

Curledge Street Academy Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received

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| Number of Pupil Premium pupils eligible: | 185 (39% of whole School) |
| Total Pupil Premium received: | £237,960 |

Barriers to achievement

At Curledge Street Academy we have identified the following barriers to achievement for some children

- Access to language / development of vocabulary from an early age.
- Behaviour - some pupils have specific social and emotional needs that affect their learning.
- Parent engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.
- Access to information / experiences that inform them about the wider world.
- Access to technology
- Being in school on time.
- Persistent absence
- Low aspirations - including those of high ability children
- Children whose parents are in the forces

| Focus: | Area of Spend: | Total Allocation: |
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| English and Maths | <ul style="list-style-type: none"> - Teacher lead interventions for disadvantaged children including high ability. - Additional TA support for focused interventions. - Phonics support in RWI. | £102,000 |
| Language, personal, social and emotional | <ul style="list-style-type: none"> - Speech and language. - Nurture support via Nest provision. - Pastoral behaviour team. - Money invested into SEN team. - Children who have parents in the forces. | £45,000 |
| Personal and social | <ul style="list-style-type: none"> - Breakfast club. - School trips. - Lunchtime and after school clubs. | £16,960 |

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| | <ul style="list-style-type: none"> - Funding to support G and T students in out of school provisions. | |
| Personal and social | <ul style="list-style-type: none"> - Parental involvement. - Attendance and frequent absenteeism - Family support/Counsellor. - Access to technology provisions for homework. - Homework clubs. | £74,000 |

| Area of Spend: | Intended outcomes - why these approaches were taken: | Actions: | Impact of actions: |
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| Teacher lead interventions for disadvantaged children including high ability. (JM, IM, JT, DB, LK) | <p>Ensure that teachers are aware of pupil premium children in their class and that there are appropriate provisions for them for Reading, Writing and Maths.</p> <p>Ensure that the gap between pupil premium and children compared to the rest of the School and Nationally catching up for Reading, Writing and Maths.</p> | <ul style="list-style-type: none"> - Pupil progress meetings to identify pupil premium children who need extra provisions based on academic performance including high attainers. - Pupil premium provision grids to be completed and reviewed each term in terms of the provisions on offer for each disadvantaged child. | <p>Year 6 Pupil Premium Provision Grid</p> <p>Year 5 Pupil Premium Provision Grid</p> <p>Year 4 Pupil Premium Provision Grid</p> |
| | | Using specialist teachers in Maths for prior teaching, misconceptions and boosts for years 2-6. (JM and IM) | <p>Year 6 Pupil premium SATS scores: Reading - 77% (+7) Writing - 74% (+4) Maths - 80% (+5)</p> <p>Year 2 Pupil premium SATS scores: Reading - 57% (-1) Writing - 57% (+1) Maths - 57% (-6)</p> <p><i>Scores compared to overall cohort.</i></p> |
| | | Specific 1:1 and 1:2 writing with JT for pupil | 100% of the children JT worked with achieved the expected standard with |

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| | | premium children writers. | their writing. |
| Additional TA support for focused interventions (SW, GW, LS, JI) | <p>Children to gain a love of reading, confidence when decoding and understanding of a range of fiction and nonfiction texts.</p> <p>Children to follow the accelerated reader programme with supported reading opportunities in School as well as at home.</p> | <p>- 1:1 daily reading for disadvantaged children. Get children into a routine of reading, choosing appropriate books they enjoy, using the accelerated reader to progress through the programme, decoding accurately and answering a range of comprehension questions to check understanding.</p> | <p>The children who worked with SW, GW, LS, JI moved forward with their reading. Progress within the low group increased e.g. the lowest group in year 5 was at 35% but is now at 10%</p> |
| Phonics support in RWI (SW) | <p>Accelerate the progress of disadvantaged children with the phonics programme.</p> | <p>- 1:1 RWI testing for disadvantaged children. - Smaller groups for RWI groups.</p> | <p>The children who had 1:1 interventions for RWI - were supported to recognise sounds and develop accuracy and fluency within their reading. RWI assessments show children who received 1:1 made significant improvements in their phonic knowledge with less gaps - ensuring a more secure phonic knowledge as they move through the RWI program. .</p> <p>Year 2 children received additional intervention specifically with set 3 sounds and with a focus on reading accurately.</p> <p>50% of Y1 PP children passed the PSC 2017.</p> <p>89% of non PP children passed the PSC</p> <p>74% of Y1 cohort as a whole passed PSC.</p> |
| Speech and language (NDB) | <p>Children to improve their speech, language, communication and self-confidence.</p> <p>EAL children also identified for intervention.</p> | <p>- Teacher identify children to undertake talk boost programme (x3 days for 10 weeks). - Improve attention and listening, vocabulary, building sentences, telling stories and conversations.</p> | <p>Year 1 children (8 children) Before intervention average score was 38 After intervention average score was 66 Average increase of 28 points per child</p> <p>Expected score would be 65 or above. 50% (4 children) achieved well over 65</p> |

