



The Pupil Premium for Curdridge Primary School 2016-2017 Total = £23,760

Number of pupils: 18 (8 FSM, 10 E6, 0 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:

Use of funding	Focus	Cost
Class 1: LSA time to support Y1 pupils in small groups 2hrs per day	English and Maths	£4290
Class 2: LSA time to support pupils in small groups 2hrs per day HLTA time to support phonics in y1/2 3hours per week	English and Maths Phonics	£4056 £1,638
Class 3: LSA time to support pupils in small groups 2hrs per day HLTA time to support maths in y3/4 3hours per week	English and Maths	£3,432 £1,638
Class 4: LSA time to support pupils in small groups 2hrs per day	English and Maths	£3,432
Payment for extra-curricular clubs, residentials and music tuition	Personal and social	£500

Hours for LSAs to deliver interventions	Maths and English	£1480
ELSA training	Personal and social	£350
ELSA resources	Personal and social	£350
ELSA support (ELSA meetings)	Personal and social	£350
ELSA hours 2.5pw	Personal and social	£1,013
Incidentals e.g. school uniform	Personal and social	£750
1 full day support from Educational Psychologist	Personal and social	£600
Online phonics resources for KS1	English	£60
Online Handwriting programme for school and home support	English	£128
Online Sumdog for school and home support	Maths	£100
Total		£24,167

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 and reading learning journeys in English. The focus for 2017-2018 will be to embed the use of reading and writing journeys with a particular emphasis to adding depth to the learning. We will continue to embed strategies for the use of CPA and reasoning in maths. There is also a focus on our CLP curriculum for encouraging greater independence, creativity and making links in their learning in order to continue to develop the attainment for all children.

Data for Disadvantaged Pupils reaching ARE + (based on end of year 2017 data):

All PP children	Reading	Writing	Maths
11	8/11 73%	9/11 82%	9/11 82%
All Non PP children	Reading	Writing	Maths
70	54/70 77%	55/70 79%	54/70 77%
Gap	4%	-3%	-5%

Cohort	Reading PP on track for ARE	Reading Non PP on track for ARE	Writing PP on track for ARE	Writing Non PP on track for ARE	Maths PP on track for ARE	Maths Non PP on track for ARE
Year 1	100% (1)	69% (13)	100% (1)	85% (13)	100% (1)	69% (13)
Year 2	66.66% (3)	86% (14)	100% (3)	93% (14)	100% (3)	100% (14)
Year 3	0% (1)	73% (15)	0% (1)	66.66% (15)	0% (1)	73% (15)
Year 4	100% (1)	70% (10)	100% (1)	70% (10)	100% (1)	70% (10)
Year 5	75% (4)	88% (8)	75% (4)	88% (8)	75% (4)	88% (8)
Year 6	100% (1)	80% (10)	100% (1)	70% (10)	100% (1)	80% (10)

Curdridge Primary Schools Effective ways to support disadvantage pupils' achievement 2017-18

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 and reading Journeys Add depth to reading and writing through the use of more choice	Intended Impact : <ul style="list-style-type: none"> • Reading with creativity • Writing for a purpose • Children enjoying their writing • More creative writing linked to a rich text • Added depth to learning within reading and writing e.g pupil choice 	<ul style="list-style-type: none"> • Work scrutiny • Planning scrutiny • Class observations • GB learning walks • Data
Continue to embed and develop flexible groupings along with observation for assessment	Intended Impact : <ul style="list-style-type: none"> • Strong AFL links, • misconceptions being addressed straight away • greater challenge for the higher achieving children • targeted use of support staff 	<ul style="list-style-type: none"> • Planning scrutiny • Work scrutiny • Class observations • Link governor learning walks • Data • Marking and Feedback • Observation notes
Review and develop marking and feedback policy	Intended Impact : <ul style="list-style-type: none"> • Pupils responding to marking to improve their work • Misconceptions being addressed 	<ul style="list-style-type: none"> • Work scrutiny

	<ul style="list-style-type: none"> • Greater challenge for the higher achieving children • Addressing staff work life balance 	
Embed and develop CPA and problem solving/reasoning for maths	<p>Intended impact:</p> <ul style="list-style-type: none"> • Concrete, pictorial resources to support all children • Children demonstrating greater reasoning and understanding working at greater depth • Increasing the percentage of children achieving beyond 	<ul style="list-style-type: none"> • Planning scrutiny • Work scrutiny • Class observations • Link governor learning walks • Data • Marking and Feedback
Continue to develop the foundation curriculum	<p>Intended Impact :</p> <ul style="list-style-type: none"> • A creative engaging curriculum • Emphasis on skills for life long learning 	<ul style="list-style-type: none"> • Work scrutiny • Planning scrutiny • Class observations
Improve handwriting and presentation in all subjects.	<p>Intended impact:</p> <ul style="list-style-type: none"> • Children's handwriting and presentation will show greater pride and care 	<ul style="list-style-type: none"> • Work scrutiny

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
Embed Core Values and CLP in place across the school	<p>Intended Impact :</p> <ul style="list-style-type: none"> • Defined expectation for all children within the school • used to celebrate success • Used to support learning • Used to support how children learn 	<ul style="list-style-type: none"> • OFSTED report • Learning walks • Class observations • Achievements and rewards
<p>Continue to Improve Attendance through</p> <ol style="list-style-type: none"> 1. responding to poor attendance 2. rewarding excellent attendance 	<p>Intended Impact :</p> <ul style="list-style-type: none"> • Attendance to be 95%+ for the whole school for the year. 	<ul style="list-style-type: none"> • Attendance letters to parents • Attendance records • Certificates
CPS points – Implement whole school reward system based on the core values	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Children demonstrating core values in all lessons • Positive behaviour in class towards learning 	<ul style="list-style-type: none"> • CPS reward track • Lesson observations • Learning walks

