



REVIEW of 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 (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.

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	Curlidge 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 * <i>No data published for 2020.</i>			
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	79%	62.7%	80%
% of pupils achieving expected standard or above in writing	68%	66.3%	83%
% of pupils achieving expected standard or above in grammar	79%	65.3%	82%
% of pupils achieving expected standard or above in maths	75%	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:	£85,000
Action/Item	Impact
Interventions and small group teaching to develop academic skills.	<ul style="list-style-type: none"> ● End of summer '21 data shows increase in % of children achieving the expected standard in reading, writing and maths compared the to baseline in autumn '20: <p>Maths: + 30% more children meeting the expected standard Reading: +26% more children meeting the expected standard Writing: +4% more children meeting the expected standard</p> <ul style="list-style-type: none"> ● In the year 2 phonic assessment - autumn 2021 - a total of 86% of the children passed the screening. Of that 77% of pupil premium children met the expected standard compared to 96% of non pupil premium children. ● 79% of the children who accessed the FreshStart intervention met the phonic threshold by the end of the year. The 4 children who were unable to meet the threshold will continue with the support in the next academic year and are on the SEND register. ● Children were able to access AR through lockdowns which allowed the children to continue to utilise the scheme. In addition, we used Epic reading library and Oxford Owl to provide the children with differentiated reading material throughout lockdowns. ● Remote learning offer in place throughout lockdowns. 84% of our parents found our remote learning
Additional teacher in year 4, 5 and 6 to teach mathematics.	
Specific Read, Write, Inc – intervention with follow up 1:1 catch up for underachieving pupils in KS1	
Specific Fresh Start intervention for year 5 children	

EAL support for language acquisition	offer supportive; 9% of parents were not applicable due to accessing in-school provision
AR/reading champion	

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
Maintain the number of well being advocates.	<ul style="list-style-type: none"> Enhanced nurture provision for identified groups of children. Due to COVID and the need for bubbles, well-being advocates were redeployed to support targeted children in bubbles rather than interventions across classes, year groups and phases. In our parent survey, 95% of parents said their child was happy at school Targeted children were referred to the MHST to provide low-level CBT for anxiety issues. A successful application was made for COVID recovery funding; two children accessed the provision which impacted positively. 		
Interventions to promote self-esteem, self-regulation, well-being and support behaviour			
Additional resources to support the emotional well-being of specific pupil premium pupils.			

	<ul style="list-style-type: none"> • Use of part-time timetables to integrate children back into school life where appropriate. • Increased CPD for staff and time allocated towards curriculum on positive mental health and teambuilding using appropriate resources e.g. Place2Be.
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Strand Three: Supporting families

Barriers to learning:

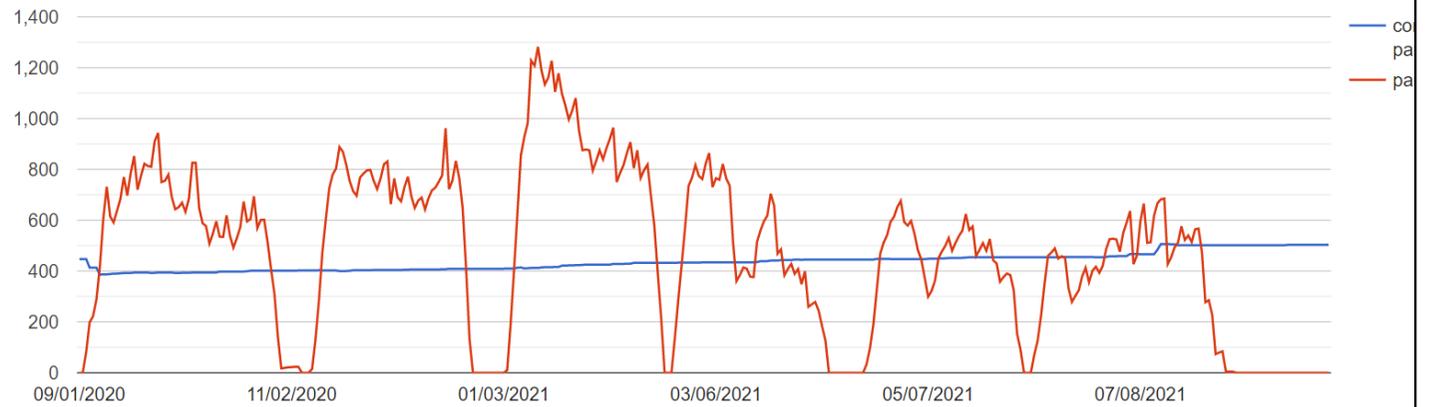
D - Parental support with learning at home

E - Low attendance rates for specific PP pupils

Proposed Spending:	£77,000		
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	<ul style="list-style-type: none"> • All children that required support with technology during lockdown were provided with a Chromebook. If internet access was an issue, we purchased families a 4G dongle. In total, we loaned 102 devices to families so that children could access our remote learning offer. An additional 40 Chromebooks were purchased to support this. • Learning of all children was tracked daily and those struggling with engagement were offered additional support. • PP children who were not accessing learning at home, were allocated a place in school and deemed as vulnerable. • Home visits were completed to children who we identified as needing further family support. • Delivery of food parcels, support with food vouchers and dropping off stationary/learning resources supported families. 		
Pastoral support worker identifying, supporting and signposting vulnerable families.			
Persistent absenteeism			
Access to e-learning subscriptions to support home learning			
Breakfast club			
Parental Engagement			

- Seesaw parental engagement remains very high and many parents commented in our parent survey that they found Seesaw a positive tool for supporting learning and 67% of parents preferred Seesaw as their preferred tool for school communication.

Weekly parent engagement



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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
<p>Educational and cultural visits/visitors</p>	<ul style="list-style-type: none"> ● Due to COVID a larger number of our educational visits were cancelled. We actively sought online alternatives to continue to enrich our curriculum, provide experiences and raise aspirations. Some of these include: year 4 virtually toured a local waste management facility to support their learning on environment and sustainability; year 6 completed a virtual workshop with Chester Zoo and Paignton Zoo as part of their learning on adaptation; year 5 took part in podcasting workshops with Sound Communities. ● Targeted arts inspired pupil premium workshops took place with Daisi. ● Purchased 6 guitars for P children to loan and access free music workshops in school ● All of our clubs were free to PP children. ● PE equipment was delivered to targeted PP families so that sport could be continued during lockdown. 		
<p>Extra curricular clubs to be offered at no cost to parents.</p>			