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| | | <ul style="list-style-type: none"> - Following a programme through consultation with the speech and language therapist. - PP children who have EAL to receive specific support from an EAL consultant. - Identified Nursery children to extend and improve use of vocabulary | <p>points. The remaining 50 % did not reach the expected level but they had very low starting points and made an average of 22 points progress each.</p> <p>Reception children (4 children) Before intervention average score was 43 After intervention average score was 68 Average increase of 25 points per child</p> <p>Three out of the four children achieved over the expected score of 65 points. The remaining child achieved just under this but still made 20 points progress.</p> <p>See report for detailed individual results.</p> |
| <p>Nurture support via Nest provision (RF, JG, TW)</p> | <p>Children develop the interpersonal skills required to develop positive relationships within the whole school community.</p> <p>Increased confidence and self-esteem enables children to fulfil their academic potential.</p> | <ul style="list-style-type: none"> - Nurture groups run 4 x p/w to promote self-confidence/ social skills. - TA and teacher review each session to decide upon 'next steps.' - Fledgling group set up for key stage 2 children who have left the nest. - Ensure parents are informed about the provision and benefits. | <p>Marjorie Boxall Quality Mark for Nurture Provision re-accredited.</p> <p>Fixed term exclusions for core Nest children have reduced year on year.</p> <p>26% of cohort made more than expected progress in academic year for Reading and Writing</p> <p>37% of cohort made above expected progress in academic year for Maths.</p> <p>6x Children across phase 2 and 3 have made enough progress against their Boxall Profile targets to reintegrate back into class and attend the Fledglings Group 1 PM per week.</p> <p>3 new Children from year 1 supported 4 PM's per week following in year referrals</p> <p>Parents regularly updated on social emotional progress of cohort through</p> |

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| | | | <p>termly open nest sessions, drop ins during parents evenings and end of year Nest reports.</p> <p>EYFS provision has enabled early identification of 2 pupils from reception who will need F/T support moving into year 1 from Sept 2017</p> |
| <p>Pastoral behaviour team (RD, TB, CL)</p> | <p>Children with specific social and emotional needs are well supported so that they can access the curriculum and make good academic progress.</p> <p>Supports pupils to develop appropriate social skills which are a key component to interacting with others.</p> <p>To ensure children have a safe place to be at lunchtimes if they find the outside environment difficult.</p> | <ul style="list-style-type: none"> - Monitor/provide behaviour support and strategies for identified pupils. Use reports from play therapy to develop individual behaviour plans. - Review plans regularly to remove potential barriers to learning/ track academic progress | <p>Introduction of CPOMS has enabled pupil premium children to be tracked in terms of behaviour.</p> <p>Individual behaviour plans and support for specific pupil premium children is in place.</p> <p>Lunchtime clubs provided for specific children to ensure lunchtime is a safe and enjoyable place for children. School leaders have ensured that children of all ages have positive relationships across the school.</p> |
| <p>Money invested into SEN team (AP, LS)</p> | <p>Specific interventions for those children working below their year group e.g. High proportion of year 4 children on the SEN register and are disadvantaged.</p> | <ul style="list-style-type: none"> - Maths grouping - Writing support - Reading 1:1 | <p>Year 4 21 children, 4 EHCPs</p> <p>Reading 5% - 1 child made exceeding progress (EHCP) 10% - 2 children made expected progress 85% - 18 children made less than expected progress (3 EHCPs) <u>Total of 15% expected or greater</u></p> <p>Writing 10% - 2 children made expected progress (1 EHCP) 90% - 19 children made less than expected progress (3 EHCPs)</p> |

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| | | | <p>Maths</p> <p>10% - 2 children made exceeding progress (1 EHCP)</p> <p>5% - 1 child made expected progress</p> <p>85% - 18 children made less than expected progress (3 EHCPs)</p> <p><u>Total of 15% exceeding or greater</u></p> |
| Children who have parents in the forces (DB, RD) | Children of forces parents to feel supported when parent/parents are away from home. | <ul style="list-style-type: none"> - Dates of parental absence to be known by staff directly working with children. - Designated staff member to provide link with parents of forces children giving support where required e.g. counselling. | Forces families have had a number of contacts within school which they can explain when FOC is away. Extra meeting was put in ahead of transition to secondary school. |
| Breakfast club | <p>Ensure that pupil premium parents are aware of breakfast club provision.</p> <p>Provide subsidised places for PP children based on levels of need.</p> <p>Parent to be aware of service for free school meals.</p> | <ul style="list-style-type: none"> - Children are on time to school. - Reduce persistent absenteeism. - Children are well nourished and ready to learn. - Referral service to free school meals. - Meetings between attendance officer and pastoral support. - Attendance officer in place for late gates each morning. | Breakfast club was created for years 4, 5 and 6. Specific children were targeted for attendance due to academic performance and lack of opportunities at home to internet access. |
| School trips | <p>Achievement and effort in nonacademic subjects is promoted and celebrated. Confidence is developed through participation in a range of extracurricular activities.</p> <p>A range of activities are planned across the year to deepen understanding of the wider community and the world.</p> | <ul style="list-style-type: none"> - Pastoral team liaise with class teachers and write to parents regarding the visits out. - Plan curriculum units of learning to enhance the experiences of children. | <p>Curriculum units of learning allow ALL children to attend therefore not being dependent on income.</p> <p>Additionally, year 5 have raised enough money to enable ALL children to attend a residential at the beginning of year 6.</p> |

