



## **Pupil Premium Strategy 2018/19 - Review and Impact**

(Funding April 2018 – Strategy for academic year 2018-19)

### **What is the Pupil Premium Grant / Early Years Pupil Premium Grant?**

The Pupil Premium Grant is a government fund to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 6 who have registered for Free School Meals in the last six years, are in care (LAC), have left care (post LAC) or have a parent in the Armed Forces. The Early Years Pupil Premium Grant is a government fund to help disadvantaged 3 and 4 year olds in nursery classes.

### **Our Guiding Aim**

Our key objective at Curledge Street Academy is to use our Pupil Premium Grant (which is funded as part of our general school budget) to support disadvantaged pupils to achieve their full potential. Our experience tells us that in order to secure positive outcomes for our Pupil Premium students we need to adopt a multi-strand approach. Our decisions for the range of support we provide are linked to findings of research bodies like the Sutton Trust, our own on-going analysis of pupil data and our understanding of the barriers which may affect our pupils' learning.

1. Summary information					
School	Curlidge Street Academy				
Academic Year	2018/19	Total PP budget	£208,140	Date for final review of strategy	July '19
Total number of pupils	417	Number of pupils eligible for PP	159	Percentage of pupil premium	38%

## 2. Current attainment - Key Stage 2 July 2018

Positive data for 2018, showing CSA pupils eligible for pupil premium is above national pupil premium attainment and progress in all subjects. Furthermore, CSA pupil premium progress was above the national average for non-pupil premium children in all subjects.

	<i>CSA Pupils eligible for PP</i>	<i>National Average for pupils eligible for PP</i>	<i>National Average for pupils not eligible for PP</i>
% of pupils achieving expected standard or above in reading	<b>85%</b>	62.7%	80%
% of pupils achieving expected standard or above in writing	<b>74%</b>	66.3%	83%
% of pupils achieving expected standard or above in grammar	<b>93%</b>	65.3%	82%
% of pupils achieving expected standard or above in maths	<b>85%</b>	62.3%	81%
Progress scores for reading	<b>1.53</b>	-0.7	0.31
Progress score for writing	<b>2.23</b>	-0.5	0.24
Progress score for maths	<b>3.93</b>	-0.7	0.31

### 3. Nature of Support:

Our support for pupils falls into 4 key areas listed below. Under each strand the barriers to learning which affect our pupil premium pupils are identified and these govern the choices of support we provide.

#### **Strand One: Learning in the curriculum**

*Barriers to learning:*

A - Poor language and communication skills (including reading, phonics and writing)

B - Poor retention and fluency of key skills in Mathematics

#### **Strand Two: Social and Emotional Development**

*Barriers to learning:*

C - Readiness to learn linked to their social and emotional development

#### **Strand Three: Supporting families**

*Barriers to learning:*

D - Parental support with learning at home

E - Low attendance rates for specific PP pupils

#### **Strand Four: Enrichment beyond the curriculum**

*Barriers to learning:*

F - Financial cost of educational visits, activities and clubs

G - Low aspirations

## Strand One: Learning in the curriculum

*Barriers to learning:*

A - Poor language and communication skills (including reading, phonics and writing)

B - Poor retention and fluency of key skills in Mathematics

**Spending:**

**£85,248**

**Action/Item**

**Impact**

1. Interventions and small group teaching to develop academic skills.

- Positive data for 2019, showing CSA pupils eligible for pupil premium is above national pupil premium attainment and progress in all subjects. Furthermore, CSA pupil premium progress was above the national average for non-pupil premium children in all subjects.

2. Additional teacher in year 4, 5 and 6 to teach mathematics.

3. Pre-teaching in maths and English in year 2, 4 and 6.

4. Specific Read, Write, Inc – intervention with follow up 1:1 catch up for underachieving pupils in KS1

5. Specific Fresh Start intervention for year 5 children

	<i>CSA Pupils eligible for PP</i>	<i>National Average for pupils eligible for PP</i>
	<i>2019</i>	<i>2019</i>
% of pupils achieving expected standard or above in reading	<b>79%</b>	62.7%
% of pupils achieving expected standard or above in writing	<b>68%</b>	66.3%
% of pupils achieving expected standard or above in grammar	<b>79%</b>	65.3%
% of pupils achieving expected standard or above in maths	<b>75%</b>	62.3%
Progress scores for reading	<b>1.53</b>	-0.7
Progress score for writing	<b>2.23</b>	-0.5
Progress score for maths	<b>3.93</b>	-0.7

