

Curledge Street Academy Pupil Premium Strategy 2017-18

Amount of Pupil Premium funding received

Number of Pupil Premium pupils eligible:	159 (34% of whole School)
Total Pupil Premium received:	£223,740

Barriers to achievement

At Curledge Street Academy we have identified the following barriers to achievement for some children, based on research and successes of the previous year:

- 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 curriculum. Support with behaviours at home.
- 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

Focus:	Area of Spend:	Total Allocation:
English and Maths	<ul style="list-style-type: none"> - Teacher lead interventions for disadvantaged children including high ability. - Additional TA support for focused interventions. - Focused phonic intervention for RWI. 	£85,240
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. 	£47,500

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Personal and social	<ul style="list-style-type: none"> - Breakfast club. - School trips. - Lunchtime and after school clubs. - Funding to support G and T students in out of school provisions. 	£17,000
Personal and social	<ul style="list-style-type: none"> - Early years funded 2 year old provision - Parental involvement. - Attendance and frequent absenteeism - Family support - Access to technology provisions for homework. - Homework clubs. - Parenting classes 	£74,000

Area of Spend:	Intended outcomes - why these approaches were taken:	Actions:	Impact of actions:
Teacher lead interventions for disadvantaged children including high ability. (JM, IM, RU, JT, 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, especially year 5,</p> <p>Ensure that the gap between pupil premium and children compared to the rest of the School Nationally are catching up for Reading, Writing and Maths in all year groups.</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>Termly Pupil Premium Meetings took place with teachers and support staff. PP children were identified, monitored and targeted.</p> <p>PP data above national average for PP data in attainment and progress.</p>
		Using specialist teachers in Maths for prior teaching, misconceptions and boosts for years 4-6. (IM)	<p>Maths CSA KS2 attainment for PP 85% compared to 62.3% national average. CSA progress for PP 3.93 compared to national average -0.7.</p>
		Specific 1:1 and 1:2 writing with teacher for	<p>Writing CSA KS2 attainment for PP 74%</p>

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		pupil premium children writers in Spring term	compared to 66.3% national average. CSA progress for PP 2.23 compared to national average -0.5.
Additional TA support for focused interventions (SW, SC, LS)	<p>Children inspired to read, developing 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>	Continued 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.	Reading CSA KS2 attainment for PP 85% compared to 62.7% national average. CSA progress for PP 1.53 compared to national average -0.7.
Phonics support in RWI (SW)	Accelerate the progress of disadvantaged children with the phonics programme.	<ul style="list-style-type: none"> - 1:1 RWI testing for disadvantaged children. - Smaller groups for RWI groups. 	Y1 Phonic screening check results for PP 81% compared to the national average 70%.
Speech and language (NDB)	<p>Children to improve their speech, language, communication and self-confidence.</p> <p>EAL children also identified for intervention.</p>	<ul style="list-style-type: none"> - Teacher identify children to undertake talk boost programme (x3 days for 10 weeks). Introduced into Key stage 2 - Improve attention and listening, vocabulary, building sentences, telling stories and conversations. - Following a programme through consultation with the speech and language therapist. - PP children who have EAL to receive specific support from an EAL consultant and monitored by EAL lead. - Identified Nursery and 2 year old children to extend and improve use of vocabulary 	<p>Year 1 children, before intervention the average score was 46. After the intervention the average score was 72 points. Expected score would be 65 or above. 100% of the children achieved over 65.</p> <p>In reception, before the intervention the average score was 44. After, the average score was 65. 5/8 of the children scored above the 'expected score'.</p> <p>See report for detailed individual results</p>
Nurture support via Nest provision	Children develop the interpersonal skills required to develop positive relationships within the whole school community.	<ul style="list-style-type: none"> - Continue with nurture groups run 4 x p/w to promote self-confidence/ social skills. - TA and teacher review to decide upon 'next 	Boxall data showed that 4 out of 9 children were working within expected for developmental and diagnostic

