



Pupil Premium Strategy 2021-2024

This statement is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF) and details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

It will be reviewed and updated at least once per year

School overview

| Detail | Data |
|---|---|
| School name | Curledge Street Academy |
| Number of pupils in school | 413 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Year 1: 2021/22 Year 2: 2022/23 Year 3: 2023/24 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Ms Victoria Carter |
| Pupil premium lead | Mr Anthony Arnold |
| Governor / Trustee lead | Deborah Hands |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £216,545 |
| Recovery premium funding allocation this academic year | £23,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £239,545 |

Part A: Pupil premium strategy plan

Statement of intent

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 (CLA), have left care (post CLA) 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.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

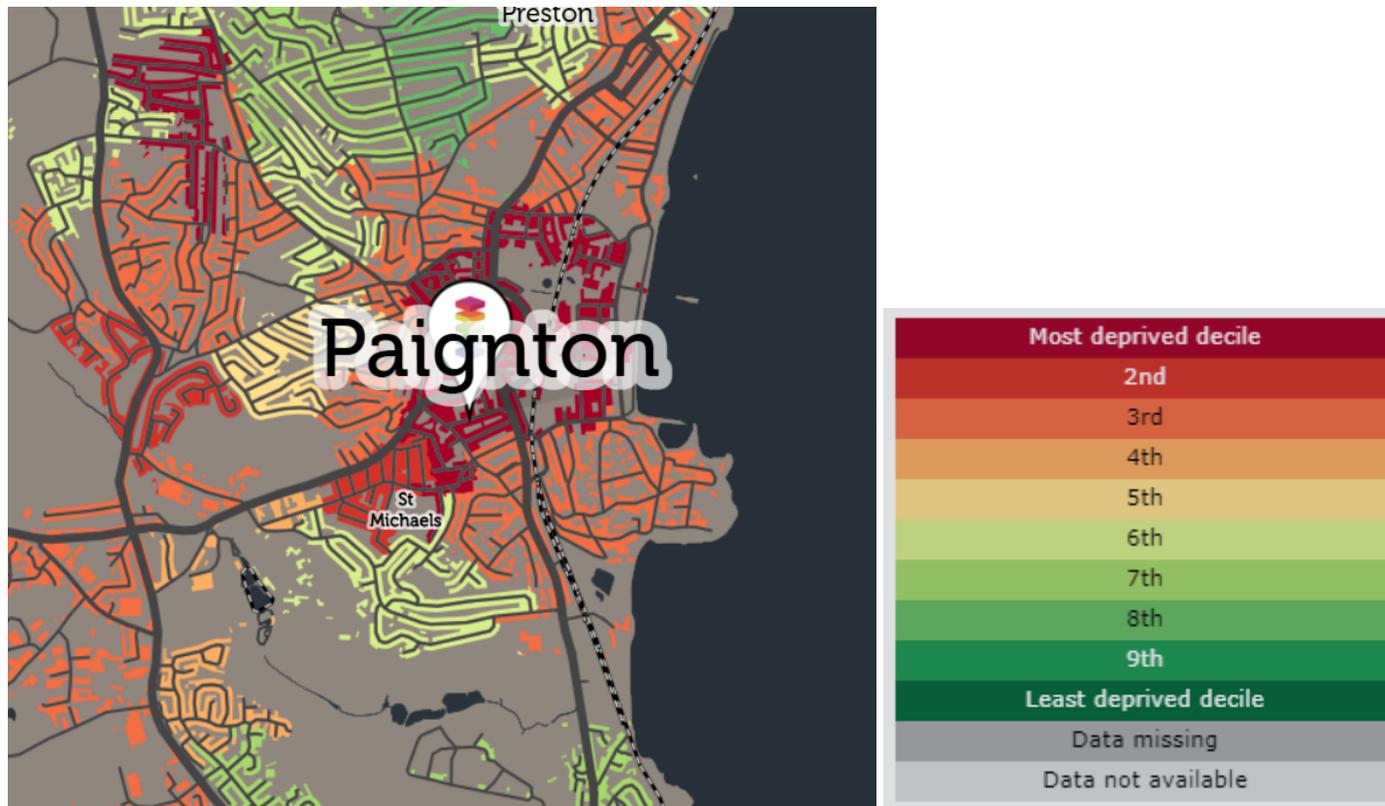
Our decisions for the range of support we provide are linked to findings of research bodies like the EEF, our own on-going analysis of pupil data and our understanding of the barriers which may affect our pupils' learning. Our support for pupils falls into 3 key strands:

- (i) Teaching
- (ii) Targeted Academic Support
- (ii) Wider Strategies

For each strand the main barriers to learning are identified and these govern the choices of support we provide. We realise that our pupils' needs may be complex so they may receive support in one or many of the strands and all support is focused on the overall goal of improving academic attainment.

Demographic and School Context

Curledge Street Academy is located in Paignton in the South West of England. The majority of pupils who attend our school live in the local area, within walking distance of school. The areas immediately surrounding the school, in which most children live, are amongst the most deprived in the UK (CDRC maps & IMD rankings).



