuring pupils' mental and physical wellbeing, and 8 have been held so far this academic year (one per phase per term). On average 28% of pupils in a year group are discussed. A number of issues including CP, attendance, barriers to learning and mid-phase admissions are all discussed and interventions put into place and reviewed as appropriate.</p> <p>2) Place2Be continue to offer 1-1 counselling to pupils who are experiencing emotional difficulties as well as Place2Talk slots for pupils to self-refer. We are also now using Place2Talk as a targeted intervention for 4 PP pupils. Unfortunately the school was once again short of counsellors during Autumn term. Currently, 6 pupils are benefitting from weekly counselling sessions, 3 of whom are entitled to PP, and 2 parents are receiving Place4Parents sessions, both of whom are entitled to PP. See Autumn report.</p> <p>3 & 4) 40 children have received art nurture so far this academic year, 50% of whom are entitled to PP. Feedback from pupils and teachers is that this continues to have a positive impact on the pupils that take part, and the vast majority go on to be more engaged and involved in lessons. 6 pupils (5/6 PP) have benefitted from Music Therapy. Staff have been impressed by the massively positive impact this has had on these pupils and their readiness to learn.</p> <p>5) During Autumn term, the school supported 9 pupils entitled to PP with 6 o'clock club and 12 pupils with breakfast club. This enabled parents to attend work opportunities, necessary meetings regarding housing, employment and medical needs (desired outcome D and E).</p> <p>5) The Pastoral Team have supported a number of families over the course of the Autumn term with issues including children's behaviour, housing, domestic violence, bereavement and mental health. This has supported external barriers D and E and desired outcome D. Triple P has been run for targeted families. We will be starting weekly ESOL sessions for parents, run by NALS, which parents have been very interested in. A further Triple P group will run in Spring term.</p>	<p>1) All staff agree that the time allocated to this has a huge impact on ensuring all staff are aware of key issues, and there is an opportunity to debate the best possible support/services for all pupils.</p> <p>2) The school has continued to commit to this provision. The yearly review in December highlighted the areas that the manager will work on this year.</p> <p>3&4) The impact of this intervention on pupils' mental resilience. PP pupils will continue to be targeted to ensure that all in years 2, 3 and 4 have access to this service by the end of the year. Music Therapy – see Provision Map.</p> <p>4) This will continue to be provided as needed.</p> <p>5) The Pastoral Team will continue to work with families to reduce the impact of external barriers on pupils' learning.</p>	██████████
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<p>Diminishing any differences</p>	<p>8)After-school, lunchtime and before school booster sessions for target children ██████████</p> <p>9) Tutors for intervention groups ██████████</p> <p>10) Targeted visits ██████████</p> <p>11) SALT sessions for target children, ELKLAN training ██████████</p>	<p>8) Targeted clubs are happening on a weekly basis to provide additional support to pupils. This has been the case in year 6 since Christmas, and targeted boosters have also begun in years 2 and 5.</p> <p>9) Additional interventions in year 4 have provided targeted support for identified PP pupils. Data in Feb will determine the impact these have had.</p> <p>10) A pantomime was hosted at Curwen before the Christmas holidays, with 99 Curwen family members (all PP attending). We have secured a further 40 spaces (with coach travel) to take families to a pantomime in central London (all PP). School have secured 55 tickets to see Swan Lake in March. PP will be targeted for this.</p> <p>11) Elklan-trained staff are further supported by our in-house SALT in order to run specific programmes for pupils. These are tracked through our 'Provision Map' programme, and by external consultants. Box Clever training was delivered to 16 members of staff to share key strategies and ideas for working with children with SLCN.</p>	<p>8-9) The school continues to actively recruit staff who are able to deliver sessions (during or after school) at the appropriate level to support pupils effectively.</p> <p>10) Parent/pupil feedback so far has been very positive, and take-up of these opportunities was high.</p> <p>11) SLT will review the impact of SALT in Summer term.</p>	██████████
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iii. Whole School Strategies

