



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	444
Proportion (%) of pupil premium eligible pupils	
PP (183)	41%
Ever 6 FSM (188)	42%
FSM (185)	42%
Forces (3)	>1%
Disadvantaged (192)	43%
EAL (47)	11%
SEND - EHCP/SEN Support (106)	24%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1: 2022/23 Year 2: 2023/24 Year 3: 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jessica Humphrey
Pupil premium lead	Mr Tim Sandercombe
Governor / Trustee lead	Deborah Hands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,905
Recovery premium funding allocation this academic year	£23,345
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	£235,250

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, that align pupil premium use with High Quality Teaching at its core, as well as wider school improvements and the intent to improve pupil's 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 that needs to be addressed, whether the required intervention needs small, large or whole-school grouping, and then allocate the budget accordingly.

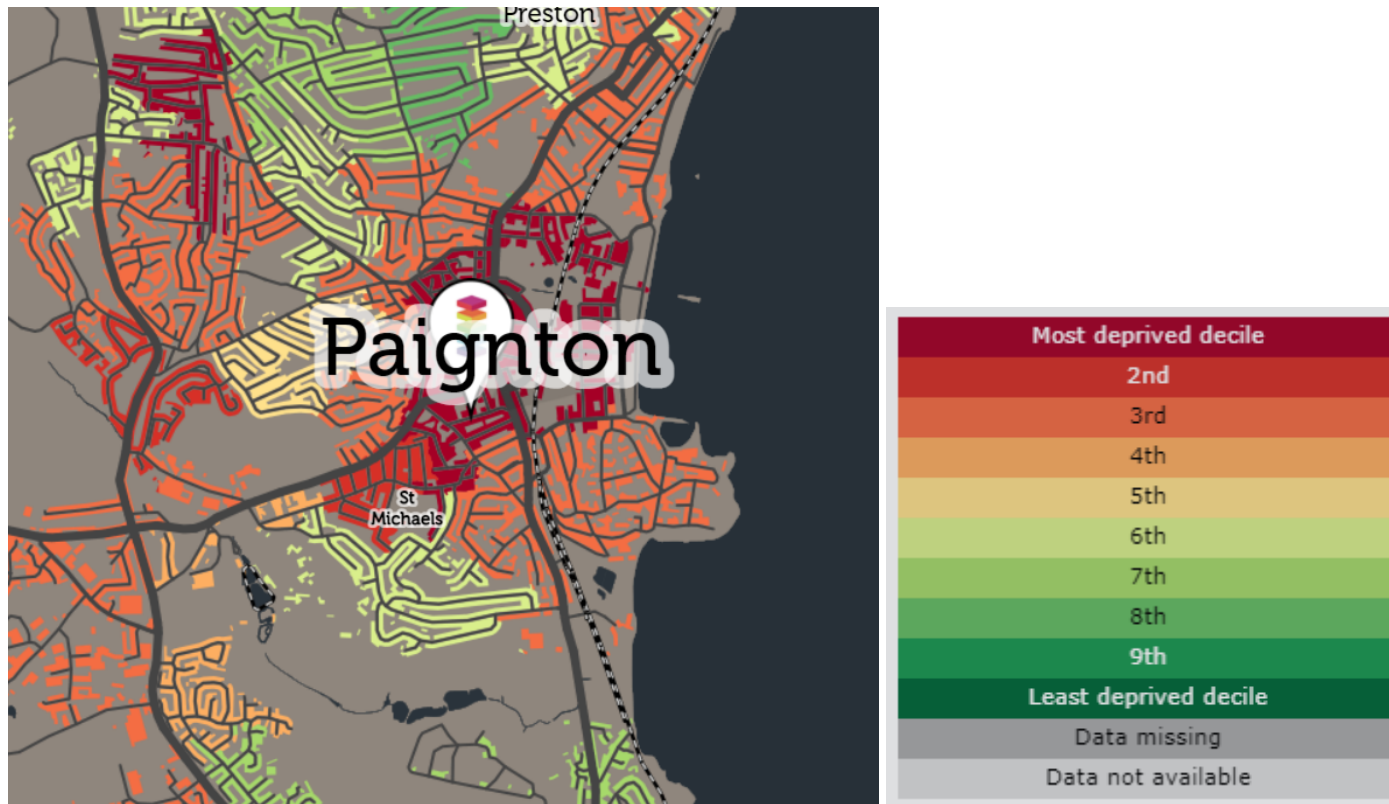
Our decisions, regarding the range of support we provide, are linked to the findings of research bodies like the EEF, our own on-going analysis of pupil data and our understanding of the barriers which may affect our pupils' learning. Our support for pupils aligns itself with the DfE's Menu of Approaches, which categorises said support into 3 key areas:

