

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	820
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	LAB
Pupil premium lead	Kate Mansfield
Governor / Trustee lead	Nick Oram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£512640
Recovery premium funding allocation this academic year	£0
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	£512640

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 are socioeconomically disadvantaged, and we are aware that for our children their experiences outside of school are often limited. Our strategy recognises barriers to engage with school pupils may face, and puts in timely and effective methods to overcome these.

Our high-quality and ambitious curriculum ensures that all pupils can access it and gain knowledge and skills incrementally to achieve its stated aims. Teachers 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 support children to learn more and remember more. We are committed to ensuring children have access to a wide range of experiences on their educational journey. Careful tracking of pupils, swift interventions and early intervention effectively informs teaching and learning and ensures all children are able to participate and thrive, enabling 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, as well as emotional regulation
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, working long hours)
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 and overcrowding; anxiety; bereavement; domestic abuse; unemployment and/or zero-hours contracts
5	For pupils just above the PP criteria: parents/carers working extremely long hours; overcrowded multi-occupancy housing; night shifts; short-term contract work with no job security and rising cost of living; zero-hours contracts; insecure immigration status.

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/Arbor Mid phase arrangements, transition plans Step back and reflect / moderation meetings / pupil progress meetings / progress data
Ensure all pupils have full access to a high-quality and ambitious 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.	Curriculum maps Educational visits including residential visits Sharing learning with parents Big Outcomes and performances in the local community MASt programmes and activities
Pupils to leave Curwen as confident and determined learners ready to succeed in their various secondary schools.	End of KS2 data/pupil surveys Positive pupil/parent feedback
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 Engagement with parent support e.g. Early Mental Health Practitioner, Pastoral Team, Coffee Mornings, parent workshops

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: £ 315000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching for all Explicit, focussed teaching following assessment of prior learning Regular opportunities to review the curriculum allowing time for teachers to assess and adapt teaching Feedback system which enables teachers to pinpoint gaps in pupils' learning and adapt teaching accordingly Focus on oracy to ensure all children are supported to develop strong foundations in communication skills Focus on enriching and developing the opportunities and learning of More Able Students (MASt)	Staff CPD, small phase meetings to discuss T&L. Support in PPA from AHT and SENDCo for all YG to make quality first teaching and learning as precise as possible. Support for ECTs and ECT+1s In-house training for all staff including middle leaders and support staff Use of marking feedback sheets to ensure lessons address gaps and move learning on Teachers feeling confident, competent and well-supported to deliver high-quality T&L across the school. Ekklan and AET training delivered to all staff supporting with effective questioning and explanation when teaching. Bespoke oracy training, based on research, delivered to all staff and regularly reviewed. All teachers engaged in CPD programme to ensure MASt are suitably challenged during lessons. Middle leaders developing wider links to provide further enrichment for pupils through visits, visitors or experiences	2, 3, 5
Regular phonics training and support Regular training to support all staff in delivering phonics session Clear line management structures to support with planning of T&L across the school	Non-class based AHTs to monitor and support with all staff delivering phonics across Reception and Year 1 ensures consistency and progression Early Literacy leader to maintain high profile of phonics and support with training and team teaching. Training for staff ongoing throughout the academic year, including ECTs and support staff Termly Pupil Progress Meetings with all teachers and support staff to track progress and identify pupils for whom intervention is required, ensuring strong foundations in reading	2,3

	Targeted interventions and tutoring run by trained staff during and outside the school day for pupils who need additional support Practical resources purchased to make learning enjoyable, engaging and accessible Support offered to parents through information sharing, workshops, coffee mornings, children sharing learning	
Educational Visits and 'real life' experiences offered to all pupils to support with understanding, engagement and memory	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) 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 Aspirational opportunities for pupils to develop an understanding of the wider world and job opportunities (e.g. World of Work Week). Actively seek additional opportunities for children e.g. visits to universities / FE etc. Additional targeted educational visits for SEND children in Pathways to ensure these meet their needs and are engaging '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, Now Press Play). This enhances memory and cognition, and provides valuable experiences and opportunities for disadvantaged pupils	1, 2