Data source: IMD deciles 2019: CDRC Maps (Consumer Data Research Centre) as of 23/11/2021.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| | Detail of challenge |
|---|---|
| 1 | Readiness to learn linked to low starting points, social and emotional development and safeguarding |
| 2 | Poor language and communication skills impacting on reading, writing and maths |
| 3 | Poor retention and fluency of key skills in mathematics |
| 4 | Lack of parental engagement and ability to support at effectively at home |
| 5 | Limited life experiences and low aspirations |
| 6 | Poor attendance, including learning lost due to COVID-19 related school closures |
| 7 | Access to appropriate technology |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria | Target Date |
|-------------------------|--|-------------|
| Progress in reading | Year 6 pupil premium pupils achieve in line or above national average progress score for pupil premium pupils in reading in KS2 SATs | July 2024 |
| Progress in writing | Year 6 pupil premium pupils achieve in line or above national average progress score for pupil premium pupils in writing in KS2 SATs | July 2024 |
| Progress in mathematics | Year 6 pupil premium pupils achieve in line or above national average progress score for pupil premium pupils in maths in KS2 SATs Pupil premium children to score in line with non-pupil premium children at the end-of-year 4 multiplication check. | July 2024 |
| Phonics | Achieve in line national average progress score for pupil premium pupils in phonics at the end of year 1 | July 2024 |

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| Other | School attendance for pupil premium children and persistent absence figures are at least in line with or better than national. | July 2024 |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,506

| Activity / Resource | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Quality teaching of phonics/reading</p> <ul style="list-style-type: none"> - Use of a phonics lead - Small group sizes - RWinc consultant support - Regular CPD for staff - Provision of new resources - Integration of the online material - Accurate assessment using PiRA - RWi virtual classroom - Investment in home-reading materials matching phonics provision | <p>The current system in school is a successful model - recently 86%* of children met the expected standard in phonetic awareness, which was above target. Maintaining this will require a dedicated leader, skilled staff to deliver quality teaching first, up-to-date methods from a lead consultant and the use of an online provision to support catch-up, home-learning and a blended classroom offer.</p> <p><u>EEF: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</u> +5months</p> <p><i>* based on year 2 phonic screening, autumn (ii) 2021</i></p> | 1,2 |
| <p>Quality teaching of writing</p> <ul style="list-style-type: none"> - Babcock consultant support - Increased TLR time for the English lead - Teaching sequences subscription - Purchase of sequence texts - Babcock moderation subscription - In-house staff CPD - RWi Spelling Package | <p>Impact of COVID has shown a decrease in writing attainment across the school and the gap has widened between PP and non-PP. We are using Babcock - specialist support in school improvement - and their specific planned writing sequences as a platform...</p> <p><u>EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</u></p> | 1,2 |

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|--|---|-----------|
| | <i>EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</i> | |
| Reduced class sizes for core subjects <ul style="list-style-type: none"> - Maths specialist working alongside year 4, 5 & 6. - Additional small groups formed as a result of pupil progress meetings with a focus on quality feedback | <p>Using an additional maths specialist in years 4, 5 and 6 has been a proven accelerator for our children's maths progress as well as valuable planning and preparation support for teachers.</p> <p>EEF: Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2 months</p> <p>EEF: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months</p> | 1,2,3 |
| Quality teaching of mathematics <ul style="list-style-type: none"> - Integration of Power Maths - Purchase of Power Maths practise books - Increased CPD time for roll out - Weekly TLR time for subject lead | <p>Continue to develop Maths Mastery across the school with the introduction of Power Maths - recommended by the DfE.</p> <p>Power Maths is based on extensive research into maths teaching around the world and is written by world-leading educational experts with years of experience in embedding effective mastery approaches.</p> | 1,3 |
| Specialist teaching <ul style="list-style-type: none"> - Music specialist teacher - French specialist teacher | <p>Use of a specialist French teacher in years 3, 4, 5 and 6 provides the children with quality language provision. Ofsted subject specialist report</p> <p>Use of specialist music teacher across the school provides the children with quality teaching first. <i>EEF: 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</i></p> | 5 |
| Blended learning <ul style="list-style-type: none"> - A plethora of online subscriptions to support the teaching and learning of core subjects e.g. MyMaths, Times Tables Rockstar | <p>EEF: Use of homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework +3months</p> <p>Use of online subscriptions are reviewed often by key stakeholders to assess their impact and value for money. Those we select are utilised in our remote learning offer, for catch up interventions and for use within the classroom as part of our curriculum offer.</p> | 2,3,4,6,7 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,939

