



**The Pupil Premium for Curdridge Primary School 2016-2017 = £15,840 + £1,500. Total = £17,340**

**Number of pupils: 17 (7 FSM, 5 E6, 5 Service Children)**

**Identified barriers to educational achievement:**

Curdridge Primary School has identified the following as barriers for some of the pupils currently in receipt of pupil premium:

- Self-Esteem- pupils with specific social and emotional needs which effect their learning
- The number of pupils who are in receipt of pupil premium and also on the SEND register for cognition and learning
- The number of pupils who are in receipt of pupil premium who also are EAL
- Attendance
- Parental engagement
- Access to extra-curricular activities

This money will be spent in the following ways:

<b>Use of funding</b>	<b>Focus</b>	<b>Cost</b>
Class 1: LSA time to support Y1 pupils in small groups 1.5hr per day	English and Maths	<b>£2,170</b>
Class 2: LSA time to support pupils in small groups 1.5 per day	English and Maths	<b>£3,360</b>
Class 3: LSA time to support pupils in small groups 1.5 per day	English and Maths	<b>£2,170</b>
LSA support 2 x afternoons per week		<b>£1,213</b>
Class 4: LSA time to support pupils in small groups 1.5hr per day	English and Maths	<b>£2,409</b>
Payment for extra-curricular clubs and music tuition	Personal and social	<b>£400</b>
Hours for LSAs to deliver maths interventions	Maths and English	<b>£1480</b>
ELSA training	Personal and social	<b>£400</b>

ELSA resources	Personal and social	<b>£400</b>
ELSA support (ELSA meetings)	Personal and social	<b>£300</b>
ELSA hours 2.5pw	Personal and social	<b>£1,013</b>
Intervention resources e.g. notebooks	Maths and English	<b>£1000</b>
SALT time and resources	Personal and social	<b>£300</b>
Resources using service premium	Personal and social	<b>£600</b>
Incidentals e.g. school uniform	Personal and social	<b>£250</b>
1 full day support from Educational Psychologist	Personal and social	<b>£600</b>
<b>Total</b>		<b>£18,065</b>

### **Rationale for Expenditure:**

Evidence from work scrutiny and lesson observations has highlighted that developing a whole school ethos for attainment for all is having a measurable impact for all children including those in receipt of the pupil premium grant. This has been shown in particular through the development of the writing learning journeys in English. This will be continued to develop through the introduction of guided reading journals and maths CPA and reasoning. This will continue to develop the attainment for all children.

On-going data throughout the year has shown the following:

**Data for Disadvantaged Pupils reaching ARE + (based on end of year 2016 data):**

<b>Cohort</b>	<b>Reading (FSM)</b>	<b>Reading (non FSM)</b>	<b>Writing (FSM)</b>	<b>Writing (non FSM)</b>	<b>Maths (FSM)</b>	<b>Maths (non FSM)</b>
<b>Y1 (15)</b>	100% (2)	100%	100% (2)	92%	100% (2)	100%
<b>Y2 (16)</b>	0% (2)	100%	0% (2)	88%	50% (2)	93%
<b>Y3 (14)</b>	100% (1)	69%	100% (1)	69%	100% (1)	69%
<b>Y4 (14)</b>	100% (5)	100%	100% (5)	100%	100% (5)	100%
<b>Y5 (13)</b>	100% (2)	82%	100% (2)	73%	100% (2)	82%
<b>Y6 (16)</b>	100% (2)	100%	100% (2)	100%	100% (2)	100%

The table above shows that all FSM children have made ARE + apart from 2 children in Year 2. Both these children have SEN.

## Curdridge Primary Schools Effective ways to support disadvantage pupils' achievement 2016-17

Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantage pupils attainment. Below outlines our approach at Curdridge.

