

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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   | Curry Rivel Church of England Primary School   |
| Number of pupils in school  | 157  |
| Proportion (%) of pupil premium eligible pupils   | 23% (36)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22- 2024/25   |
| Date this statement was published   | December 2021  |
| Date on which it will be reviewed   | September 2022   |
| Statement authorised by   | Ali Pook<br>Head Teacher   |
| Pupil premium lead  | Ali Pook<br>Head Teacher   |
| Governor lead   | Charlene Hunsperger<br>(Chair of Governors)<br>representing the<br>Finance Committee |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £39, 005        |
| Recovery premium funding allocation this academic year                                 | £2,103          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£41, 108</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At Curry Rivel, we nurture our children to become:

**‘Caring, Curious and Confident’.**

As a church school, this is underpinned biblically:

**‘Healthy trees bearing good fruit’ – Matthew 7 v 17**

Building on core Christian values of **hope, thankfulness, forgiveness, courage and love** we care for each other and our world. We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum, inspiring and motivating everyone to thrive. Our core Christian values underpin our school, providing the best possible environment for these fruit to grow and ripen within our children and whole community.

For us, our curriculum is everything we say and everything we do and is accessible and ambitious for all pupils. This means that we don’t set a ceiling or a limit on what any individual is able to do. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through small group tutoring and targeted individual tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in all work they are set
- act early to intervene at the point need is identified
- encourage aspiration for all pupils
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Our assessments and observations indicate that there is significant missed learning due to school closures and isolating. This is particularly evident within our Year 3 cohort of children (which has a high % of disadvantage). Many of our disadvantaged children have been particularly impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age- related expectations particularly in reading, writing and maths |
| 2                | Some children (and more prevalent amongst our disadvantaged children) have under developed oral language skills, limited vocabulary, phonics and reading skills and knowledge which significantly impacts upon learning. This is evident from Reception through to Year 6.   |
| 3                | The pandemic has had a negative impact on social and emotional wellbeing for children and families with referrals for support having markedly increased over the past 18 months particularly from our disadvantaged families. 14 children currently require regular (weekly) additional support for social and emotional health of which 50% are disadvantaged.  |
| 4                | Low attendance and punctuality. Our attendance data over the last 3 years indicates that attendance data amongst our disadvantaged pupils has been low compared to our non-disadvantaged pupils:   |
| 5                | Within our school there is a large differential in relation to parental engagement/ support with learning with our disadvantaged families struggling the most due to low aspirations, low confidence and understanding.  |
| 6                | In many cases there is a lack of aspiration and low self-confidence within some families with this impacting most noticeably on the aspirations of our disadvantaged pupils. Low income resulting in lack of access to food, uniform, IT, resources, books, clubs and life experiences has a detrimental impact upon our disadvantaged children.   |

## 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   |
|--|--|
| <p><b>(1) and (2) PROGRESS</b></p> <p>Increase levels of progress for all PP children to raise outcomes and enhance life chances</p>               | <p>By 2024/25</p> <ul style="list-style-type: none"> <li>● Gaps in learning will have been identified and addressed through targeted teaching and support</li> <li>● Data will show that all PP children make at least expected progress</li> <li>● Data will show that more PP children meet the expected level across the curriculum and the gap with their non-disadvantaged peers will have shrunk in KS2 from 62% in 2019 (R,W &amp; M) to less than 20%. Progress gap in Reading to be reduced from 4.38 (2019) to less than 1.</li> <li>● Data will show that more PP children attain greater depth in Reading, Writing and Maths by the end of KS2 from 2019 data of 14% and to be roughly in line with non- disadvantaged peers (2019 Data – 1 child reached GD)</li> <li>● Improved data tracking of PP children will identify strengths and areas for development to ensure more children achieve expected levels.</li> </ul> |
| <p><b>(3) MENTAL HEALTH</b></p> <p>Increase support for children’s mental health and social emotional learning. Increase support for families.</p> | <p>By 2024/5</p> <ul style="list-style-type: none"> <li>● There will be a trained Mental Health Lead in the school</li> <li>● There will be at least 2 mental health first aid trained staff</li> <li>● Qualitative data from student voice, family surveys and teacher observations will demonstrate high levels of well-being</li> <li>● All families will have access to training sessions with attendance of disadvantaged families to events being at least 80%</li> <li>● ELSA approach will be embedded and assessments will identify positive impact in the support children’s wellbeing.</li> <li>● Parents and carers will utilise trained staff to support and signpost for further guidance</li> </ul>   |
| <p><b>(4) ATTENDANCE</b></p>   | <ul style="list-style-type: none"> <li>● Persistent absence for pupils in receipt of free school meals (37.0%) was in the highest 20% of all schools</li> </ul>  |

