



Pupil Premium Strategy 2018/19

(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	85%	62.7%	80%
% of pupils achieving expected standard or above in writing	74%	66.3%	83%
% of pupils achieving expected standard or above in grammar	93%	65.3%	82%
% of pupils achieving expected standard or above in maths	85%	62.3%	81%
Progress scores for reading	1.53	-0.7	0.31
Progress score for writing	2.23	-0.5	0.24
Progress score for maths	3.93	-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

Proposed Spending:	£85,248		
Action/Item	The evidence and/or rationale for this choice	How they will be measured	Expected Outcome
1. Interventions and small group teaching to develop academic skills.	Teaching & Learning Toolkit – toolkit strand of small group support	Y6: To be measured by the % of PP pupils who achieve their age related expectations in reading, writing and mathematics at the end of 2019 in comparison with other pupils. To be measured using the reading and maths standardised scores.	Y6: All PP pupils (without a specific learning difficulty) achieve in line with their peers in Reading, Writing and Mathematics. Progress to be inline with non-pp children. Children to make progress inline with non-pp children.
2. Additional teacher in year 4, 5 and 6 to teach mathematics.	Teaching & Learning Toolkit – toolkit strands quality first teaching & reduced class size		
3. Pre-teaching in maths and English in year 2, 4 and 6.	School is included in the SSIF project - JM	To be measured by pupil and teacher voice and by the standardised scores of PP children involved.	Pupils to show greater engagement within lessons. An increased in standardised scores in maths and reading.

4. Specific Read, Write, Inc – intervention with follow up 1:1 catch up for underachieving pupils in KS1	Teaching & Learning Toolkit - toolkit strand of early years interventions	% of passes at end of Year Phonics Check.	All Year 1 & Yr2 retake pupils (without a specific learning difficulty) to achieve pass on National Phonics Check.
5. Specific Fresh Start intervention for year 5 children	Children in year 5 not being able to access age related reading material.	To be measured using the reading age of the children from baseline data.	Increase in children's reading ages to reduce the gap against non-pp peers.
6. EAL support for language acquisition	Increase in children needed focussed EAL support.	Progress and attainment against baseline data.	90% of Pupil Premium pupils identified for speech and language support to achieve the targets set for their EAL language development.
7. Specific Talk Boost intervention for children to receive specialised speech & language support.	Increase in children requiring speech and language support.	Progress and attainment against baseline data.	Focus children to have made expected progress against baseline data.
8. CPD in speech and language support	Increase in children requiring speech and language support.	School monitoring cycle.	Increase in the number of staff trained to deliver/support interventions.
9. AR/reading champion	To support a love of reading and to monitor and track reading at home and school.	Reading attainment and progress. AR analysis of ZPD and reading age.	Children engaged in the AR programme. Children making expected progress in reading.

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.	Greater need for pastoral support working strategically across our school.	Pupil voice questionnaire (PASS SURVEY)	Increased readiness to learn.
Attachment Aware CPD for all staff through the Timpson project.	Increased number of children displaying behaviour associated to attachment.	Completion of the Timpson Project.	All staff to be 'attachment aware' and using learnt strategies embedded across our school.
Interventions to promote self-esteem, self-regulation, well-being and support behaviour	Teaching & Learning Toolkit-toolkit strands behaviour interventions and self-regulation.	Pupil voice questionnaire (PASS SURVEY)	Greater number of proactive interventions taking place with a wider range of children receiving support.
Additional resources to support the emotional well-being of specific pupil premium pupils.	Current data from the Pupils' Attitudes to School Survey.	Pupil voice questionnaire (PASS SURVEY)	Pupil Voice will show an improvement in specific pupils' feeling of confidence and/or self-worth following specific support.
Mental Health and well being online training	Increased number of children struggling to cope with their mental health. Research by www.mentalhealth.org.uk/	Online course completion.	Staff with increased knowledge and confidence to make our school a mentally healthy place.

	Mental health green paper		
Nurture support via Nest provision	Children needing to develop the interpersonal skills required to establish positive relationships within the whole school community.	Case studies Boxhall Profiles.	Increased confidence and self-esteem enables children to fulfil their academic potential.

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	Teaching & Learning Toolkit – toolkit strands parental involvement & homework. Pupil voice showing that the books supported their learning. Positive KS2 SAT results.	Parent and pupil voice KS2 SAT results.	90% of parent and pupil voice indicates a positive impact on pupils' learning.
Pastoral support worker identifying, supporting and signposting vulnerable families.	Teaching & Learning Toolkit – toolkit strands parental involvement & homework.	% of families receiving support from the pastoral support	Reduction in the amount of families that require high level of social care intervention.
Persistent absenteeism	Pupils need to attend school	Attendance percentage	PP attendance is in line with

	regularly to benefit from their education. DfE Guidance		whole school attendance figures.
Access to e-learning subscriptions to support home learning	Teaching & Learning Toolkit – toolkit strands parental involvement & homework	Amount of children accessing the subscriptions	At least 90% of PP children are using their online subscriptions. All PP children will have access to a computer in school around lesson times.
Breakfast club	Attendance, lateness or other factors which impact on a child's readiness to learn or family issues which can impact on wellbeing.	Attendance Pupils attitudes to school survey	Attendance and punctuality of focus Pupil Premium pupils to be in line with the general school population.
Parental Engagement	Teaching & Learning Toolkit – toolkit strand parental involvement	Pupil and parent voice Analysis of Seesaw usage	Positive pupil and parent voice. Evidence on Seesaw that parental engagement supports and enriches learning. Positive impact of the home-school books.

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>A selection of trips having to be cancelled due to financial constraints. Pupil voice showing low aspirations. Educational visits enrich our curriculum and form a vital part of its appeal.</p> <p>Research by EducationNext (https://www.educationnext.org/the-educational-value-of-field-trips/) - identifies culturally enriching field trips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking.</p>	<p>The number and range of experiences accessed.</p> <p>Positive pupil voice relating to learning as a result of educational/cultural visits.</p>	<p>A greater number of trips to take place. All Pupil Premium pupils feel their learning was enhanced as a result of the cultural, social or spiritual opportunities provided by the funding.</p>
Extra curricular clubs to be offered at no cost to parents.	<p>Research by Youth Sport Trust (https://www.youthsporttrust.org/mental-wellbeing) – identifies that healthy and active pupils are effective learners and that social and emotional wellbeing of students goes hand in hand with raising achievement.</p>	<p>Number of pupils attending extra-curricular clubs. Activity levels tracked termly. Parent and pupil voice.</p>	<p>Increase in activity levels of Pupil Premium children.</p> <p>Parent voice supports the value of free club to enhance pupils' experiences.</p>