**1. Whole-school ethos of attainment for all:**  
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



Action	Impact	Where to find the evidence
Continue to embed Writing Journeys	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Writing for a purpose</li> <li>• Children enjoying their writing</li> <li>• More creative writing linked to a rich text</li> <li>• Writing stamina has improved especially in Year 3/4</li> <li>• Writing quality has improved</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> <li>• Evidence in HIAS report (June 2016)</li> <li>• HMI report (March 2016)</li> <li>• Class observations</li> </ul>
Continue to embed Develop flexible groupings in class based on the Marchwood Model	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Strong AFL links,</li> <li>• misconceptions being addressed straight away</li> <li>• greater challenge for the higher achieving children</li> <li>• targeted use of support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Review and development of marking and feedback policy	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Pupils responding to marking to improve their work</li> <li>• Misconceptions being addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> </ul>

	<ul style="list-style-type: none"> <li>• Greater challenge for the higher achieving children</li> </ul>	
Maths planning and CPD focussing on CPA and problem solving/reasoning	<p>Intended impact:</p> <ul style="list-style-type: none"> <li>• Concrete, pictorial resources to support all children</li> <li>• Children demonstrating greater reasoning and understanding working at greater depth</li> <li>• Increasing the percentage of children achieving beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Develop Guided Reading Journals	<p>Intended impact:</p> <ul style="list-style-type: none"> <li>• Specific reading skills being targeted</li> <li>• Children inspired to read</li> <li>• Reading is being applied to their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Blooms Taxonomy	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Develop better questioning and higher order skills across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> <li>• Class observations</li> </ul>

**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



Action	Impact	Where to find the evidence
Embedding Core Values and BLP in place across the school	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Defined expectation for all children within the school</li> <li>• They are used to celebrate success</li> <li>• Used to support learning</li> <li>• Used to support how children learn</li> </ul>	<ul style="list-style-type: none"> <li>• OFSTED report</li> <li>• Learning walks</li> <li>• Class observations</li> <li>• Achievements and rewards</li> </ul>
<p>Continue to Improve Attendance through</p> <ol style="list-style-type: none"> <li>1. responding to poor attendance</li> <li>2. rewarding excellent attendance</li> </ol>	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Attendance of persistent absentees has improved through the school year 2015-16</li> <li>• 2014-15 - 8 100% attendance this increased to 10 for 2015-16</li> <li>• 2014-15- 31 98% + attendance this increased to 40 for 2015-16</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance letters to parents</li> <li>• Attendance records</li> <li>• Certificates</li> </ul>
CPS points - Whole school reward system based on the core values	<p>Intended Impact:</p> <ul style="list-style-type: none"> <li>• Children demonstrating core values in all lessons</li> <li>• Positive behaviour in class towards learning</li> </ul>	<ul style="list-style-type: none"> <li>• CPS reward track</li> <li>• Lesson observations</li> <li>• Learning walks</li> </ul>

**3. High quality teaching for all:**  
 Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



Action	Impact	Where to find the evidence
Setting aspirational targets for middle attainers based on ARE	Intended impact <ul style="list-style-type: none"> <li>• Target hit for middle attainers achieving beyond ARE</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Data drop</li> <li>• Learning walks</li> <li>• Class observations</li> </ul>
Share good practise EYFS and KS1	Intended impact <ul style="list-style-type: none"> <li>• EYFS and KS1 teaching practise improving</li> <li>• Children's learning and data improving</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Data drop</li> <li>• Learning walks</li> <li>• Class observations</li> <li>• Planning</li> </ul>
Undertake reading CPD	Intended impact: <ul style="list-style-type: none"> <li>• Year 6 reading data improving</li> <li>• Continued CPD for the rest of the school</li> <li>• Improved inference skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Data drop</li> <li>• Learning walks</li> <li>• Class observations</li> <li>• Planning</li> </ul>
Undertake maths reasoning CPD	Intended impact: <ul style="list-style-type: none"> <li>• Greater reasoning evidenced in books</li> <li>• Children are able to explain how and why in maths</li> <li>• Children are able to solve problems with greater reasoning and understanding</li> <li>• Data improving for beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Data drop</li> <li>• Learning walks</li> <li>• Class observations</li> <li>• Planning</li> </ul>
Continue to embed Writing Journeys	Intended Impact :	<ul style="list-style-type: none"> <li>• Work scrutiny</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing for a purpose</li> <li>• Children enjoying their writing</li> <li>• More creative writing linked to a rich text</li> <li>• Writing stamina has improved especially in Year 3/4</li> <li>• Writing quality has improved</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Evidence in HIAS report (June 2016)</li> <li>• HMI report (March 2016)</li> <li>• Class observations</li> </ul>
Develop flexible groupings in class based on the Marchwood Model	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Strong AFL links</li> <li>• misconceptions being addressed straight away</li> <li>• greater challenge for the higher achieving children</li> <li>• targeted use of support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Review and development of marking and feedback policy	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Pupils responding to marking to improve their work</li> <li>• Misconceptions being addressed</li> <li>• Greater challenge for the higher achieving children</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> </ul>
Maths planning and CPD focussing on CPA and problem solving/reasoning	<p>Intended impact:</p> <ul style="list-style-type: none"> <li>• Concrete, pictorial resources to support all children</li> <li>• Children demonstrating greater reasoning and understanding working at greater depth</li> <li>• Increasing the percentage of children achieving beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Reading Journals	<p>Intended impact:</p> <ul style="list-style-type: none"> <li>• Specific reading skills being targeted</li> <li>• Children inspired to read</li> <li>• Reading is being applied to their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Blooms Taxonomy	<p>Intended Impact :</p> <ul style="list-style-type: none"> <li>• Develop better questioning and higher order skills across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> <li>• Class observations</li> </ul>