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| | Opportunities to go on outings 'out of school time' are promoted to develop enjoyment and fun. | | |
| Lunchtime and after school extra curricular clubs (LK, NW, JO, TB, LS) | After school activities are facilitated to provide children with opportunities to partake in outside interests. A range of clubs are promoted, including line dancing, choir, boys vocal choir, ukulele, tag rugby, football, cricket, high 5s etc. Analysis of groups to encourage disadvantaged children to encourage children to attend and participate. | <ul style="list-style-type: none"> - PE and music clubs promoted at no cost to the children. - Analysis of groups to increase the number of disadvantaged children attending and participating. | On average, throughout the year, 43% of the children that attended clubs were pupil premium which was 1% more than the total number of pupil premium children in the school. |
| Funding to support G and T students in out of school provisions (DB) | <p>Ensure that disadvantaged children have the opportunities to excel in areas they are identified as gifted and talented.</p> <p>Increase aspirations of high ability children and families.</p> | <ul style="list-style-type: none"> - Provide links with local clubs and skilled professionals. - Provide children with opportunities in School to compete against other Schools and children to showcase talent. - Contribute towards the costs of extra curricular opportunities e.g. music, sport - Visit from Floyd Woodrow to discuss expectations and opportunities with families. | <p>Links with local sports clubs continue to promote opportunities for gifted and talented pupils e.g. Plymouth Argyle and Dart Netball club. Contributions have been made from pupil premium spend towards children being able to attend these clubs.</p> <p>Floyd Woodrow worked with year 5 pupil premium children to promote expectations as well as raising aspirations for their future. This was all shared with families.</p> |
| Parental involvement (RD) | <p>Early identification of families whose attendance may drop, due to support and knowledge of the family.</p> <p>Support parents in times of need.</p> <p>Signpost parents to additional support.</p> | <ul style="list-style-type: none"> - Pastoral support worker attends case conferences and core groups as required. - Pastoral support worker works with attendance Worker to support families getting children to school. - PSW is referral coordinator for Early Help and safeguarding. | <p>Pastoral support worker attended case conferences and core groups when required.</p> <ul style="list-style-type: none"> - Pastoral support worker worked with attendance Worker to support families getting children to school including collected specific children from their houses. - PSW is referral coordinator for Early Help and safeguarding. |

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| <p>Attendance and persistent absenteeism (JC, RD)</p> | <p>Monitor and ensure that the whole school attendance is above 96%. Identify and support those children/families who have persistent absenteeism.</p> | <ul style="list-style-type: none"> - Fortnightly, print out list of children under 95% (government target). Looking at individual children whose attendance is under 90%, especially medical evidence. - Communication with GP and teacher. - Monthly, print out list of children who are late which accumulate over an hour (since the beginning of term). Letter is sent to parents and pastoral support put in place if there is no improvement. - Work with specific families to ensure support is in place e.g. breakfast club, collecting in the mornings. | <p>Whole school attendance was close to the target of 95.9%.</p> <p>For pupil premium children the attendance was 95.7%, broadly in line. The persistent absence was 5.10%, which is better than the whole school at 10.2%</p> <p>Breakfast club has been supportive for some families and late letters and their accumulated time have had a strong impact on reducing the overall all time and have a clear impact on learning.</p> |
| <p>Family support/ Counsellor</p> | <p>Support given to parents of disadvantaged children</p> | <ul style="list-style-type: none"> - Family Support Worker (FSW) identifies families in need of targeted support and brokers support. FSW runs parenting programmes 2 times a year. - FSW takes on role of lead professional with families working with other agencies. | <p>Family support worker in place for part of the year and several parents attending parenting group at a nearby school. Pastoral support worker has completed Early help referrals for several families and this has had a positive impact on the children and families.</p> <p>Pastoral support has provided much support on individual basis for our families.</p> |
| <p>Access to technology provisions for homework (SF, MS)</p> | <p>Improve access to ICT through high quality teaching and providing facilities for those without resources at lunchtime</p> | <ul style="list-style-type: none"> - Set up some additional time for ICT clubs. - Purchase additional chromebooks to ensure children have access. - Raise profile of supportive programmes with parents to support learning, eg Accelerated reader and my maths. | <p>Class set of chromebooks are now available to children to enable them to do homework and accelerated reader. These chromebooks are also available at lunchtimes to children so they don't miss out if they don't have access to the internet at home.</p> |
| <p>Homework clubs (JT, IM, JM)</p> | <p>Clubs available on a Thursday morning and Monday and Wednesday lunchtimes. Provide opportunities and support for</p> | <ul style="list-style-type: none"> - Monitor the attendance of clubs. - Ensure that pupil premium children are targeted to attend. Make contact with parents | <p>See above</p> |

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| | disadvantaged children with curriculum or technology support. Ensure that disadvantaged children have a nutritious breakfast before School. | to ensure attendance. | |
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