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 all based on ARE	Intended impact <ul style="list-style-type: none"> Children reaching their individual targets 	<ul style="list-style-type: none"> Work scrutiny Data drop Learning walks Class observations
Share good practise EYFS and KS1	Intended impact <ul style="list-style-type: none"> EYFS and KS1 teaching practise improving Children's learning and data improving 	<ul style="list-style-type: none"> Work scrutiny Data drop Learning walks Class observations Planning
Undertake phonics CPD	Intended impact: <ul style="list-style-type: none"> Year1 phonics data inline or better than national 	<ul style="list-style-type: none"> Work scrutiny Data drop Learning walks Class observations Planning
Embed flexible groupings in class and observation as an assessment tool	Intended Impact : <ul style="list-style-type: none"> Strong AFL links misconceptions being addressed straight away greater challenge for the higher achieving children targeted use of support staff 	<ul style="list-style-type: none"> Planning scrutiny Work scrutiny Class observations Link governor learning walks Data Marking and Feedback
Review and develop marking and feedback policy	Intended Impact :	<ul style="list-style-type: none"> Work scrutiny

	<ul style="list-style-type: none"> • Pupils responding to marking to improve their work • Misconceptions being addressed • Greater challenge for the higher achieving children • Improved staff work life balance 	
<p>Continue to embed Writing and reading Journeys</p> <p>Add depth to reading and writing through the use of more choice</p>	<p>Intended Impact :</p> <ul style="list-style-type: none"> • Reading with creativity • Writing for a purpose • Children enjoying their writing • More creative writing linked to a rich text • Added depth to learning within reading and writing e.g pupil choice 	<ul style="list-style-type: none"> • Work scrutiny • Planning scrutiny • Class observations • GB learning walks • Data
<p>Continue to develop the foundation curriculum</p>	<p>Intended Impact :</p> <ul style="list-style-type: none"> • A creative engaging curriculum • Emphasis on skills for life long learning 	<ul style="list-style-type: none"> • Work scrutiny • Planning scrutiny • Class observations

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.



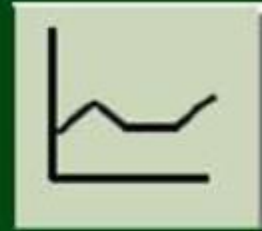
Action	Impact	Where to find the evidence
SENDCo accreditation to develop SENDCo support	Intended Impact: <ul style="list-style-type: none"> • Clear assessment strategy and tracking of progress for SEND • SEND children making progress in line with group and individual targets 	<ul style="list-style-type: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

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
Train LSAs in their role and how it changes during a lesson, project and term (HAM model)	Intended impact: <ul style="list-style-type: none"> • LSAs supporting groups/individuals to move learning • Data 	<ul style="list-style-type: none"> • Lesson observations • Data drop • Work scrutiny
ELSA training (Termly)	Intended Impact: <ul style="list-style-type: none"> • Up to date strategies to support individuals emotional needs 	<ul style="list-style-type: none"> • ELSA records

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 all based on ARE	<p>Intended impact</p> <ul style="list-style-type: none"> • Children reaching their individual targets 	<ul style="list-style-type: none"> • Work scrutiny • Data drop • Learning walks • Class observations
Embed the use of HAM and SIMS as an assessment and tracking tool	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Strong analysis of data and groups • Teachers using data to identify pupils needs 	<ul style="list-style-type: none"> • Work Scrutiny • Data drops
Embed flexible groupings in class and use observation as an assessment tool.	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Strong AFL links • misconceptions being addressed straight away • greater challenge for the higher achieving children • targeted use of support staff 	<ul style="list-style-type: none"> • Planning scrutiny • Work scrutiny • Class observations • Link governor learning walks • Data • Marking and Feedback
Review and develop of marking and feedback policy	<p>Intended Impact:</p> <ul style="list-style-type: none"> • Pupils responding to marking to improve their work • Misconceptions being addressed • Greater challenge for the higher achieving children • Improved staff worklife balance 	<ul style="list-style-type: none"> • Work scrutiny

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 all based on ARE	Intended impact <ul style="list-style-type: none"> • Children reaching their individual targets 	<ul style="list-style-type: none"> • Work scrutiny • Data drop • Learning walks • Class observations
Embed the use of HAM and SIMS as an assessment and tracking tool	Intended Impact: <ul style="list-style-type: none"> • Strong analysis of data and groups • Teachers using data to identify pupils needs 	<ul style="list-style-type: none"> • Work Scrutiny • Data drops
Performance Management Cycle	Intended impact: <ul style="list-style-type: none"> • PP children making the progress needed • Middle attainers (target children) reaching aspirational targets • Establish leadership responsibilities across all levels 	<ul style="list-style-type: none"> • Data • Work scrutiny • Lesson observations
Governors having a subject link and being proactive in ensuring development and progress	Intended impact: <ul style="list-style-type: none"> • Governors fulfilling leadership responsibilities • Governors collecting first hand evidence 	<ul style="list-style-type: none"> • Governors report • Governors learning walks • Governors work scrutiny

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.

The pupil premium children each have their own pupil profile which outlines their progress. Areas for development are documented and actions are put in place.

Designated staff member in charge: Mr Ben Simpson

Nominated governor: Debbie Gallagher

Date of pupil premium and data reviews:

November 2017, February 2018, April 2018, June 2018