

1. Summary information					
School	Curbar Primary School				
Academic Year	2020 - 21	Total PP budget	£3960	Date of most recent PP Review	March 2021
Total number of pupils	62	Number of pupils eligible for PP	3	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Gaps in learning as a result of lockdown in 19 -20	
B.	Pupils with SEND or considered 'lower ability' not making expected or better progress.	
C.	Social and emotional needs of pupils impacts on pupils in a variety e.g. confidence, engagement and behaviour for learning	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance and punctuality has improved for some PP pupils but it is higher for children in receipt of PP funding (small numbers can impact on percentages).	
E.	'Challenging' home environments for some PP pupils which impact on the social and emotional resilience of the pupils.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress for pupils eligible for PP using approaches to recovery curriculum.	Pupils receive quality first teaching and appropriate targeted support Pupils eligible for PP make expected or better progress.
B.	Improve attainment and progress for pupils considered 'lower ability' or SEND.	Pupils considered 'lower ability' or SEND make expected or better progress from their starting points.
C.	Develop a strong sense of worth, self-esteem and confidence for pupils eligible for PP	To ensure pupils eligible for PP have opportunities for achievement and success through provision of engagement and support.
D.	Increased attendance and punctuality rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 0%. Overall PP attendance improves from 93% to 96+%.
E.	To improve parental engagement with the school to support parent needs more effectively	Enabling parents to attend key events such as parent consultation meetings, information meetings, cluster meetings, MAT meetings etc.

4. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve attainment and progress for pupils eligible for PP using approaches to recovery curriculum.</p> <p>Improve attainment and progress for pupils considered 'lower ability' or SEND.</p>	<p>Staff training on quality first teaching using the EEF whole school planning framework.</p> <p>Staff training on quality assessment for learning strategies to target groups/individual children based on ongoing assessment to support quality first teaching.</p>	<p>EEF advocates the three-tiered approach to whole school planning- quality first teaching, targeted academic support and wider opportunities.</p> <p>The value of children being assessment literate is evidenced in the EEF research as a low cost/high impact intervention. The need for active engagement in children's learning to support self-evaluation is crucial as is teaching the 'skills' required to be a 'good learner' e.g. being resilient, reflective, reciprocal and resourceful. Formative assessment also crucial in identifying gaps in learning and planning to address them.</p>	<p>INSET provided for staff about 'recovery curriculum'. Regular discussions around planning formats in English and Maths to support AfL and differentiation that comes from formative assessment. Staff are familiar with updated Teaching and Learning/Behaviour for Learning Policy. Have AfL as a focus for learning walks and lesson observations. Subject leads to scrutinise planning and look for clear differentiation based on pupils starting points. Performance Management and staff teaching and learning plans support priorities.</p>	PP lead/HT	<p>March 2021</p> <p>September 2021</p>
	<p>Staff training on high quality feedback.</p>	<p>The EEF toolkit states that it is high impact for very low costs based on moderate evidence. It is an effective way to improve attainment and it is an appropriate approach that we can embed across the school.</p>	<p>Quality CPD is provided for staff. Staff to review and amend Feedback and Marking policy as necessary.</p>	PP lead/HT	<p>March 2021</p> <p>September 2019</p>
	<p>Continue to invest in strategies to support summative assessment judgements and effective tracking systems. (Tracker +, termly PIRA/PUMA, Testbase)</p>	<p>The importance of teachers using data to identify pupils' learning needs, review progress and address performance quickly is imperative to raising attainment. Likewise, an effective tracking system supports the teachers in making decisions about next steps for learning and ensures this informs planning.</p>	<p>Establish baselines on return to school in September 2020. PIRA/PUMA and Testbase resources used termly to inform ongoing formative and summative assessments. Opportunities for discussion are provided at termly Pupil Progress Meetings and termly SEND reviews. Date is shared with Standards and Curriculum governor subcommittee.</p>	PP lead/HT Staff	Ongoing