| Activity / Resource | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Interventions and small group teaching</p> <ul style="list-style-type: none"> - RWi catch-up sessions - Freshstart - year 5 & 6 - Precision teaching - Extra-curricular boosting sessions - Conferencing | <p>EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +5months</p> <p>Interventions are formed as an outcome from termly pupil progress meetings and as part of our SEND provision. These are tracked to monitor children's progress.</p> | 1,2,3 |
| <p>Targeted nurture groups</p> <ul style="list-style-type: none"> - Lego therapy - Interventions to promote self-esteem, self-regulation, well-being and support behaviour | <p>EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p> | 1,2 |
| <p>Speech and Language Intervention</p> <ul style="list-style-type: none"> - Dedicated HLTA lead for Speech and Language support across the school - CPD for targeted staff e.g. colourful sentences. | <p>EEF: <i>'Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.'</i> +6months</p> <p>An increasing number of children in school are requiring speech and language support and more specialised interventions.</p> | 1,2 |
| <p>EAL Provision</p> <ul style="list-style-type: none"> - Dedicated member of staff to support children with EAL across the school. - Key stakeholder in school identified as EAL lead | <p>We have seen an increase of children in school with EAL; currently 8% of our children have English as an additional language and we are seeing an increase of children working at level A - 'New to English' who require more intensive support.</p> <p>EEF: Individualised instruction</p> | 1,2 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction +4months | |
| Home learning Support <ul style="list-style-type: none"> - Extra-curricular club to support targeted children with home learning across the school | EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +5months EEF: Use of homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework +3months | 1,4 |
| Reading Scheme <ul style="list-style-type: none"> - Use of Accelerated Reading package Dedicated reading champion to promote reading across the school and to lead on AR. - Continue to supplement the whole school reading scheme | Accelerated Reader is a powerful tool for monitoring and managing independent reading practice, motivating your students to read for pleasure. Use of year group reading spines to ensure quality texts are accessible to children at appropriate developmental milestones. | 1,2,4,7 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £102,518

| Activity / Resource | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Social and emotional development & Safeguarding <ul style="list-style-type: none"> - Continued training around the development of nurture - Well being team working across the school - Dedicated advocate working in school on mental well being | EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months EEF: Meta cognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation + 7 months | 1,4,6 |

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| <ul style="list-style-type: none"> - Link teacher within school focusing on mental health - Pastoral/Well being lead identifying, supporting and signposting vulnerable families - Family support worker - Increased number of TAs working in classrooms with a focus on positive social and emotional development - Targeted post LAC support | | |
| <p>Raising cultural capital</p> <ul style="list-style-type: none"> - Reducing fees for educational visits - Variety of educational visits on offer - Free extra-curricular clubs - Reduced fees for extra-curricular clubs - Subsidised year 6 residential experience | <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> | 1,5 |
| <p>Attendance</p> <ul style="list-style-type: none"> - Attendance officer - Family support worker - Early help coordinator - Daily breakfast club with reduced fees for PP children if families are in need of support | <p>EEF: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months</p> | 6 |
| <p>Technology</p> <ul style="list-style-type: none"> - Continue to build a bank of devices in school to support teaching and learning - Established device loan system to support families with inadequate technology for learning at home - Use of dongles to provide internet access to families who require it | <p>Technology in school is embedded in our teaching and learning toolkit, is pivotal in the delivery of a blended curriculum and is used to run targeted interventions.</p> <p>EEF: Teaching Assistant Interventions (inc. technology) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +5months</p> <p>EEF: Using digital technology to improve learning guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> | 7 |

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|---|--|-----|
| <ul style="list-style-type: none"> - Technology used within catch-up interventions | | |
| <p>Seesaw</p> <ul style="list-style-type: none"> - Online learning journals provided for all children - Family access to journals giving a window into the classroom - Focus on parental empowerment - Teaching and learning tool in the classroom | <p>EEF: Teaching & Learning Toolkit – toolkit strand parental involvement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Positive parent voice around the impact of Seesaw on engagement levels. Current analytics show over 100,000 parent visits with over 10,000 comments on students' learning and 26,000 likes. 93% of children have families connected to their online learning journal.</p> <p>Utilised in teaching and learning - supporting quality teaching in the first instance. EYFS using the application for remote learning due to its ease-of-use and high level of parental engagement.</p> | 4,7 |
| <p>Raising cultural capital - music</p> <ul style="list-style-type: none"> - Purchasing and loaning musical instruments to children - Music clubs run by specialist music teacher - Subsidising peripatetic teaching | <p>EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months</p> | 1,5 |
| <p>Health and fitness</p> <ul style="list-style-type: none"> - Target inactive children for CfL programme - Free sports clubs for children | <p>Impact of COVID has meant that children have been less active.</p> <p>Research by Youth Sport Trust https://www.youthsporttrust.org/news-insight/news/children-feeling-fitter-and-stronger-as-schools-put-physical-activity-at-heart-of-learning 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> | 1,6 |

Total budgeted cost: £241,964

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Please see our Review of CSA Pupil-premium-strategy 2020/21', which is published on our website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------|-------------------------|
| MyMaths | Oxford University Press |
| TTRockstars | Maths Circle Ltd |