

Pupil premium strategy statement

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	Curwen Primary School
Number of pupils in school	905
Proportion (%) of pupil premium eligible pupils	27% (225 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nazre Ahmad
Pupil premium lead	Kate Mansfield
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,625
Recovery premium funding allocation this academic year	£33,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£335,830

Part A: Pupil premium strategy plan

Statement of intent

At Curwen, our SHINE vision – developing the whole child – is fundamental to how we use our additional funding to support disadvantaged pupils. We are well aware of research which shows the impact on vocabulary development for pupils who come from less well-off families, and we are aware that for our children their experiences outside of school are often limited.

Our carefully designed curriculum ensures that teachers plan for carefully sequenced development of knowledge and skills across the curriculum, and ensure meaningful links are made within and between subjects. To enhance our curriculum we offer frequent opportunities for 'real life' learning, and educational visits are planned in to enhance learning and ensure children have access to a wide range of experiences on their educational journey. Careful tracking of pupils, swift interventions and early intervention ensures all children are able to participate and thrive, ensuring all children make the best possible progress from starting points.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Limited real life experiences beyond the immediate vicinity of Plaistow/Stratford
2	Poor language skills impacting on both verbal and reading abilities
3	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)
4	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; domestic abuse; unemployment and/or zero-hours contracts
5	For pupils just above the PP criteria = parents/carers working extremely long hours, night shifts, short-term contract work with no job security

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
Swift identification of pupils who are under-achieving/under-attaining to ensure that they are supported to exceed their potential	All data reports/Pupil Progress Docs

<p>Ensure all pupils have full access to a broad and balanced curriculum which is enhanced by multiple opportunities for experiences beyond the classroom. Pupils to have similar opportunities/ experiences during their time at primary school as those from more affluent areas.</p>	<p>Curriculum maps Educational visits Sharing learning with parents</p>
<p>Pupils to leave Curwen as confident and determined learners ready to succeed in their various secondary schools.</p>	<p>End of KS2 data/pupil surveys</p>
<p>Families to feel suitably supported by the school so they are then able to focus on supporting their children's learning.</p>	<p>Case studies/parental feedback Engagement with parent support e.g. Triple P</p>

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: £145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality teaching for all</p> <p>Explicit, focussed teaching following assessment of prior learning</p> <p>Regular opportunities to review the curriculum allowing time for teachers to assess and adapt teaching</p> <p>Feedback system which enables teachers to pinpoint gaps in pupils' learning and adapt teaching accordingly</p>	<p>Staff CPD, small phase meetings to discuss T&L. Support in PPA from AHT for all YG to make quality first teaching and learning as precise as possible.</p> <p>Additional TTLT support for ECTs</p> <p>Use of feedback sheets to ensure lessons address gaps and move learning on.</p> <p>Teachers feeling confident, competent and well-supported leads to high-quality T&L across the school.</p>	<p>2, 3, 5</p>
<p>Regular phonics training and support</p>	<p>Non class-based AHTs to monitor and support with all staff delivering phonics across Reception and Year 1 ensures consistency and progression</p> <p>Early Literacy leader to maintain high profile of phonics and support with training and team teaching</p> <p>Termly Pupil Progress Meetings with all teachers and support staff to track progress and identify pupils for whom intervention is required</p> <p>Targeted interventions run by trained staff during and outside the school day for pupils who need additional support</p> <p>Practical resources purchased to make learning enjoyable, engaging and accessible</p> <p>Support offered to parents through information sharing, workshops, children sharing learning</p>	<p>2,3</p>
<p>Additional teacher in Early Years to support children to make swift progress</p>	<p>Small groups and personalised learning and interventions by a highly trained member of staff will ensure children get the necessary support to close gaps and attain GLD at the end of Reception.</p>	<p>2, 3</p>

<p>Educational Visits and 'real life' experiences offered to all pupils</p>	<p>Educational visits planned in to support a well-planned curriculum, ensuring children have a range of experiences beyond their local area with progression as they move through the school. Parents supported financially to ensure these visits are affordable for all (particularly when taking a coach)</p> <p>Residential visits to support pupils to develop independence and resilience, take risks and the opportunity to be away from home and in a completely different environment</p> <p>Aspirational opportunities for pupils to develop an understanding of the wider world and job opportunities (e.g. World of Work Week)</p> <p>'Hooks' to learning to ensure that this is contextualised and pupils are engaged, enthused and supported to make links (immersive learning experiences, Zoolab, farm, living eggs, Forest Schools)</p>	<p>1, 2</p>
--	---	-------------