	Ensure SEND provision mapping is bespoke to the needs of the individual.	Some of the pupils need targeted support to catch up. For PP with SEND funding, bespoke programmes targeting specific need have been put in place.	Pupils with identified needs are supported as appropriate. Those with SEND needs to follow their bespoke provision map (My Plan) for support. This includes a timetable to ensure support staff are supporting targeted pupils. These are reviewed termly with staff at Pupil Progress Meetings and termly SEND reviews with pupils and parents. Possible funding opportunities (GRIP/EHC) are utilised to support provision for learning. Offer suitable intervention based on need e.g. tutoring (school/NTP) Nessy, Beat Dyslexia, Toe2Toe, extra phonics, reading volunteers etc.	SENCo/HT	Ongoing
	Plan for contingency i.e. remote learning in case of lockdown.	Pupils need an effective remote learning offer in place to support quality education, engagement and good mental health.	School part of schools provisioning programme for using Google Education and Google Meet for remote/home learning provision.	HT	December 2020
<b>Total budgeted cost</b>					£500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve attainment and progress for pupils eligible for PP	<p>One to one and small group provision during whole class teaching.</p> <p>Ensure SEND provision mapping is bespoke to the needs of the individual.</p> <p>Prioritise 'catch up' and tutoring for PP pupils.</p>	Some of the students need targeted support to catch up. For PP with SEND funding, bespoke programmes targeting specific need have been put in place.	Those with SEND needs to follow their bespoke provision map for support. This includes a timetable to ensure support staff are supporting targeted pupils. These are reviewed half termly with staff at Pupil Progress Meetings and termly SEND reviews with pupils and parents. Possible funding opportunities (GRIP/EHC) are utilised to support provision for learning. Offer suitable intervention based on need e.g. Nessy, Jungle Maths, Beat Dyslexia, Toe2Toe, extra phonics, reading volunteers etc. Pupils offered tutoring through NTP.	SENCo PP lead/HT Staff	<p>Annually when GRIP/EHCP provision is reviewed.</p> <p>Termly as necessary.</p>

Develop a strong sense of worth, self-esteem and confidence for pupils eligible for PP	<p>The school provides staff for nurture (Woodland Group), free music tuition, staff for Forest School, Early Help and the school's educational psychologist/external SEND support.</p> <p>The school provides a broad and balanced curriculum to support mental health and emotional well-being. (SIP priority)</p>	<p>Offering emotional support with personal management, building resilience and self-belief, offering unconditional acceptance and tailoring support are means by which emotional barriers can be overcome as evidenced in 'Raising the Achievement of White British Disadvantaged Children' (OFSTED document)</p> <p>A broad, balanced curriculum is the right of every pupil and sustains interest and engagement.</p> <p>There is value in PSHE, PE and the arts in supporting emotional well being and supporting success and confidence in a wide range of areas.</p>	<p>Staff have CPD around emotional well-being and mental health of pupils post Covid.</p> <p>Staff continued dialogue to develop an understanding of needs e.g., nurture, Resilient Classroom (Young Minds), Citizenship, Educational Psychology, P4C to support the emotional barriers of some children. School to continue to work closely with nurture investing in further training as appropriate. Childrens' needs discussed at half termly Pupil Progress Meetings and termly SEN reviews. Staff to update case studies. Offer basic provision such as uniform, cost of educational trips, music provision, breakfast club, after school sporting provision as part of PP provision.</p> <p>Governors monitor progress of SIP priority</p> <p>School engage with Changing Lives mental health service as appropriate.</p>	SENCo PP lead/HT Staff and subject leads	March 2021 September 2021
<b>Total budgeted cost</b>					£3000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance and punctuality rates for pupils eligible for PP	Monitor punctuality and attendance half termly in accordance with school policy. Follow up quickly on absence. First day response provision. Ask for evidence of medical appointments. Establish clear expectations around attendance and punctuality.	We can't improve attainment for pupils who are late or are not attending school. Addressing attendance is a key step in supporting attainment of PP pupils as evidenced by NFER research.	PP lead, family support worker will continue to collaborate to ensure provision is and school processes are clear. Attendance data is collected and monitored and reported to governors each term and parents in every HT newsletter.	PP lead/HT	Half termly