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
<p>Widening life experiences</p>	<p>1)Children's University ██████████</p> <p>2) Residential visits (yrs 4-6) ██████████</p> <p>3) Theatre visits ██████████</p> <p>4) Coach trips ██████████</p> <p>5) Nature experiences and Forest Schools ██████████</p>	<p>1) Children's University continues to be a success, and hugely motivational to both pupils and parents for extra-curricular activities both in and out of school.</p> <p>2) Year 4 pupils (19% PP) and Year 5 pupils (28% PP) took part in the outdoors and adventurous days at Stubbers and Cheshunt. Year 6 will attend Fairplay House in January 2020, and 24 year 5 children will go to the Lake District. PP have been targeted, with a discounted rate to ensure they are able to attend.</p> <p>3) Theatre visits have been already attended or are booked for all YG across the school. This has included visits to: Unicorn Theatre, Stratford Circus; Theatre Royal Stratford East; Barbican. Pupils and parents continue to report how much they enjoy these experiences.</p> <p>4/5) In the Autumn term the following coach trips were undertaken: Year 1 to Epping Forest; Year 3 to Theatre; Year 4 to Stubber. Further coach trips have been booked for Spring term. Year 3 are accessing Forest Schools as part of their Science curriculum, and it is being run as an SEMH intervention.</p>	<p>When speaking to pupils, staff and parents it is clear that these experiences remain hugely influential on the lives of the pupils, and they benefit enormously. These real-life experiences are crucial in supporting pupils to develop ideas, creativity and develop aspirations. Forest Schools is very positive, and supporting targeted children to re-engage in learning in a more positive way (Provision Map).</p>	██████████

<p>Developing Resilience and Taking Ownership</p>	<p>7)Place 2 Talk As above 8) School Council and Pupil Parliament ██████████</p>	<p>6) Place2Talk continues to be hugely popular with pupils, and teachers are increasingly supporting pupils who they know are experiencing difficulties to refer themselves.</p> <p>7) 35% of the school council are eligible for PP. This term the school council has undertaken a variety of tasks as detailed in their governor reports and display board. Their first 'suggestion afternoon' of the year was very successful, and they are currently collating the information collected to present to SMT. The Chair and Vice-Chair have also attended two 'Pupil Parliament' meetings alongside our MAT schools.</p>	<p>6) See autumn term report.</p> <p>7) The School Council retains their presence and kudos within the school, and pupils were enthusiastic about the opportunity to share their suggestions for fundraising with an environmental theme.</p>	<p>██████████</p>
<p>Supporting positive relationships development</p>	<p>9) Holiday clubs and Family Week ██████████ 10)School Leaders ██████████ 11) Attendance and Behaviour celebrations ██████████ 12) Toddler group/parenting classes /coffee mornings /PTA projects ██████████</p>	<p>8) Holiday clubs have been held during October half term, and are currently being planned for February half term. This gave all children the opportunity to participate in sports, arts and more academic activities. All PP pupils receive a personal invite for these. A new 'Family Day' proved very popular, where parents/carers joined in activities with their child/ren.</p> <p>9) Over 150 pupils have been appointed as student leaders, taking on a variety of responsibilities. An additional 15 'Headstart Champions' are soon to undergo training and will take over from last year's champions. Forest Schools Champions have also been interviewed and trained.</p> <p>10) Two celebration assemblies have been held, and on average 45% of the school receive awards. At Christmas, we also had 336 pupils who achieved 'bronze 100% attendance'. 37 100% attendance awards were given out in Autumn term. Average attendance rate for Autumn term was 96.5% (PP 96.1%). In 2018-19 overall attendance of PP pupils was 96.4% (compared to 96.5%).</p> <p>11) Coffee mornings now run every Wednesday morning, with PTA/Well-being/SEND rotating. The PTA (Friends of Curwen) is now up and running, and they contributed to the Christmas fair. Toddler group continues to be well-attended, and provides an excellent opportunity for staff to signpost services to parents quickly if concerns arise.</p>	<p>8-9) All of these opportunities and incentives continue to support pupils and their families to develop confidence and leadership skills.</p> <p>10) Celebration assemblies remain extremely popular with the pupils, and are a motivational factor (see celebrations newsletter). These incentives will be reviewed in Summer term.</p> <p>11) Coffee mornings continue to be well-attended, and a low-pressure way of encouraging parents to come into school.</p>	<p>██████████</p>

8. Review of expenditure: Summer 2020

PLEASE NOTE

**Due to COVID-19, school closed on Friday March 20th until June for all but Key Worker and Vulnerable children.
All statutory tests and data collection was cancelled.**

To further support PP pupils during lockdown, school ensured:

- Regular phone calls (at least once every two weeks unless additional vulnerabilities identified). Any families experiencing reporting difficulties (e.g. housing, access to food, overcrowding, NRPF) invited to send children into school during lockdown
- Paper copies of all learning packs for families who struggle to access online learning
- Stationery kits (pen, pencil, ruler, sharpener, rubber, colouring pencils) provided at start of lockdown
- FSM vouchers provided as of Wednesday 25th March, including all school holidays. All families contacted by phone to ensure they could access vouchers, and food parcels / printed vouchers provided to any struggling. Packed lunches delivered to families in need until they were able to access
- TTLT organised system of volunteers who could support shopping for families shielding / unable to shop
- Details of FSW shared with all families, and then on individual basis, for those families experiencing difficulties

iv. Quality of teaching for all

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
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<p>Confident and articulate learners</p>	<p>1)Teacher/Pupil learning discussions 3x a year [REDACTED]</p> <p>2)Additional teachers for core subjects [REDACTED]</p> <p>3)English Lead Practitioner, Pupil Voice Leader and School Council Lead [REDACTED]</p>	<p>1) Pupil discussion Days have been held from year 1-6 in Autumn term, and are currently underway for Spring term. These have been slightly adjusted to allow for more discussion of learning as well as time to set personal targets. Reception have held 'Conferencing' days in Autumn term. Staff report that this is a valuable opportunity to discuss learning with pupils.</p> <p>2) No summative data for 2020-21 is available, however the school was successful in achieving the Primary Quality Mark, which focuses on quality of teaching in literacy, numeracy and ICT.</p> <p>3) As regards desired outcome C, the Pupil Voice Leader has now taken over the School Council and Pupil Parliament from the previous lead.(20% eligible for PP). The school is taking part in 'Debate Mate' (32% eligible for PP). Pupils performed Romeo & Juliet as part of Shakespeare's School Festival (23% eligible for PP) with excellent reviews. Just prior to lockdown, Curwen was 1st Nationally for Debate Mate (at the end of the first round). During lockdown this was able to continue.</p>	<p>1) We will continue with this, particularly in light of COVID-19 where we will need to analyse gaps in learning. Discussions happened 2 out of 3 times in 19-20</p> <p>2) The current arrangement of additional groups continued until March 2020. No summative data available.</p> <p>3) Shakespeare festival was very well received, and children continue to enjoy. Teachers have commented on the articulacy of year 6 pupils who have previously been part of Debate Mate, and the impact this has had on them. This was able to continue virtually throughout Lockdown.</p>	<p>[REDACTED]</p>
<p>Swift identifications in EYFS</p>	<p>4)LST and specialist ASD tutor in EYFS [REDACTED]</p> <p>5)Additional staff running PSED sessions [REDACTED]</p> <p>6) SALT sessions for targeted pupils Let's Talk tutor and training of additional staff [REDACTED]</p>	<p>4) ASD Lead Intervention Officer alongside EYFS LST enable additional support for teachers and pupils in EYFS who are experiencing difficulties. Problems are identified and referrals made as appropriate to external agencies for additional support and funding. 'Box Clever' training for staff have enabled additional speech and language groups to run.</p> <p>5/6) Of the 11 pupils currently identified for EYPP (9% of the cohort), 6/11 are at 12+, meaning they are on-track for attaining GLD at the end of EYFS, with 10/11 attaining 11+. These pupils continue to receive a mixture of support through personalised learning planning for needs in PSED, through additional nurture sessions and SALT in targeted groups, Although we were not open to run 'Let's Talk' training for parents in summer term, we were able to train up further staff in Elklan.</p>	<p>4) Our ASD LIO and EYFS LST continue to support with the early identification of pupils with SEND in EYFS, as well as transition and referrals to outside agencies.</p> <p>5-6) Personalised interventions run by our well-trained EYFS staff enable pupils to settle into the setting, and ensure planning best meets the needs of the pupils. In addition, parents are able to be signposted to suitable services and/or referrals are being made.</p>	<p>[REDACTED]</p>
<p>v. Targeted support</p>				

