

Pupil premium strategy statement – Curdridge Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	27 25 FSM 2 SC 24.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	01/10/2025
Date on which it will be reviewed	01/10/2026
Statement authorised by	Sally Wood
Pupil premium lead	Joe Cunningham
Governor / Trustee lead	Hannah Stitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515 per pupil FSM £350 SC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,820

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, metacognition and self-regulation.

All children receive quality small group teaching through PLT (Personal Learning Time).

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

PLT enables teachers to address individuals' needs so that disadvantaged pupils can benefit from a bespoke curriculum that enables them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low level attainment, comparatively compared to non-pp children in RWM. This has been established through the use of our internal assessment, where our disadvantaged children are monitored.
2	Poor vocabulary skills, we often find that children from disadvantaged backgrounds have lower vocabulary skills at the start of their schooling. This impacts on their ability with phonics at the early staging of schooling.
3	Low levels of parental engagement. This is evident during parent evenings, where parents may attend some meetings, however agreed plans of action are not always carried on and therefore we lack the consistency.
4	Persistent absences- Vulnerable children have a higher level of persistent absence, this is checked on a regular basis by the headteacher and Deputy Headteacher. Parents also have access to a new school app which also shows the child's attendance to alert parents. The result of this persistent absence is gaps within their learning, this is particularly evident within maths, where gaps have developed for some children over a period of time.
5	Real life experiences away from the school environment. Some of our children do very little away from home, therefore we try and provide enrichment opportunities in and out of the school to make sure that they have meaningful experiences such as school trips, sports events etc.

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
Tangible progress can be seen in books for RWM	<p>Book looks and staff training should allow SLT to see marked improvements within books</p> <p>Assessments and observations indicate significantly improved outcomes among disadvantaged pupils. This is evident when triangulated with other evidence sources e.g. engagement and participation Disadvantaged pupils with SEND will make progress in line with their peers</p>
Phonics results to improve	Pupil premium children to be bridging the gap from PP to non-PP in their phonic attainment.

Attendance shows improvements	<p>PP children attendance in line with national. Reduce the amount of PA, PP children to be close the gap to national. PP attendance tracked and reported to governors with challenge and rigorous review.</p> <p>Attendance from 24-25 was at 94.8% we are aiming for 96%</p>
Wider school opportunities	<p>Pupils will get discounted rates, and the school will aim to support families who struggle to pay for trips such as PGL so no child is missing out.</p> <p>Vulnerable children will also get first preferences of certain clubs (Sporting events) to make sure they are experiences those opportunities. This will be looked at though on a case by case basis.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of TA support whole class teaching through PLT delivery</p> <p>Use of TAs to support PPG children under the direction from class teacher</p> <p>Pre- and post-teaching interventions from</p> <p>Class 1- £6,000</p>	<p>EEF (+4 months)</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or</p>	1,2,4

<p>Class 2- (5 vulnerable) - £8,000</p> <p>Class 3 (9 Vulnerable) - £6,000</p> <p>Class 4 (11 Vulnerable)- £10,000</p> <p>The allocation of an LSA in each class all day enables focus group teaching through our delivery of PLT.</p> <p>Each LSA will take a group during lessons and focus on meeting individual needs. They will address misconceptions through AFL quickly and move children's learning on.</p>	<p>those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	
<p>Back to basic training being taken to look at supporting vulnerable families that may benefit from some more targeted support from school</p>	<p>Training to which provides confidence and support for parents in areas such as sleep, activity, healthy eating, exercise and good routines.</p> <p>Back to Basics Children and Families Hampshire County Council</p>	<p>2,3</p>
<p>Targeted CPD to ensure teachers provide high quality first teaching, use assessments to identify gaps in learning and plan interventions for accelerated learning National College of training</p>	<p>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school." (EEF guide to Pupil Premium)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Maths_guidance_KS_1_and_2.pdf Improving Mathematics in Key Stages 2 and 3 DfE The Reading framework. Improving literacy in KS1 and KS2 EEF Effective Professional Development.</p>	<p>All</p>
<p>Pupil progress meetings, with a focus on disadvantaged children</p>	<p>Pupil progress meetings are a vital part of identifying next steps for individual and groups of children, to ensure rapid progress. This includes a particular focus on SEN and disadvantaged children. Evidence and impact in pupil progress reports and HLTA timetables.</p>	<p>All</p>