6. EAL support for language acquisition	100% of the children who accessed our Fresh Start Intervention (7/7) in year 5 completed the programme, reaching the expected standard for word reading and fluency.												
7. Specific Talk Boost intervention for children to receive specialised speech & language support.	KS1 phonics data shows that 81% of disadvantaged pupils met the phonics standard in year 1 compared to 71% nationally. By the end of year 2, 94% of disadvantaged children met the phonics standard.												
8. CPD in speech and language support	<p style="text-align: center;"><b>Phonics Data</b></p> <table border="1" data-bbox="638 459 1516 715"> <thead> <tr> <th>2019</th> <th>Overall (60)</th> <th>Target</th> <th>Pupil Premium (16)</th> </tr> </thead> <tbody> <tr> <td><b>Year 1</b></td> <td><b>86%</b></td> <td><b>79%</b></td> <td><b>81%</b></td> </tr> <tr> <td><b>Year 2 (60)</b></td> <td><b>93%</b></td> <td><b>XX</b></td> <td><b>94%</b></td> </tr> </tbody> </table>	2019	Overall (60)	Target	Pupil Premium (16)	<b>Year 1</b>	<b>86%</b>	<b>79%</b>	<b>81%</b>	<b>Year 2 (60)</b>	<b>93%</b>	<b>XX</b>	<b>94%</b>
2019	Overall (60)	Target	Pupil Premium (16)										
<b>Year 1</b>	<b>86%</b>	<b>79%</b>	<b>81%</b>										
<b>Year 2 (60)</b>	<b>93%</b>	<b>XX</b>	<b>94%</b>										
9. AR/reading champion	<p>Six members of staff received professional development in speech and language to enable them to support children more effectively.</p> <p>Three afternoons per week were dedicated to EAL provision</p>												

## Strand Two: Social and Emotional Development

*Barriers to learning:*

C - Readiness to learn linked to their social and emotional development

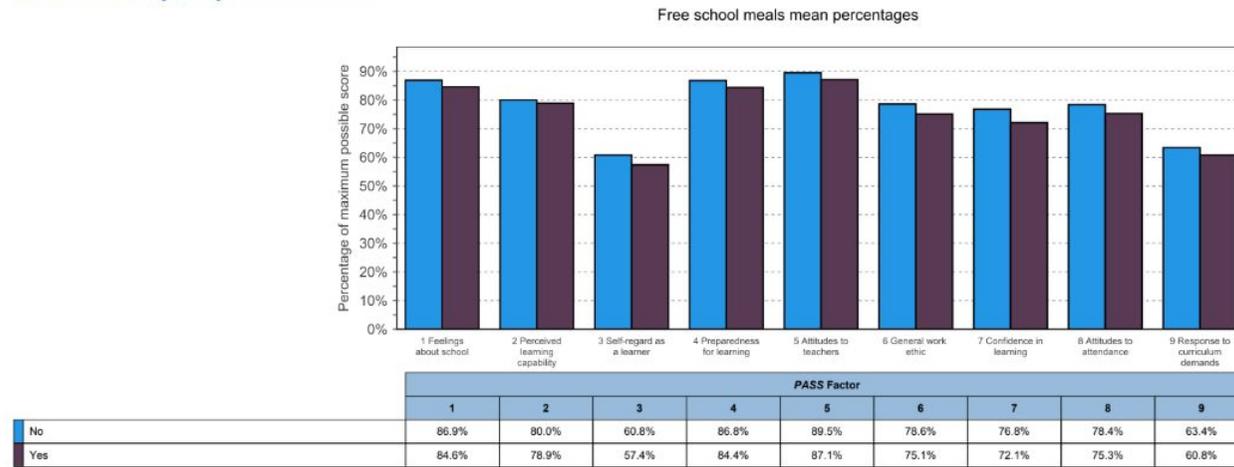
**Proposed Spending:**

**£47,529**

Action/Item	The evidence and/or rationale for this choice	How they will be measured	Expected Outcome
Increased number of well being advocates.	All staff have completed the Timpson project and are 'attachment aware' - using learnt strategies embedded across our school.		
Attachment Aware CPD for all staff through the Timpson project.	All staff have completed mental health and well being online training.		
Interventions to promote self-esteem, self-regulation, well-being and support behaviour	Three well being advocates have been working strategically across the school to provide targeted pastoral support.		
Additional resources to support the emotional well-being of specific pupil premium pupils.	Fixed term exclusions for disadvantaged children in CSA (3%) is below the national average (4%).		
Mental Health and well being online training	Pupils attitude to school survey (PASS) shows positive increases in: feelings about school, perceived learner capability, learner self-regard, preparedness for learning, attitude to teachers, work ethic, confidence, attitude to learning and response to the curriculum.		
Nurture support via Nest provision	<b>PASS results - October 2018</b>		