**4. Meeting individual learning needs:**  
 Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



Action	Impact	Where to find the evidence
ELKAN training to support communication and language needs	Intended Impact: <ul style="list-style-type: none"> <li>Children with Speech and communication difficulties will be better placed to respond to interventions</li> </ul>	<ul style="list-style-type: none"> <li>SEND tracking</li> <li>SEND Work scrutiny</li> <li>SEND observations</li> </ul>
SENDCo accreditation to develop SENDCo support	Intended Impact: <ul style="list-style-type: none"> <li>Clear assessment strategy and tracking of progress for SEND</li> <li>SEND children making progress in line with group and individual targets</li> </ul>	<ul style="list-style-type: none"> <li>SEND tracking</li> <li>SEND Work scrutiny</li> <li>SEND observations</li> </ul>
TA support in classes and focussed interventions: <ul style="list-style-type: none"> <li>1:1 or small group interventions for reading, writing and maths</li> <li>Support within lessons</li> <li>TA meeting with SENDCo</li> <li>Teacher meeting with SENDCo</li> <li>SENDCo observing</li> </ul>	Intended Impact: <ul style="list-style-type: none"> <li>1:1 or small group interventions target and improve individual needs</li> <li>Improved understanding of SEND in reading, writing and maths</li> </ul>	<ul style="list-style-type: none"> <li>SEND tracking</li> <li>SEND Work scrutiny</li> <li>SEND observations</li> </ul>
ELSA time to support children (All year)	Intended impact: <ul style="list-style-type: none"> <li>Emotional needs being addressed</li> <li>Improved self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>ELSA records</li> <li>Pupil conferencing</li> <li>School environment</li> </ul>
Targeted individual and group support through flexible groupings	Intended impact: <ul style="list-style-type: none"> <li>Misconceptions being addressed quickly</li> <li>Progress being made quickly</li> <li>Children catching up and keeping up</li> </ul>	<ul style="list-style-type: none"> <li>Green box and green pen marking</li> <li>Work scrutiny</li> <li>Data drop</li> </ul>

