

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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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	885
Proportion (%) of pupil premium eligible pupils	253 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	LAB
Pupil premium lead	Kate Mansfield
Governor / Trustee lead	Justyna Tosun

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350405
Recovery premium funding allocation this academic year	£36000 approx.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£341405

# 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; rising cost of living; risk of evictions; temporary housing 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 and rising cost of living

## 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 Mid phase arrangements Step back and reflect / moderation meetings

<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 including residential visits  Sharing learning with parents  Big Outcomes and performances in the local community  MASt programmes and activities</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, Early Mental Health Practitioner, Pastoral Team</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: £ 150000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High-quality teaching for all</b></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>Focus on enriching and developing the opportunities and learning of More Able Students (MASt)</p>	<p>Staff CPD, small phase meetings to discuss T&amp;L. Support in PPA from AHT and SENDCo for all YG to make quality first teaching and learning as precise as possible.</p> <p>Additional TTLT support for ECTs and ECT+1s</p> <p>In-house training for all staff including middle leaders and support staff</p> <p>Use of feedback sheets to ensure lessons address gaps and move learning on.</p> <p>Teachers feeling confident, competent and well-supported to deliver high-quality T&amp;L across the school</p> <p>All teachers engaged in CPD programme to ensure MASt are suitably challenged during lessons. Middle leaders developing wider learning opportunities for MASt in specific topic areas</p>	<p>2, 3, 5</p>
<p><b>Regular phonics training and support</b></p> <p>Regular training to support all staff in delivering phonics session</p> <p>Clear line management structures to support with planning of T&amp;L across the school</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 and tutoring 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>2,3</p>

	Support offered to parents through information sharing, workshops, coffee mornings, children sharing learning	
<b>Educational Visits and 'real life' experiences offered to all pupils</b>	<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>	1, 2

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

Budgeted cost: £ 119405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted support for pupils with identified SEND.</b></p> <p><b>Key members of staff trained to deliver programmes to children as appropriate.</b></p> <p><b>NELI (Nuffield Early Language) support delivered in EYFS</b></p>	<p>Two 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&amp;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. Staff training is undertaken as appropriate. Provision map / Learning Ladders data indicates that these are having a positive impact</p> <p>Support and training provided to parents who have pupils with specific needs, as well as signposting to external agencies</p>	2, 3, 5

<p><b>High quality one to one and small group tuition – during school time and before/after school</b></p> <p>Opportunities for support staff to undertake online tutoring training</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 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>Tutoring sessions are delivered by fully qualified teaching staff, or additional Teaching Assistants who have undertaken the online tutoring training</p>	<p>2, 3, 4, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 81000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>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)</b></p>	<p>Social/emotional support: (Art Therapy, Art Nurture, Forest Schools, Music Therapy, EMHP) 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, Art Nurture, Music Therapy, EMHP)</p> <p>All children are emotionally ready for education due to the support they are able to receive</p>	<p>4, 5</p>
<p><b>Develop students as leaders</b></p>	<p>Opportunities for children to develop their own leadership skills through targeted programmes (HeadStart Champions) and through self-referral.</p>	<p>1, 2</p>

	All children see the importance and benefits of developing their own leadership skills, and are able to support other pupils within the school.	
<b>Trained staff and dedicated team to provide support to parents</b>	Targeted support offered to parents as relevant - Let's Talk; Triple P; Fear-Less; Stepping Stones; EAL support; EMHP sessions, School-based social worker for parents undergoing particular difficulties	4
<b>School proactively supports and encourages attendance</b>	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, collection and drop off etc)  Attendance Lead attends attendance briefings and keeps abreast of all initiatives	4, 5

**Total budgeted cost: £ 350405**

## 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 2021 to 2022 academic year.

**EOKS2:**

Reading WA+ = 87% PP / 89% NPP (national PP 62%)

Writing WA+ = 91% PP / 83% NPP (national PP 55%)

Maths WA+ = 81% PP / 72% NPP (national PP 56%)

R,W,M WA+ = 76% PP / 66% NPP (national PP 43%)

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 which they are able to choose from 'Jeff' our book vending machine.

This year we will be developing quiet areas during break / lunchtimes to allow pupils further access to reading if they chose to.