

1. Summary information					
<b>Total PP budget</b>	£283800	<b>EYPP budget</b> (2 terms based on 18-19)	2392.85	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	902	<b>Number of pupils eligible for PP</b>	217	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current data (Summer 2019) – Awaiting Validation.				
	Our school		National average	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for	Pupils not eligible for PP
<b>% achieving 'Expected' and 'Exceeding in R/W/M (end of KS2)</b>	81% 26%	86% 29%	TBC	65% TBC
<b>Average Scaled Score (Reading and Maths)</b>	R=109 M=111	R=108 M=111	TBC	TBC
<b>Pupil Progress Scaled Score</b>	R=3.8 M=4.4	R=3.3 M=5.9	TBC	TBC

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

#### In-school barriers

<b>A.</b>	Limited real life experiences beyond the immediate vicinity of Plaistow/Stratford
<b>B.</b>	Poor language skills impacting on both verbal and reading abilities
<b>C.</b>	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

<b>D.</b>	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.
<b>E.</b>	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
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<b>A.</b>	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>B.</b>	Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas.	Curriculum maps
<b>C.</b>	Pupils to leave Curwen as confident and determined learners ready to succeed in their various secondary schools.	End of KS2 data/pupil surveys
<b>D.</b>	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







<b>Diminishing any differences</b>	8)After-school, lunchtime and before school booster sessions for target children <b>= £2,000</b>	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 <b>= £15,000</b>		Julie H	Termly	
	10) Targeted visits <b>= £2,000</b>		Jan B	Termly	
11) SALT sessions for target children, ELKLAN training <b>= £10,000</b>					
<b>Total budgeted cost</b>					<b>£105,292</b>
<b>iii. Whole School Strategies</b>					
<b>Our desired outcome</b>	<b>Our chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>

<b>Widening life experiences</b>	<p>1) Children's University = <b>£2,000</b></p> <p>2) Residential visits (yrs 4-6) = <b>£12,000</b></p> <p>3) Theatre visits = <b>£8,400</b></p> <p>4) Coach trips = <b>£30,000</b></p> <p>5) Nature experiences and Forest Schools = <b>£3,000</b></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 2019</p> <p>Feb 2019</p> <p>June 2019</p> <p>June 2019</p> <p>June 2019</p>
<b>Developing Resilience and Taking Ownership</b>	<p>7) Place 2 Talk As above</p> <p>8) School Council and Pupil Parliament = <b>£500</b></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>

<b>Supporting positive relationships development</b>	9) Holiday clubs and Family Week = <b>£7,000</b>	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 = <b>£1,000</b>		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 = <b>£4,000</b>		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.	Mandy S	Half termly
	12) Toddler group/parenting classes /coffee mornings /PTA projects = <b>£3,000</b>		Coffee mornings (general, SEN, wellbeing) and 'Friends of Curwen' will be reviewed throughout the year, and specific families targeted as relevant.	Jan B, John P	Following meetings
<b>Total budgeted cost</b>				<b>£70,900</b>	

## 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.