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(RF, JG, TW)	Increased confidence and self-esteem enables children to fulfil their academic potential.	<p>steps.'</p> <ul style="list-style-type: none"> - Fledgling group set up for key stage 2 children who have left the nest. - Ensure parents are informed about the provision and benefits. 	<p>strands.</p> <p>5x Children from year 2 have made good progress against their Boxall Profile targets to reintegrate back into class and attend the Fledglings Group 1 PM per week. 1x year 1 child reintegrated back in class after assessment.</p> <p>Nurture staff within EYFS providing 'special time' nurture practise daily. EYFS provision has enabled early identification of 4x pupils from reception who will need F/T support moving into year 1 from Sept 2018.</p> <p>Fixed term exclusions for core Nest children have reduced year on year.</p>						
Pastoral behaviour team (RD, TB, CL)	<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>Lunchtime clubs provided for specific children to ensure lunchtime is a safe and enjoyable place for children.</p> <p>ISPs and Pupil Passports in place to support children with specific social and emotional needs.</p> <p>Positive pupil voice from group interventions.</p>						
Money invested into SEN team (SM, LS, NdB, SW)	Specific interventions for those children working below their year group e.g. High proportion of year 5 children on the SEN register and are disadvantaged, Interventions to be established after pupil progress meetings by Assistant Headteachers	<ul style="list-style-type: none"> - Maths grouping - Writing support - Reading 1:1 - Fresh Start - Phonic support 	<p>Year 5 PP Data:</p> <p>Increase in attainment in writing and maths from the starting data.</p> <table border="1" data-bbox="1626 1230 2029 1366"> <thead> <tr> <th></th> <th>Starting AT+</th> <th>Summer AT+</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>26%</td> </tr> </tbody> </table>		Starting AT+	Summer AT+	Reading	26%	26%
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Admission of 2 year old funded children.	Parents of 2 year old children to be supported with starting Penguins (2-3 year old provision).	<ul style="list-style-type: none"> - HLTA to liaise directly with parents regarding admission, with visits to the setting organised. - Pastoral lead to be be involved with parents needing support. 	Parent meetings take place to support enrollment including the introduction of 2 year-old home visits. Settling in days ran with children and parents.								
Support for parents	Parent support offered to help with behaviour, learning, homework, attendance.	<ul style="list-style-type: none"> -6 week, 1 x per week parenting classes for behaviour. - Curriculum sharing events in the day with children present. -workshops for parents in Early Years. -support with attendance from pastoral lead. 	Curriculum sharing events ran during the day. All meetings ran outside of school have offered free child care. Parenting support sessions for behaviour has been targeted rather than weekly. Our wellbeing team working closely with families as appropriate.								
Breakfast club	Continue to ensure pupil premium parents are aware of breakfast club provision. Provide subsidised places for PP children based on levels of need. Parent to be aware of service for free school meals.	<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. -letters to parents whose children are late by HT 	Specific children were targeted for attendance due to persistent absenteeism and to reduce lateness. On an average day 17% of children accessing breakfast club are PP.								
School trips	Achievement and effort in nonacademic subjects is promoted and celebrated. Confidence is	<ul style="list-style-type: none"> - Pastoral team liaise with class teachers and write to parents regarding the visits out. 	94% of planned educational visits, that required voluntary contributions from parents/carers, successfully took place.								

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	<p>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> <p>Residential visit in year 6 ensures all children participate, by the children fundraising for the visit</p> <p>Opportunities to go on outings 'out of school time' are promoted to develop enjoyment and fun.</p>	<ul style="list-style-type: none"> - Plan curriculum units of learning to enhance the experiences of children. -Start fundraising at start of year to ensure enough funds are received. 	<p>Fundraising across the school enabled a 50% reduction in cost for the year 6 school residential. 95% of PP children accessed this opportunity.</p>
Lunchtime and after school extra curricular clubs (LK, NW, JO, TB, LS)	<p>After school free 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.</p>	<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. 	<p>Over the course of the year, 44% of the children that attended clubs were pupil premium which was an increase of 1 % from last year.</p> <p>All clubs were run at no cost to the parents/carers.</p>
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 both locally and county wide. Children to showcase talent. - Contribute towards the costs of extra curricular opportunities e.g. music, sport 	<p>Links with local sports clubs continue to promote opportunities for gifted and talented pupils.</p> <p>More able workshops for PP writers, mathematicians and budding scientists.</p>
Parental	Early identification of families whose attendance	- Pastoral support worker attends case	Pastoral support worker attended case

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involvement (RD)	<p>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>	<p>conferences and core groups as required.</p> <ul style="list-style-type: none"> - Pastoral support worker works with attendance Worker to support families getting children to school. - PSW is referral coordinator for Early Help and safeguarding. 	<p>conferences and core groups when required.</p> <p>Pastoral support worker worked with attendance Worker to support families getting children to school including collected specific children from their houses.</p> <p>PSW is referral coordinator for Early Help and safeguarding.</p>
Attendance and persistent absenteeism (DH, RD)	<p>Monitor and ensure that the whole school attendance is above 96%.</p> <p>Identify and support those children/families who have persistent absenteeism, linking in with PCSA to support siblings.</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 by HT 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>PP attendance for the academic year was 95.04%.</p> <p>Children are identified, monitored and action taken for children who fall below 93% attendance.</p> <p>Attendance data is shared with parents during parent conferences - RAG rated with percentages.</p> <p>Attendance data is incorporated in pupil progress meeting with teacher and support staff.</p>
Pastoral support worker	Support given to parents of disadvantaged children	<ul style="list-style-type: none"> -Pastoral Support Worker (PSW) identifies families in need of targeted support. PSW facilitates parenting programmes 2 times a year for 20 parents. - PSW takes on role of lead professional with families working with other agencies. 	<p>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>
Access to technology provisions for homework (SF,	Improve access to ICT through high quality teaching and providing facilities for those without resources at lunchtime	<ul style="list-style-type: none"> - Set up some additional time for ICT clubs. - Raise profile of supportive programmes with parents to support learning, eg Accelerated reader, my maths, See Saw. 	<p>Class set of chromebooks are available to children to enable them to do homework and accelerated reader. Clubs run during lunchtimes to make chromebooks available so home access is not a barrier</p>

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EL)			to learning.
Homework clubs (JT, IM, JM)	<p>Clubs available on a Thursday morning and Monday and Wednesday lunchtimes.</p> <p>Provide opportunities and support for disadvantaged children with curriculum or technology support.</p> <p>Ensure that disadvantaged children have a nutritious breakfast before School.</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 to ensure attendance. 	