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
Ensuring physical and mental well-being	<p>1) Half-termly VCM meetings ██████████</p> <p>2) Place 2 Be (1-1 sessions) ██████████</p> <p>3) Art nurture group ██████████</p> <p>4) Music therapy ██████████</p> <p>5) Breakfast club/6 o'clock/ Tae Kwando/uniform ██████████</p> <p>6) Pastoral Team and Family Support Worker, Parent Courses ██████████</p>	<p>1) VCM continue to be a useful tool in ensuring pupils' mental and physical wellbeing, and 8 have been held so far this academic year (one per phase per term). On average 28% of pupils in a year group are discussed. A number of issues including CP, attendance, barriers to learning and mid-phase admissions are all discussed and interventions put into place and reviewed as appropriate.</p> <p>2) Place2Be continue to offer 1-1 counselling to pupils who are experiencing emotional difficulties as well as Place2Talk slots for pupils to self-refer. We are also now using Place2Talk as a targeted intervention for 4 PP pupils. Unfortunately the school was once again short of counsellors during Autumn term. Currently, 6 pupils are benefitting from weekly counselling sessions, 3 of whom are entitled to PP, and 2 parents are receiving Place4Parents sessions, both of whom are entitled to PP. Support was offered to all parents through weekly phone calls from the Project Manager during lockdown. Feedback from parents was very positive.</p> <p>3 & 4) 40 children have received art nurture so far this academic year, 50% of whom are entitled to PP. Feedback from pupils and teachers is that this continues to have a positive impact on the pupils that take part, and the vast majority go on to be more engaged and involved in lessons. 6 pupils (5/6 PP) have benefitted from Music Therapy. Staff have been impressed by the massively positive impact this has had on these pupils and their readiness to learn. Throughout lockdown, pupils had mindful art sessions to explore worries or thoughts around COVID-19. The music therapist worked with children, particularly non-verbal pupils or any finding the change in school challenging.</p> <p>5) During Autumn term, the school supported 9 pupils entitled to PP with 6 o'clock club and 12 pupils with breakfast club. This enabled parents to attend work opportunities, necessary meetings regarding housing, employment and medical needs (desired outcome D and E). Throughout lockdown, any families that were experiencing difficulties (housing/overcrowding/food poverty/bereavement/poor mental health) we encouraged parents/carers to bring to school. This equated to 18 additional pupils.</p> <p>6) The Pastoral Team have supported a number of families over the course of the Autumn term and during lockdown with issues including children's behaviour, housing, domestic violence, bereavement and mental health. This has supported external barriers D and E and desired outcome D. Triple P has been run for targeted families. Weekly ESOL sessions ran from the end of January to mid-March for around 15 families. Unfortunately they were not able to complete the course.</p>	<p>1) All staff agree that the time allocated to this has a huge impact on ensuring all staff are aware of key issues, and there is an opportunity to debate the best possible support/services for all pupils. All pupils triaged at the start of lockdown, and additional phone calls carried out by pastoral team – daily / twice weekly / weekly.</p> <p>2) The school has continued to commit to this provision. The yearly review in December highlighted the areas that the manager will work on this year. During lockdown this was offered via weekly phonecalls – feedback was very positive.</p> <p>3&4) The impact of this intervention on pupils' mental resilience. PP pupils will continue to be targeted to ensure that all in years 2, 3 and 4 have access to this service by the end of the year. Music Therapy – see Provision Map.</p> <p>5) This will continue to be provided as needed.</p> <p>6) The Pastoral Team will continue to work with families to reduce the impact of external barriers on pupils' learning.</p>	<p>██████████</p>

<p>Diminishing any differences</p>	<p>8)After-school, lunchtime and before school booster sessions for target children ██████████</p> <p>9) Tutors for intervention groups ██████████</p> <p>10) Targeted visits ██████████</p> <p>11) SALT sessions for target children, ELKLAN training ██████████</p>	<p>8) Targeted clubs are happening on a weekly basis to provide additional support to pupils. This has been the case in year 6 since Christmas, and targeted boosters have also begun in years 2 and 5. This ended with lockdown, but we continued to offer weekly gymnastics sessions to keep pupils active.</p> <p>9) Additional interventions in year 4 have provided targeted support for identified PP pupils. Data in Feb shows the gap had narrowed to 1% in Maths and 13% in Reading.</p> <p>10) A pantomime was hosted at Curwen before the Christmas holidays, with 99 Curwen family members (all PP attending). We have secured a further 40 spaces (with coach travel) to take families to a pantomime in central London (all PP). School have secured 55 tickets to see Swan Lake in March. PP will be targeted for this.</p> <p>11) Elklan-trained staff are further supported by our in-house SALT in order to run specific programmes for pupils. These are tracked through our 'Provision Map' programme, and by external consultants. Box Clever training was delivered to 16 members of staff to share key strategies and ideas for working with children with SLCN.</p>	<p>8-9) The school continues to actively recruit staff who are able to deliver sessions (during or after school) at the appropriate level to support pupils effectively. This continued until lockdown</p> <p>10) Parent/pupil feedback so far has been very positive, and take-up of these opportunities was high. Unfortunately Swan Lake was not able to happen.</p> <p>11) 11 additional staff training on L3 Elklan 3-5 and 12 on L3 Elklan 5-11 (the latter completed virtually)</p>	██████████
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vi. Whole School Strategies