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

For each area, 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. Therefore, pupils 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	Delivering targeted, and purposeful, intervention to 'close the gap' between our disadvantaged pupils with lower prior attainment in Literacy and Numeracy, so that they may achieve outcomes in line with their peers - nationally. (of the data available, 65% of PPG pupils not at EXS for writing, 45% not at EXS for reading, 52% not at EXS for maths)
2	Assessments and observations suggest that disadvantaged pupils have poorer language and communication skills, specifically their range of vocabulary, which impact on reading, writing and maths (33% of KS1 disadvantaged pupil's phonics group below peers')
3	Of the assessment data available (teacher assessment and evidence in books), 52% of EAL pupils are not on track to meet expected standards in writing.
4	Parental engagement and support with school – including the support of pupil's online learning, reading regularly at home and developing positive attitudes towards education
5	Increase engagement of disadvantaged pupils in extracurricular clubs and other rich experiences in school life to broaden their experiences and develop higher aspirations.
6	Data shows high levels of poor attendance in PP children whom only 35% of which had greater than 96% attendance rates, double-disadvantaged PP and SEND only 27% were above 96%, and PP and EAL only 18% were above 96%. Data also shows persistent absences (across the school) at 2.5 times the national average - 35 of which are PP pupils.
7	Emotional wellbeing of pupils, and parents. Some PPG families have low self-esteem and low self-confidence due to complex personal, or family, circumstances.

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
1	Interventions and High Quality Teaching that target identified groups of disadvantaged pupils helps to	Writing attainment is reduced from 65% to 50% not at EXS.	July 2025

	reduce the attainment gap between them and their peers.	Reading attainment is reduced from 45% to 35% not at EXS. Maths attainment is reduced from 52% to 42% not at EXS.	
2	Disadvantaged pupils with poorer speech and language skills, as well as a limited range of vocabulary, specifically in EYFS and KS1, have reduced the gap compared to their non-disadvantaged peers.	In EYFS and KS1, pupils will show, in their books and through observations as well as their reading and writing attainment, that their range of vocabulary has increased.	July 2023
3	EAL pupils close the gap in writing compared to their non-EAL peers.	The number of EAL students not at EXS for writing reduced from 52% to 42%	July 2025
4	Parental engagement, monitored through Seesaw, parent consultations and Home Reading Records, shows an increased level of home learning.	Parents report that they understand, and are able to support their children at home.	July 2023
5	A bigger percentage of extracurricular clubs, and experiences, are attended by disadvantaged pupils.	Percentages, in attendance registers of clubs, show a higher proportion of disadvantaged pupils attending.	July 2024
6	Disadvantaged pupils show an improved attendance rate in school.	School attendance for pupil premium children and persistent absence figures are at least in line with or better than national.	July 2024
7	Pupils and parents access support in school for wellbeing services.	Through pupil voice, parental consultations, CPOMS and Seesaw, accessing of Mental Health and Wellbeing services in school is shown to have increased.	July 2024

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: £102,518

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
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<p>Quality teaching of phonics/reading</p> <ul style="list-style-type: none"> - Use of two phonics leads (SW and KP) - targeting areas of expertise in KS1 and EYFS - RWinc consultant support - Regular CPD for staff - both initial training for new tutors, and refresher twilights for existing tutors. - Provision of new resources - Integration of the online material (through Oxford Owl and the Ruth Miskin Portal). - Accurate assessment of pupil's phonetic awareness, implemented by trained individuals, through RWI specific assessments. - RWi virtual classroom to support in 	<p>The current system in school is a successful model - recently 80%* of children met the expected standard in phonetic awareness. Maintaining this requires 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>* based on Year 1 phonic screening, Summer 2022</p>	<p>1, 2, 3</p>
<p>Quality teaching of writing</p> <ul style="list-style-type: none"> - Babcock consultant support for EYFS and KS1/2 - Increased TLR time for the English lead - support from lead in PPA sessions across the school - Teaching sequences subscription (Babcock NoNonsense Literacy) - Purchase of sequence texts - aligned with Babcock reading spine - Babcock moderation subscription - In-house staff CPD - lead by English Lead - RWi Spelling Package - School-based tutoring, delivered by trained tutors (Recovery funding) 	<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> <p><u>EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</u></p>	<p>1, 2, 3</p>
<p>Reduced class sizes for core subjects</p> <ul style="list-style-type: none"> - Maths specialist working alongside year 4, 5 & 6. - intervention group for targeted 	<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</p>	<p>1, 2</p>