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

Budgeted cost: £ 22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for pupils with identified SEND. Key members of staff trained to deliver programmes to children as appropriate.	Two specialist Learning Support Teachers employed to deliver personalised curriculum in our Pathways for pupils with SEND and unable to access the curriculum alongside their peers. Trust specialist teacher to support with identification, specialist assessments and recommendations Staff who are skilled and able to deliver high-quality intervention programmes (OT,	2, 3, 5

Early Years Talk Booster support delivered in EYFS Let's Talk S&L sessions delivered to parents	S&L, dyslexia, PRICE) help to break down barriers to learning Training provided to EYFS and KS1 staff to deliver targeted 9 week S&L programmes for children that would benefit Children with specific needs are assessed and suitable strategies to support them are used. Staff training is undertaken as appropriate. Provision map / Arbor data indicates that these are having a positive impact Support and training provided to parents who have pupils with specific needs, as well as signposting to external agencies and encouraging attendance at coffee mornings Target specific pupils for additional interventions e.g. gymnastics, music clubs, swimming, bikes	
High quality small group tuition – during school time and before/after school	Carefully targeted interventions through identification and assessment of need including monitoring work, VCM and staff meetings 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. Pupils are supported to close specific gaps, whether that be a need for increased academic or pastoral support (PPM and VCM held regularly) Tuition delivered by class teachers or highly experienced support staff Trial of 'family clubs' for EYFS and 'Pathways' children to support with strong foundations for all children	2, 3, 4, 5

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

Budgeted cost: £ 175,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise and actively seek the best possible support and expertise to	Social/emotional support: (Art Therapy, Art Nurture, Forest Schools, Music Therapy,	4, 5

ensure interventions are targeted and have a positive impact on progress (academic or social and emotional)	EMHP) clearly planned and tracked via Provision Map / additional tracking programmes 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, SHINE trolleys in each class Dedicated pastoral team support children during identified interventions to address specific concerns or difficulties they may be facing (nurture, social, behaviour support); Half-termly VCM for each phase to ensure barriers to learning are discussed and addressed; Specific interventions (Forest Schools, Art Therapy, Art Nurture, Music Therapy, EMHP) Quiet spaces for use at lunchtimes to increase regulation levels The vast majority of children are emotionally ready for education due to the support they are able to receive	
Develop students as leaders	Opportunities for children to develop their own leadership skills through targeted programmes and through self-referral Children see the importance and benefits of developing their own leadership skills, and are able to support other pupils within the school	1, 2
Trained staff and dedicated team to provide support to parents	Targeted support offered to parents as relevant – Toddler Group, EAL support; EMHP (CAMHS) sessions; Pastoral Team for parents undergoing particular difficulties 'Let's Talk' and 'Talk Boost' training delivered to support with developing S&L	4
School proactively supports and encourages attendance	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: £ 512,640

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 to 2025 academic year.

2025-26 EOKS2:

Reading WA+ = 80% PP / 86% All (national 63%) Progress: 2.64 PP / 1.92 All

Writing WA+ = 97% PP / 91% All (national 73%) Progress: 2.59 PP / 1.92 All

Maths WA+ = 84% PP / 91% All (national 75%) Progress: 3.36 PP / 3.25 All

SPAG WA+ = 93% PP / 95% All (national 74%)

R,W,M WA+ = 80% PP / 86% All (national 63%)

Y4 MTC

Average Score = 22.6 PP / 22.8 All (national TBC)

Phonics Check

Year 1 expected standard = 59% PP / 74% All

Year 2 re-test = 92% PP / 93% All

GLD

Achieved GLD = 68% PP / 71% All

An analysis of the school's Key Stage 2 (KS2) performance broken down by **Free School Meals (FSM) eligibility** and **Special Educational Needs (SEN) status** reveals an extraordinary success story. While absolute attainment gaps exist due to prior learning barriers, the school's Pupil Premium and SEN Support strategies are delivering exceptional value-added progress.

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
Talk Boost	Speech and Language UK

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.

We harness all opportunities for reading and promoting throughout the school day, with our quiet spaces at lunchtimes, reading buddies, breakfast reading, access to books, World Book Day activities and much more.