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
<p>Widening life experiences</p>	<p>1)Children's University ██████████</p> <p>2) Residential visits (yrs 4-6) ██████████</p> <p>3) Theatre visits ██████████</p> <p>4) Coach trips ██████████</p> <p>5) Nature experiences and Forest Schools ██████████</p>	<p>1) Children's University continues to be a success, and hugely motivational to both pupils and parents for extra-curricular activities both in and out of school.</p> <p>2) Year 4 pupils (19% PP) and Year 5 pupils (28% PP) took part in the outdoors and adventurous days at Stubbers and Cheshunt. Year 6 attended Fairplay House in January 2020 (38% PP), and 24 year 5 children will go to the Lake District (33% PP). PP have been targeted, with a discounted rate to ensure they are able to attend.</p> <p>3) Theatre visits were attended by all YG across the school. This has included visits to: Unicorn Theatre, Stratford Circus; Theatre Royal Stratford East; Barbican; Cambridge Theatre. Pupils and parents continue to report how much they enjoy these experiences.</p> <p>4/5) In the Autumn term the following coach trips were undertaken: Year 1 to Epping Forest; Year 3 to Theatre; Year 4 to Stubber. Year 6 visited Chislehurst Cave in January. Year 3 are accessing Forest Schools as part of their Science curriculum, and it is being run as an SEMH intervention.</p>	<p>When speaking to pupils, staff and parents it is clear that these experiences remain hugely influential on the lives of the pupils, and they benefit enormously. These real-life experiences are crucial in supporting pupils to develop ideas, creativity and develop aspirations. Forest Schools is very positive, and supporting targeted children to re-engage in learning in a more positive way (Provision Map).</p>	██████████

<p>Developing Resilience and Taking Ownership</p>	<p>7)Place 2 Talk As above 8) School Council and Pupil Parliament [REDACTED]</p>	<p>6) Place2Talk continues to be hugely popular with pupils, and teachers are increasingly supporting pupils who they know are experiencing difficulties to refer themselves.</p> <p>7) 35% of the school council are eligible for PP. They have undertaken a variety of tasks as detailed in their governor reports and display board. Their first 'suggestion afternoon' of the year was very successful, and they regularly reported to SMT and in whole-school assembly. The Chair and Vice-Chair have also attended two 'Pupil Parliament' meetings alongside our MAT schools.</p>	<p>6) See autumn term report.</p> <p>7) The School Council retains their presence and kudos within the school, and pupils were enthusiastic about the opportunity to share their suggestions for fundraising with an environmental theme.</p>	<p>[REDACTED]</p>
<p>Supporting positive relationships development</p>	<p>9) Holiday clubs and Family Week [REDACTED] 10)School Leaders [REDACTED] 11) Attendance and Behaviour celebrations [REDACTED] 12) Toddler group/parenting classes /coffee mornings /PTA projects [REDACTED]</p>	<p>8) Holiday clubs have been held during October half term, and February half term. This gave all children the opportunity to participate in sports, arts and more academic activities. All PP pupils receive a personal invite for these and are given priority to spaces. A new 'Family Day' proved very popular, where parents/carers joined in activities with their child/ren and was repeated in February.</p> <p>9) Over 150 pupils have been appointed as student leaders, taking on a variety of responsibilities. . Forest Schools Champions have also been interviewed and trained and had begun to lead lunchtime sessions. An additional 15 'Headstart Champions' were due to undergo training but unfortunately missed this due to lockdown.</p> <p>10) Two celebration assemblies have been held in autumn term, and on average 45% of the school receive awards. At Christmas, we also had 336 pupils who achieved 'bronze 100% attendance'. 37 100% attendance awards were given out in Autumn term. When school closed on 20th March, overall attendance of PP pupils was 96.2% (compared to 96.5%). Whilst in lockdown, we held virtual competitions to engage learners. This was well received.</p> <p>11) Prior to lockdown, coffee mornings were run every Wednesday morning, with PTA/Well-being/SEND rotating. The PTA (Friends of Curwen) is now up and running, and they contributed to the Christmas fair. Toddler group continued to be well-attended, and provides an excellent opportunity for staff to signpost services to parents quickly if concerns arise. 23 parents attended an 'English for beginners' course run by school staff, and then a further 15 went on to an ESOL course run by NALS with support from school staff. Unfortunately they were unable to complete this due to closure.</p>	<p>8-9) All of these opportunities and incentives continue to support pupils and their families to develop confidence and leadership skills.</p> <p>10) Celebration assemblies remain extremely popular with the pupils, and are a motivational factor (see celebrations newsletter). These incentives will be continued in 2020-21.</p> <p>11) Coffee mornings continued to be well-attended, and a low-pressure way of encouraging parents to come into school. Parents have engaged well and been enthusiastic to take part in additional learning.</p>	<p>[REDACTED]</p>