<p>individuals and identified GAPs. Feedback then delivered to class teachers.</p> <ul style="list-style-type: none"> - Additional small groups formed as a result of pupil progress meetings with a focus on quality feedback 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2 months</p> <p>EEF: Feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months</p>	
<p>Quality teaching of mathematics</p> <ul style="list-style-type: none"> - Purchase of Power Maths practise books - Weekly TLR time for the subject lead to monitor teaching and support in PPA sessions. - Additional training sessions, for TAs, lead by Maths specialist, to address the identified need of TA 'support' during maths lessons. - School-based tutoring, delivered by trained tutors (Recovery funding) 	<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> <p>Additional training for TAs has proven to be effective in minimising adult input during sessions, and providing structured scaffolding to develop children's independence and problem-solving.</p> <p>EEF: Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +5months</p>	1
<p>Curriculum Tools</p> <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 - A range of evidence-based, and DfE recommended, schemes of work for foundation subjects. 	<p>EEF: Use of homework</p> <p>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> <p>New curriculum schemes adopted as an approach to strengthen pupil's foundation subject knowledge. The schemes form the basis of teacher's planning and are supported by the adaptations recommended by the school's SEND lead - to facilitate deep understanding for all pupils.</p>	1, 2, 3, 4
<p>Retrieval Practice</p>	<p>Mind Maps to be implemented as an elicitation tool and retrieval practice CPD to be delivered to support staff in understanding, and delivering, effective</p>	1, 2, 3

<ul style="list-style-type: none"> - CPD delivered on the use of mind maps and retrieval practice, along with a robust monitor practice, to implement both strategies within children's learning 	<p>retrieval practice. This is a direct link to the need for pupils to retain what has previously been taught and to develop their understanding based on prior knowledge.</p> <p>EEF: Cognitive Science in the Classroom https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p>	
<p>Quality Assurance</p> <ul style="list-style-type: none"> - Time given to PP Lead to provide quality assurance of the robustness of historical interventions and evaluate their effectiveness and impact on the PPG strategy. 	<p>New PPG lead in Sept 22. Time to be given to evaluate and assess the range of interventions and strategies in place as part of this PPG Strategy. Once assessed, the PPG Lead will evaluate the impact they have had and implement a 'less is more' approach in determining quality interventions for disadvantaged pupils as part of the 'review and sustain' stages of the strategy. These adaptations and amendments will inform the Sept 23 review.</p>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £62,506

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 - Based on identified needs of children in Years 1 and 2 - enhanced nurture support 	<p>EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p>	5, 6, 7

<p>provided through a network of trained adults and interventions to develop their self-esteem, self-regulation and well-being.</p> <ul style="list-style-type: none"> - As identified within the schools SIP, the Nurture Support team provides on-call, and targeted, behaviour support for the regulation of pupils with IBPs and SEN. 		
<p>Speech and Language Intervention</p> <ul style="list-style-type: none"> - Dedicated HLTA lead for Speech and Language support across the school and address gaps identified through assessments and RWI 	<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 to target identified needs amongst pupils across EYFS and Phase 2.</p>	1, 2, 3
<p>EAL Provision</p> <ul style="list-style-type: none"> - Dedicated member of staff to support children with EAL across the school delivering targeted interventions to address gaps in vocabulary and phonetic awareness. - Key stakeholder in school identified as EAL lead 	<p>We have seen an increase of children in school with EAL; currently 10.6% 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction +4months</p>	1, 2, 3
<p>Reading Scheme</p> <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 	<p>Accelerated Reader is a proven reading tool that has been used, in schools, effectively, for a number of years. It provides access for children in, and out of school, to a range of quality texts as well as providing the school with a range of key data that informs our interventions and targeted support.</p> <p>Use of year group reading spines to ensure quality texts are accessible to children at appropriate developmental milestones.</p> <p>Overseeing the AR scheme is a dedicated TA who liaises with class teachers. The achievements of pupils are celebrated during assemblies to encourage their love of reading.</p>	1, 2, 4