To improve parental engagement with the school	Meet informally and regularly with parents and have an 'open door' policy. Create an ethos of success among pupils and parents. Share expectations and aspirations. Ensure a common understanding of the value of education.	Social and cultural causes of underachievement are linked to lack of parental involvement. Lack of parenting skills.	Communicate effectively with all parents e.g. newsletter, website, providing informal opportunities to talk with parents for all staff. Use Family Support Worker as part of Early Help Offer. Offer basic provision such as uniform, cost of educational trips, breakfast club, after school sporting provision as part of PP provision. Ensure parents attend Shine Assemblies and other celebration events to expose them to the ethos of success and high standards in the school.	Staff PP lead/HT	March 2021 September 2021
<b>Total budgeted cost</b>					£500

5. Review of expenditure				
Previous Academic Year		2019 - 20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment and progress for all pupils and pupils eligible for PP	High quality teaching for all is a prerequisite for high achievement. Providing consistently high standards by setting expectations, monitoring performance and sharing best practice is key to success.	<p>The school has clear and consistent assessment methods across school. A whole school tracker is used to analyse data and inform next steps. Pupil Progress Meetings now take place half termly with staff (the SENCo also attends). Judgements are moderated both internally and externally. Updated Teaching and Learning, Behaviour for Learning and SEND policies were created and shared. The school has agreed English and maths planning formats based on whole group and one CPD with external trainers. Classroom environments have improved in line with agreed Teaching and Learning expectations. There is a robust performance management structure in place. The quality of teaching, learning and assessment profile improved as the year progressed. Impact on progress was mixed.</p> <p>Our PP pupils were invited into school as 'vulnerable' pupils. Due to lockdown we did not assess at the end of the academic year 2020.</p>	<p>These practices need embedding and monitoring this year with further refinements. Further CPD was required and delivered for 'Formative Assessment' this year. This is a new SC. Marking and Feedback needs reviewing. The achievement of groups is an area for development on the SIP as our groups (particularly PP and SEND) are increasing and require more focus.</p> <p>Baselines in core subjects need to be established in September 2020.</p> <p>A clear focus on QFT needs to be reprioritised in new academic year.</p>	£1050

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attainment and progress for all pupils (including pupils eligible for PP and SEN) and pupils in EYFS	Meeting individual learning needs enables staff to employ the best strategies possible to help the pupil take the next step in their learning.	<p>Provision in line with the SEND Code of Conduct 2014 has improved. Two of our PP children also had significant SEND needs.</p> <p>EYFS was a school development priority last year. We recruited a new EYFS teaching assistant with many years' experience as a Foundation Stage Teacher. Provision has improved greatly as a result of good recruitment and investment in resources.</p> <p>Individual staff have been supported to ensure teaching, learning and assessment is consistently good or better across school. Nurture was used to support PP pupils. The school also used the Virtual School and Educational Psychology Service for support.</p> <p>Due to lockdown we did not assess at the end of the academic year 2020.</p>	The SEND review cycle needs embedding in the full academic year. In a small school, the impact of the quality of teaching, learning and assessment is significant. There is ongoing support for teaching staff. We need to consider training of another member of staff in Nurture.	£2550
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Develop an ethos of success and inclusion across school	The school has an ethos of high attainment across all groups of children. However, historically, groups of vulnerable pupils (e.g. PP and SEN have been very small). Over the last 18 months, these groups have increased to a significant number in the context of a small school and the school's approach needs refining as a result.	The impact has been mixed but a longer term view is needed in a school which has historically had small groups of vulnerable pupils. PP children now have access to free uniform and educational visits and we celebrate success for all children with weekly celebration assemblies to which parents are invited. Children also accessed Nurture. Breakfast club/after school was also accessed by two pupils to improve punctuality and attendance.	This approach needs to continue and develop.	£1100

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)