## Level 2: Free school meals

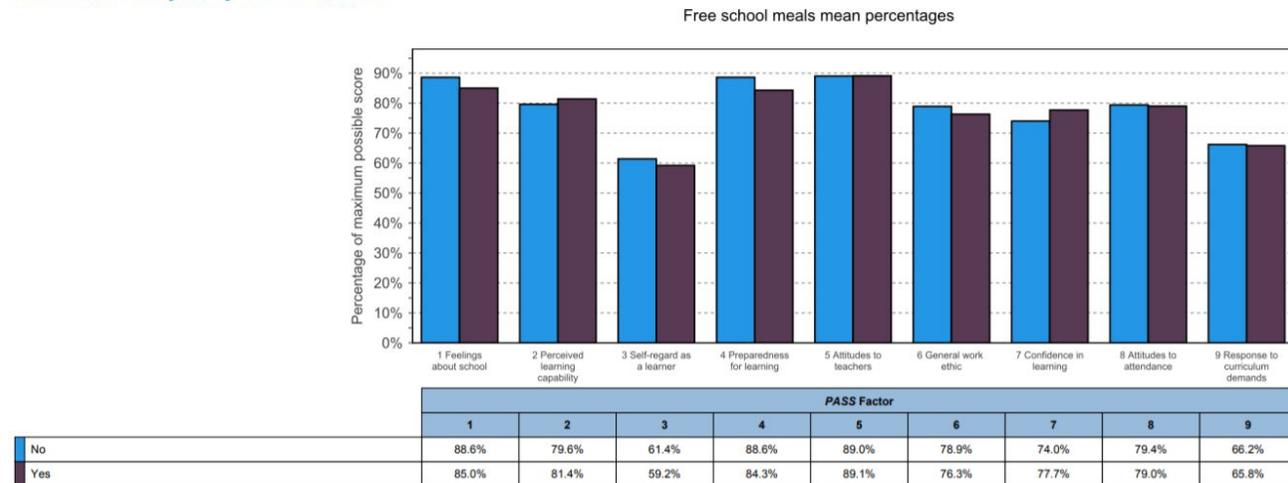
### PASS factors analysed by free school meals



## PASS results - July 2019

### Level 2: Free school meals

### PASS factors analysed by free school meals



## Strand Three: Supporting families

*Barriers to learning:*

D - Parental support with learning at home

E - Low attendance rates for specific PP pupils

**Proposed Spending:**

**£76,773**

Action/Item	The evidence and/or rationale for this choice	How they will be measured	Expected Outcome
Purchase homework books for English and Maths in year 6	Disadvantaged children at CSA have missed fewer sessions (4.9%) than disadvantaged children nationally (5.7%).		
Pastoral support worker identifying, supporting and signposting vulnerable families.	Our persistent absentees were below the national average. We had 12.8% of our disadvantaged children that were persistent absentees, meaning they were absent for 10% or more sessions. Nationally this percentage was 16.5%.		
Persistent absenteeism	73% of our disadvantaged families are connected to their child's online learning journal.		
Access to e-learning subscriptions to support home learning	Weekly lunchtime sessions run by teachers have provided children will access to computers for learning.		
Breakfast club	To get: Rachel & Charlotte working on this.		
Parental Engagement	% of families receiving support from the pastoral support Food parcels - targeted help Behaviour support Parenting course Attendance support - picking up children.		

## Strand Four: Enrichment beyond the curriculum

*Barriers to learning:*

F - Financial cost of educational visits, activities and clubs

G - Low aspirations

**Proposed Spending:**

**£12,354**

Action/Item	The evidence and/or rationale for this choice	How they will be measured	Expected Outcome
Educational and cultural visits/visitors	<p>All planned educational experiences were able to take place as no trips were cancelled due to a financial shortfall.</p> <p>18% of our disadvantaged children attended our change for life intervention to promote physical activity and a healthy, balanced life-style. All of our disadvantaged children accessed additional physical activity at some point during the academic year - more than our two hours per week.</p>		
Extra curricular clubs to be offered at no cost to parents.			