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

Budgeted cost: £70,226

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional development & Safeguarding</p> <ul style="list-style-type: none"> - Continued training around the development of nurture, from a specialist teacher, to support class teachers in delivering it as part of their pedagogy. - Wellbeing team working across the school - Link teacher within school focusing on mental health - Pastoral/Wellbeing lead identifying, supporting and signposting vulnerable families - Family support worker - Targeted post LAC support 	<p>EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p> <p>EEF: Meta cognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation + 7 months</p>	<p>4, 5, 6, 7</p>
<p>Raising cultural capital</p> <ul style="list-style-type: none"> - Variety of educational visits on offer, with reduced rates for PP children. - Free, and reduced fees, extra-curricular clubs. - Subsidised Year 6 residential experience 	<p>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>4, 5, 6, 7</p>
<p>Attendance</p> <ul style="list-style-type: none"> - Attendance officer - A* attendance system for monitoring attendance - Subsidised Prizes for attendance winners - Family support worker - Early help coordinator 	<p>EEF: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months</p>	<p>6</p>

<ul style="list-style-type: none"> - Daily breakfast club with reduced fees for PP children if families are in need of support 		
<p>Seesaw</p> <ul style="list-style-type: none"> - Online learning journals provided for all children - Family access to journals which allows an effective means of communication between school and parents - which is used to target parental engagement. - Focus on parental empowerment - giving parents the tools they need to support their children at home. - 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.</p> <p>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 use 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>	7
<p>Health and fitness</p> <ul style="list-style-type: none"> - Target inactive children for CfL programme 	<p>The return to 'normality', following COVID, has meant opportunities for sports clubs and festivals are once again being used to motivate pupils and support them in their mental health and wellbeing.</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>	4, 5, 6, 7

Total budgeted cost: £235,250

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 2021 to 2022 academic year.

The pupil premium strategy, for the previous academic year, has proven to support our disadvantaged pupils in making progress in their academic attainment, particularly in the latter stages of their primary school life. The outcomes for our Year 6 pupils, in their statutory assessments, further solidifies the impact our pupil premium spending has had.

There are still clear areas for development, particularly across EYFS and into KS1, and with a focus on reading, vocabulary and writing. As a school, attendance figures show that our disadvantaged pupils are still missing too many days out of education and the validity of some interventions needs to be robustly monitored, moving forward.

However, as a result of the impact of COVID, the need for effective and timely mental health and wellbeing interventions has become a poignant challenge for our school. As a key element of the strategy, interventions in our nurture provision and pastoral team have had a significant positive impact on our disadvantaged pupils.

The targeted interventions that take place across the school, particularly that of our specialist maths teacher, have had an evidential impact on our KS2 results. Our evidence-based Read, Write Inc phonics program continues to support, and address, gaps in pupil's phonetic awareness and the school's priority to improve SEND provision aims to make a tangible difference for our disadvantaged pupils throughout the next academic year.

In our Y1 data for the 21/22 year, 72% of our PP children passed their phonics screening check, which is 15% lower than our non-PP children who passed with a success rate of 87%. This may be as a result of the two prior years being interrupted with COVID, but it is also an area that must be addressed moving forward.

In our Y2 data for the 21/22 year, 55% of our PP children passed their Reading SATs and 52% passed their Maths SATS, with 41% meeting EXS in writing . This compares to our non-PP children who scored 70% in their Reading and 63% in their Maths, with 66% meeting EXS in writing. This indicates gaps between PP and non-PP at 15% in Reading, 11% in Maths and 25% in writing. These results show that there are some key areas to address and ones which have informed the challenges of this PPG strategy.

In our Y6 2022 SATs assessments, the results were as follows:

Those meeting the EXS or above, out of our PP pupils:

Reading 54%

SPaG 65%

Maths 65%

Compared to those meeting the EXS or above, out of our non-pp pupils:

Reading 72%

SPaG 84%

Maths 91%

These results show a gap of 18% in Reading, 19% in SPaG and 26% in maths. These continue to be vital areas for school development and are, similarly to above, reasons why interventions on this PPG Strategy continue to remain in place.

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
RWInc	Ruth Miskin
FreshStart	Ruth Miskin
Accelerated Reader	Renaissance Place
Insight Data tracking System	Hodder Ltd