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

Budgeted cost: £ 1,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support taking place 2 hours a week, working alongside vulnerable children and the wider school community.</i>	Bereavement support Self-esteem and friendship issues and family liaison.	Variable depending on the need of the children that week.

Total budgeted cost: £ 31,369

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral provision to support emotional well-being/mental health and	Social and Emotional learning EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,5
Improving Attendance: Following the Graduated response to attendance	Overall absence has been shown to have a statistically significant negative link to attainment (DfE, 2014). EEF Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Financial support for families to ensure that children do not miss out on school trips, residential,	Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd Evidence from here supports the importance of inclusion.	5

clubs or not having the appropriate uniform for school		
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1

Reading

Legend ■ WTS ■ Close to EXS ■ EXS ■ GDS ■ No data



Writing

Legend ■ WTS ■ Close to EXS ■ EXS ■ GDS ■ No data



Maths

Legend ■ WTS ■ Close to EXS ■ EXS ■ GDS ■ No data



Year 2

Reading

Legend ■ WTS ■ Close to EXS ■ EXS ■ GDS ■ No data



Writing

Legend ■ WTS ■ Close to EXS ■ EXS ■ GDS ■ No data



Maths

Legend ■ WTS ■ Close to EXS ■ EXS ■ GDS ■ No data



Class 3

Reading



Writing

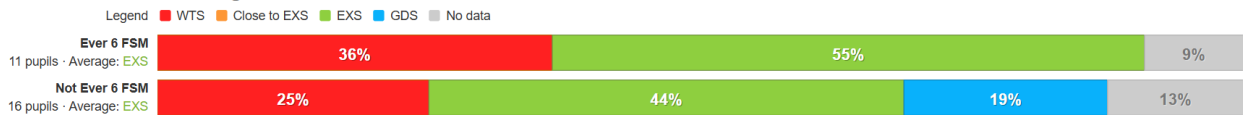


Maths



Class 4

Reading



Writing



Maths



Key Findings:

- Pupil premium children are currently working below non-pp children in most subject areas.

Year 1

- Writing is the subject of focus for this year group with 2/3 children working below the expected standard.
- All 3 of the children are currently passing maths within this year group which is a real positive.

Year 2

- Only 2 children with PP within the year group. 1 child is working at the standard and 1 below in all of the areas.

Class 3 (Year 3-4)

- *Writing is again the area of where over half of PP children are struggling to reach the standard (6 out of the 9 children)*
- *PP children in this class are generally working below their peers, in English, Writing and Maths*

Class 4 (year 5-6)

- *11 out of 27 children are PP, this is a high percentage compared to the rest of the school (40.7%)*
- *Reading and writing are lower for PP children than for their peers.*
- *Maths is currently bucking the trend where PP children are statistically working above non-pp children.*

School Data for FSM: Writing (33%), Reading(56%) and Maths (66%)

National data for KS2 (disadvantaged): Writing (59.2%), Reading (62.6%) and Maths (59.9%)

School data is below national, however our disadvantaged children represent a very small number collectively, especially within KS1.

Attendance for these children is comparatively good for our FSM children in compared with national.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last year the small amount of money that was received was spent purchasing books for the school library, this was agreed with the parents of the children, as it was felt that the children did not directly need the money themselves.

The impact of that spending on service pupil premium eligible pupils

SC have not been directly targeted but have benefited from a wider range of literature, which has been chosen to which they will be able to relate to.