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

Budgeted cost: £ 109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for pupils with identified SEND.</p> <p>Key members of staff trained to deliver programmes to children as appropriate.</p> <p>NELI (Nuffield Early Language) support delivered in EYFS</p>	<p>Three specialist Learning Support Teachers employed to deliver personalised curriculum for pupils with SEND and unable to access the curriculum alongside their peers.</p> <p>Staff who are skilled and able to deliver high-quality intervention programmes (OT, S&L, dyslexia) help to break down barriers to learning</p> <p>Children with specific needs are assessed and suitable strategies to support them are used. Provision map / Learning Ladders data indicates that these are having a positive impact</p>	<p>2, 3, 5</p>
<p>High quality one to one and small group tuition – during school time</p>	<p>Carefully targeted interventions through identification and assessment of need including monitoring work, VCM and staff meetings</p> <p>Academic support: YGL, with support of AHT, plan for regular interventions for key target pupils to ensure they are supported to</p>	<p>2, 3, 4, 5</p>

	<p>make accelerated progress. PP identified in all pupil progress documents.</p> <p>Pupils are supported to close specific gaps, whether that be a need for increased academic or pastoral support</p>	
<p>High quality one to one and small group tuition – wraparound provision</p>	<p>Teachers/VCM identify pupils who require additional support in particular areas</p> <p>Timetable produced for catch-up interventions after school / during breakfast club and children invited along to receive support</p> <p>Where possible, teachers deliver academic support and PE team deliver sports provision to ensure consistency in teaching</p> <p>High-quality provision with well trained staff means data shows that pupils have closed gaps. Ongoing tracking and reviewing of provision means that all pupils struggling are identified and targeted</p>	2, 3, 4, 5

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

Budgeted cost: £81,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise and actively seek the best possible support and expertise to ensure interventions are targeted and have a positive impact on progress (academic or social and emotional)</p>	<p>Social/emotional support: (Art Therapy, Forest Schools, Music Therapy) clearly planned and tracked via Provision Map / additional tracking programmes.</p> <p>Zones of Regulation training for all staff across the school, and used in class to help pupils be able to talk about and regulate emotions.</p> <p>Dedicated pastoral team support children in class and during identified interventions to address specific concerns or difficulties they may be facing (nurture, social, behaviour support); Half-termly VCM to ensure barriers to learning are discussed and addressed; Specific interventions (Forest Schools, Art Therapy, Music Therapy, EMHP)</p>	4, 5

	All children are emotionally ready for education due to the support they are able to receive	
Trained staff and dedicated team to provide support to parents	Targeted support offered to parents as relevant - Let's Talk; Triple P; EAL support; EHMP practitioner, School-based social worker for parents undergoing particular difficulties	4
School proactively supports and encourages attendance	<p>Studybugs used to monitor and track attendance. Attendance and barriers to this discussed at VCM and support offered to families as appropriate (e.g. breakfast club, wrap-around care etc)</p> <p>Support offered to families with children or adults self-isolating to ensure continued attendance</p> <p>Attendance Lead attends weekly virtual briefings and keeps abreast of all initiatives</p>	4, 5

Total budgeted cost: £335,830

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 not having had statutory assessments in 2021, children were assessed on previous SATs papers at the end of the academic year. Interventions, catch-up provision and ensuring access to home learning appeared to have a positive impact on the attainment of disadvantaged pupils by the end of UKS2.

EOKS2:

Reading WA+ = 86% PP / 81% NPP

Writing WA+ = 95% PP / 94% NPP

Maths WA+ = 81% PP / 90% NPP

R,W,M WA+ = 81% PP / 75% NPP

There are more significant gaps between PP and NPP attainment further down the school, and this will continue to be a key focus area to close this gap.

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
NELI	Elklan (provided via DfE)

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?	Subsidised access to educational visits, including weekend residential visit. Targeted booster clubs for academic / social / physical development as appropriate.
What was the impact of that spending on service pupil premium eligible pupils?	Child achieved expected standard in standardised tests.

Further information (optional)

At Curwen, we believe that access to high-quality books is fundamental to all children developing a lifelong love of reading. We are well aware that many of our children do not have access to books at home, so we ensure that they have access to our well-stocked school library, have a range of whole class reading texts and 'swap boxes' to borrow books if they like. We also buy each child a book for Christmas, and run regular rewards systems where children win a book from 'Jeff' our book vending machine.