



## Pupil Premium Strategy 2020/21

### **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.

This plan is working alongside our school's [Catch-up Funding Plan 20/21](#).

Summary information					
School	Curlledge Street Academy				
Academic Year	2020/21	Total PP budget	£205,785	Date for final review of strategy	July '21
Total number of pupils	416	Number of pupils eligible for PP	153	Percentage of pupil premium	36.8%

**Current attainment - Key Stage 2 July 2019 \* No data published for 2020.**

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.

	<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>
	<i>2019</i>	<i>2019</i>	<i>2019</i>
% of pupils achieving expected standard or above in reading	<b>79%</b>	62.7%	80%
% of pupils achieving expected standard or above in writing	<b>68%</b>	66.3%	83%
% of pupils achieving expected standard or above in grammar	<b>79%</b>	65.3%	82%
% of pupils achieving expected standard or above in maths	<b>75%</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

<b>Proposed Spending:</b>	<b>£85,000</b>		
Action/Item	The evidence and/or rationale for this choice	How they will be measured	Expected Outcome
Interventions and small group teaching to develop academic skills.	Teaching & Learning Toolkit – toolkit strand of small group support Whole school development action: targeted intervention in reading to reduce in school variance.	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.	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.
Additional teacher in year 4, 5 and 6 to teach mathematics.	Teaching & Learning Toolkit – toolkit strands quality first teaching & reduced class size	To be measured using the reading and maths standardised scores.	
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.

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 prescribed phonic assessment.	All children to improve from the phonic baseline data.
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.
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. Teachers informed of children's termly progress within AR.

## Strand Two: Social and Emotional Development

*Barriers to learning:*

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

**Proposed Spending:**

**£48,000**

Action/Item	The evidence and/or rationale for this choice	How they will be measured	Expected Outcome
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Maintain number of well being advocates.	Greater need for pastoral support working strategically across our school.	Pupil voice questionnaire (PASS SURVEY)	Increased readiness to learn.
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.

### Strand Three: Supporting families

#### *Barriers to learning:*

D - Parental support with learning at home

E - Low attendance rates for specific PP pupils

<b>Proposed Spending:</b>	<b>£77,000</b>		
<b>Action/Item</b>	<b>The evidence and/or rationale for this choice</b>	<b>How they will be measured</b>	<b>Expected Outcome</b>
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.	Parent and pupil voice KS2 SAT results.	90% of parent and pupil voice indicates a positive impact on pupils' learning.

	Positive KS2 SAT results.		
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 a high level of social care intervention.
Persistent absenteeism	Pupils need to attend school regularly to benefit from their education. <a href="#">DfE Guidance</a>	Attendance percentage	PP attendance is in line with 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	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:**

**£12,000**

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 (<a href="https://www.educationnext.org/the-educational-value-of-field-trips/">https://www.educationnext.org/the-educational-value-of-field-trips/</a>) - 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>

<p>Extra curricular clubs to be offered at no cost to parents.</p>	<p>Research by Youth Sport Trust (<a href="https://www.youthsporttrust.org/mental-wellbeing">https://www.youthsporttrust.org/mental-wellbeing</a>) – 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.  Parent voice supports the value of free club to enhance pupils' experiences.</p>
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