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|---|--|
| <p>Increased levels of attendance to raise outcomes.</p>  | <p>in 2018/19; this was compared to 4.4 % in the non-disadvantaged group. This gap will be reduced.</p> <ul style="list-style-type: none"> <li>• Attendance of PP children will be in line with non-disadvantaged peers.</li> </ul>  |
| <p><b>(5) PARENTAL ENGAGEMENT</b><br/>Increase levels of parental engagement in children’s learning to raise outcomes.</p>                            | <ul style="list-style-type: none"> <li>• All PP children and their families will be actively engaged in aspects of school life.</li> <li>• 100% attendance at learning review meetings for all children</li> <li>• 100 % attendance at APDR meetings</li> </ul>  |
| <p><b>(6) ACCESS</b><br/>Increase access to food, uniform, resources &amp; activities for children and their families to enhance cultural capital</p> | <ul style="list-style-type: none"> <li>• All children eligible for FSM take up offer of a free school meal.</li> <li>• All children have access to full school uniform and resources needed for learning.</li> <li>• At least 75% of PP children access a school club during the school year.</li> <li>• 100% PP children will go on a school residential</li> </ul> |

## 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: £8,800

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Prioritisation of high quality teaching of Phonics and Reading with support from the DfE English Hub</p>   | <p>EEF focus on quality of teaching for all to raise standards:</p> <p>‘THE EEF GUIDE TO THE PUPIL PREMIUM’</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>1, 2</p>                   |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE Boolean Maths Mastery Programme.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCTEM), drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> | <p>1</p>                      |
| <p>Training for all Subject Leaders by School Leadership and Subject Leader Release time</p>  | <p>EEF focus on quality of teaching for all to raise standards.</p> <p>July 2016 DfE standards for teachers’ professional development state that:</p> <p><i>‘Professional Development must be prioritised by school leadership’</i></p>  | <p>1, 2</p>                   |
| <p>Training for middle leaders through Boolean Maths Hub and DfE English Hub</p>  | <p>EEF focus on quality of teaching for all to raise standards.</p>  | <p>1, 2</p>                   |

|   |   |         |
|---|---|---------|
| Support staff training to ensure we make the best use of this valuable resource   | Deployment and Impact of Support Staff (DISS) Report (Blatchford)<br><br>EEF Recommendations<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> | 1, 2, 3 |
| Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices, alongside a well-planned PSHE & PE curriculum, and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  | 3       |

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

Budgeted cost: £20, 976

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local DfE English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 2                          |
| Additional individual and small group interventions to support reading and spelling for targeted groups of children including:  | These interventions are evidence based and recommended by Virtual School & Learning Support Team, Inclusion Somerset  | 1, 2                          |

|  |   |      |
|--|---|------|
| Spelling Detectives<br>Individual Literacy Intervention (ILI)  |   |      |
| Additional individual and small group interventions for targeted groups of children including:<br><br>Numbersense<br>Nuffield Early Literacy Intervention (NELI) | <p>NELI was developed with funding from the Nuffield Foundation and will run as a 20-week intervention. We have been provided with training and resources, helping us to deliver one-to-one and small-group support for five-year-olds whose early development in spoken language skills has been disrupted by COVID-19.</p> <p>Number Sense is a systematic and structured programme which enables children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts. It is evidence based and recommended by the Boolean Maths Hub.</p> | 1, 2 |