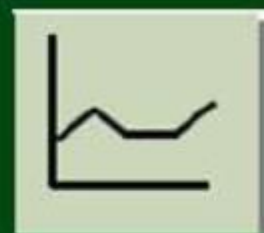


**5. Deploying staff effectively:**  
 Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



Action	Impact	Where to find the evidence
ELKAN training to support communication and language needs	Intended Impact: <ul style="list-style-type: none"> <li>Children with Speech and communication difficulties will be better placed to respond to interventions</li> </ul>	<ul style="list-style-type: none"> <li>SEND tracking</li> <li>SEND Work scrutiny</li> <li>SEND observations</li> </ul>
Train LSAs in use of CPA and questioning for maths	Intended impact: <ul style="list-style-type: none"> <li>LSAs supporting groups/individuals to move learning</li> <li>Data</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Data drop</li> <li>Work scrutiny</li> </ul>
ELSA training (Termly)	Intended Impact: <ul style="list-style-type: none"> <li>Up to date strategies to support individuals emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>ELSA records</li> </ul>
Lets Go and behaviour training	Intended Impact: <ul style="list-style-type: none"> <li>Improved behaviour strategies for an individual child</li> <li>Consistent strategies in place</li> </ul>	<ul style="list-style-type: none"> <li>Consistent approach used by staff and children</li> </ul>
Behaviour training for all staff including LSAs	Intended Impact: <ul style="list-style-type: none"> <li>Improved well-being of individual child</li> <li>Interventions in place to support child</li> <li>Reduced incidents</li> </ul>	<ul style="list-style-type: none"> <li>Class observations</li> </ul>

**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



Action	Impact	Where to find the evidence
Setting aspirational targets for middle attainers based on ARE	<p>Intended impact</p> <ul style="list-style-type: none"> <li>• Target hit for middle attainers achieving beyond ARE</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Data drop</li> <li>• Learning walks</li> <li>• Class observations</li> </ul>
CPD into using HAM and SIMS as an assessment and tracking tool	<p>Intended Impact:</p> <ul style="list-style-type: none"> <li>• Strong analysis of data and groups</li> <li>• Teachers using data to identify pupils needs</li> </ul>	<ul style="list-style-type: none"> <li>• Work Scrutiny</li> <li>• Data drops</li> </ul>
Develop flexible groupings in class based on the Marchwood Model	<p>Intended Impact:</p> <ul style="list-style-type: none"> <li>• Strong AFL links</li> <li>• misconceptions being addressed straight away</li> <li>• greater challenge for the higher achieving children</li> <li>• targeted use of support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Work scrutiny</li> <li>• Class observations</li> <li>• Link governor learning walks</li> <li>• Data</li> <li>• Marking and Feedback</li> </ul>
Review and development of marking and feedback policy	<p>Intended Impact:</p> <ul style="list-style-type: none"> <li>• Pupils responding to marking to improve their work</li> <li>• Misconceptions being addressed</li> <li>• Greater challenge for the higher achieving children</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> </ul>

**7. Clear, responsive leadership:**  
 Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Action	Impact	Where to find the evidence
Setting aspirational targets for middle attainers based on ARE	Intended impact <ul style="list-style-type: none"> <li>• Target hit for middle attainers achieving beyond ARE</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Data drop</li> <li>• Learning walks</li> <li>• Class observations</li> </ul>
CPD into using SIMS as an assessment and tracking tool	Intended Impact: <ul style="list-style-type: none"> <li>• Strong analysis of data and groups</li> <li>• Teachers using data to identify pupils needs</li> <li>• Teachers being held account for their data</li> </ul>	<ul style="list-style-type: none"> <li>• Work Scrutiny</li> <li>• Data drops</li> </ul>
Performance Management Cycle	Intended impact: <ul style="list-style-type: none"> <li>• PP children making the progress needed</li> <li>• Middle attainers (target children) reaching aspirational targets</li> </ul>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Work scrutiny</li> <li>• Lesson observations</li> </ul>
Governors having a subject link and being proactive in ensuring development and progress	Intended impact: <ul style="list-style-type: none"> <li>• Governors fulfilling leadership responsibilities</li> <li>• Governors collecting first hand evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Governors report</li> <li>• Governors learning walks</li> <li>• Governors work scrutiny</li> </ul>

**How will the school measure the impact of Pupil Premium?**

At Curdridge Primary School we conduct data drops 4 times throughout the year which will monitor the children's progress for Reading, Writing and Maths. This will enable early identification of need, support and appropriate interventions. The Deputy Headteacher will undertake work scrutiny and pupil conferencing to assess attainment as well as well-being. At each data drop, the school will review the progress of every child including the Pupil Premium children and will adjust planning, teaching and intervention if necessary. Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees.

*Designated staff member in charge: Mr Ben Simpson*

*Nominated governor: Debbie Gallagher*

**Date of pupil premium and data reviews:**

November 2016, February 2017, April 2017, June 2017