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

Budgeted cost: £4,019

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001)</p> <p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring</p> <p>EEF toolkit-social and emotional support either individual/group <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation</a></p> | 3                             |



|  |   |                |
|--|---|----------------|
| <p>Emotional Literacy Support Assistant to support children's mental health- small group and 1:1 ELSA sessions and Lego Therapy</p>      | <p>Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems disorders</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-andemotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-andemotional-learning</a><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf</a></p> | <p>3, 4</p>    |
| <p>New Mental Health Lead to develop sessions for families.</p>  | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p> <p>Marc Rowland-understanding attitudes to learning and family engagement is vital for the success of PP spending</p>  | <p>3, 4, 5</p> |
| <p>High expectations for parents- staff to go the extra mile to build relationships and to expect attendance at events and meetings.</p> | <p>Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents Published: February 21, 2017. Released by University of Missouri-Columbia "It's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success," Herman said. "If a teacher has a good relationship with a student's parents or perceives that those parents are positively engaged in their child's education, that teacher may be more likely to give extra attention or go the extra mile for that student. If the same teacher perceives another child's parents to be uninvolved or to have a negative influence on the child's education, it likely will affect how the teacher interacts with both the child and the parent."</p>   | <p>5</p>       |
| <p>Primary Futures Programme</p>   | <p>Primary Futures Programme will ensure children can explore a range of jobs and careers which are done by a diverse range of people. These events/activities will happen at least once a term.</p>  | <p>5</p>       |
| <p>Funding for after school clubs/breakfast club, trips and events</p>   | <p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK. Economic, cultural and social capital had a direct impact on educational inequalities. Connelly, Sullivan and Jerrim (2014)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-lifeskills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-lifeskills</a><br/> <a href="https://openresearch.lsbu.ac.uk/download/7431105af89ffc26d15e105ada8b72cc5f3638737e47d34ddf05283de5adc351/606685/Chapter%2011%20-">https://openresearch.lsbu.ac.uk/download/7431105af89ffc26d15e105ada8b72cc5f3638737e47d34ddf05283de5adc351/606685/Chapter%2011%20-</a></p>  | <p>3, 4, 6</p> |

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|  | %20children%20from%20low%20income%20families%20-%20final.pdf |  |
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**Total budgeted cost: £ 33, 795**

## 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 2020 to 2021 academic year.

#### SUMMARY OF IMPACT ON PP

##### 1) Targeted Academic Support

Summer 2022: 21/23 PP pupils (91% ) Met Accelerated Reader target (+36% from Spring 1)

##### Standardised Assessments Summer 2022

- 50% of Reception PP pupils (2 pupils) reached a Good Level of Development compared to 75% of non PP pupils (16 pupils)
- 100% of PP pupils (5 pupils) passed the Year 1 phonics screen

|        |                    | Reading | Writing | Maths | SPAG |
|--------|--------------------|---------|---------|-------|------|
| Year 2 | PP Pupils (5)      | 80%     | 60%     | 80%   | N/A  |
|        | Non PP Pupils (18) | 67%     | 67%     | 72%   | N/A  |
| Year 6 | PP Pupils (9)      | 67%     | 34%     | 45%   | 56%  |
|        | Non PP Pupils (16) | 81%     | 69%     | 88%   | 88%  |

##### 2) Wider Strategies

##### Attendance of PP Pupils

|               | 2019/20 | 2020/21 | 2021/22 |
|---------------|---------|---------|---------|
| PP Pupils     | 91.41%  | 93.7 %  | 93.5 %  |
| Non PP Pupils | 95.53 % | 97.7 %  | 95.18 % |
| Gap           | 4.12 %  | 4 %     | 1.86 %  |

2021/22:

14/24 pupils had attendance rates over 95%

3/24 pupils had persistence absence (90% and below)

**Engagement in Wider Curricular Activities**

- 17/24 PP Pupils took part in an after school club
- 19/24 PP Pupils engaged in the Jubilee competition (Higher rate than non-PP pupils)
- 31% of all library loans were to PP Pupils
- 27% of winners in whole school poetry competition were PP pupil entrants