

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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.

School overview

Detail	Data
School name	Curbar Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	3.9% (3 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	Ongoing (July 2023)
Statement authorised by	Simon Beahan, Headteacher
Pupil premium lead	Simon Beahan, Headteacher
Governor / Trustee lead	Jane Taylor, governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3960.00
Recovery premium funding allocation this academic year	£2000.00
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	£5960.00

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Curbar we want to make sure that all students to play a full and successful part in the academic and wider school community. To achieve this, we aim that all of our children are:

‘Happy Learners Forging Our Place in the World’

Our curriculum intention is to provide Curbar pupils with memorable, happy and engaging learning experiences that transcend cultural, social, academic and economic boundaries to empower and equip them for today. We value every individual so that each child understands both their inherent worth and the worth and values of others.

We want all of our pupils to have a passion for lifelong learning and want our Pupil Premium students to participate in the academic and wider curriculum to the same extent as their peers.

We want our Pupil Premium students to shine both academically and within the wider curriculum.

We want all of our Pupil Premium students to reduce the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

We want all of our Pupil Premium pupils to reduce any attainment gaps created by the COVID-19 school closures.

We want to meet the wider needs of our Pupil Premium students by removing the barriers that they may face e.g. poor attendance, lack of social capital, lack of involvement in the wider school.

We want to meet the emotional, mental health and well being needs of our Pupil Premium students.

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff.

Our internal data, suggests that writing is a substantial barrier for many of our students and therefore developing reading and writing across school is core to this plan, alongside other specific interventions based on identified need.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our Pupil Premium students. As such, funding is directed to ensuring that high quality pastoral care is available to all students and a broad range of wider opportunities are made available for our most disadvantaged pupils to access.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of 'Happy Learners Forging our place in the World', regardless of disadvantage or need.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data.
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF.
- That **developing reading and writing** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral support and extra-curricular opportunities** is essential to meet the wider needs of all students.
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of Pupil Premium funding.
- That specific interventions should be based on **identified need**.

Challenges

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

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school external reports
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Gaps created by the impact of school closures during the pandemic, with a primary focus on reading and writing:</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>

2	<p>Emerging social, emotional and mental health needs amongst pupil premium children.</p> <p>Our assessments observations and discussions with pupils and families have identified social and emotional issues and a lack of enrichment opportunities during school closure for many pupils. These challenges particularly affect disadvantaged pupils and their families with an impact on their attainment and progress.</p> <p>Teacher referrals for support have markedly increased during the pandemic. Two disadvantaged pupils currently require additional support with social and emotional needs, receiving small group interventions.</p>
3	Continuing to develop Pupil Premium children's exposure and engagement in wider curriculum opportunities.
4	Some of our pupil premium children also fit into another vulnerable group e.g. SEND.

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
For all of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading, Writing and Maths.	<p>Internal assessment data will demonstrate expected or better progress being made.</p> <p>Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made.</p> <p>Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.</p>
Improved reading progress and attainment among disadvantaged pupils.	Reading outcomes show that 66% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Teachers confidently identify pupil premium children who require targeted support regarding their social, emotional and mental health needs.</p> <p>A clear system is utilised by staff to identify and plan provision for children raised. (Boxall Profiling).</p> <p>Interventions are monitored and reviewed.</p> <p>SMILERS will be embedded across the school and will be used as a common language to communicate social and emotional mental health need.</p>

	<p>A range of therapeutic provisions are utilised effectively with clear impact on pupils' social, emotional and mental health development.</p>
<p>To achieve and sustain improved attendance in enrichment activities for all appropriate pupils, particularly our disadvantaged pupils.</p>	<p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day and beyond.</p> <p>Pupil Premium children will have attended trips and visits and funding support will have been offered where needed.</p> <p>Pupil Premium children will be targeted and spaces provided to attend after school and extra-curricular clubs.</p>

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: **£1200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (PIRA/PUMA/GAPS)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4.
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4.
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Phonics training for all staff through Twinkl CPD.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,4.
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,4.

access White Rose Maths Hub CPD resources.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning by introducing the SMILERS framework to school. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2,4.

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

Budgeted cost: **£1100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with SLT ensure progress of pupil premium children is good.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing.	1,4.
Interventions led by teachers and support staff. Children will be identified in pupil progress meetings.	Interventions directed using the assess, plan, do, review framework can improve progress. Teaching Assistant Interventions Education Endowment Foundation EEF	1,2,4.

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. All disadvantaged pupils will receive tutoring, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,4.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3.</p>
<p>Continuation of Nurture Group (Woodland Group)</p>	<p>Meta-cognition and self-regulation interventions aim to help learners think about their own learning more explicitly. Teaching pupils specific strategies to set goals, and monitor and evaluate their own self-regulation has a positive impact on life chances and outcomes for all pupils. EEF Toolkit & Nurture Groups Education Endowment Foundation EEF</p>	<p>2,3.</p>
<p>Wider Opportunities Music lessons.</p>	<p>Exposure to Arts based activity impacts positively on the academic attainment of pupils and their SEMH. Education Endowment Foundation Arts Participation.</p>	<p>1,2,3.</p>

Financial subsidies to support inclusion in After School Activities, school trips, residentials and purchase of school equipment including school uniform.	To offer a wider range of opportunities to broaden the experiences of Pupil Premium children.	3.
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Total budgeted cost: £5600

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.

Action	Cost	Intended Outcome	Evaluation/ Review of Outcomes
NTP targeted academic intervention	£1170	To close the attainment and progress gap incurred by Pupil Premium children over the period of school closures during the Covid 19 pandemic.	Pupils increased in confidence in their learning and class teachers can see skills transferring into the classroom.
Staffing for weekly Forest School session	£1142.70	To offer a wider range of experiences to broaden their experiences of the world around them.	All pupil premium children attend weekly Forest School.
Financial subsidies to support inclusion in After School Activities, school trips, residentials and purchase of school equipment including school uniform..	£343.40	To ensure children feel part of the school. To allow children wider educational opportunities.	Childrens' appearance is 'leveled up' by wearing uniform. PP children attended a wide range of educational visits and gain broadened experiences
Woodland Group Staffing (Nurture Group).	£2000	To provide social support to students with SEMH barriers.	Woodland Group has provided social support to children for 3 hours per week. Well attended with a waiting list of future pupils. Teachers and parents

			both report on the effective use of this environment in supporting children with their SEMH.
Range of Software licences	£1000	To support high quality teaching and learning	
Resources including CPG Workbooks, Times Table Rock Stars, Nesy and Tracker +	£1561.70	To enrich and deepen the learning opportunities pupils have through the use of quality resources and teaching approaches.	Teachers and parents have feedback that children continue to have an increased engagement in home-learning as a result of the CPG workbooks. TTRS used to support times table learning and led to success at Y4 MTC.

Total: £7217.80

Externally provided programmes

Programme	Provider
TTRS	Time Table Rock Stars
National Tutoring Programme	Connex Education
Nurture (Woodland Group)	Derbyshire Education Improvement Service
PIRA/PUMA/GAPS	Rising Stars Assessment (Hodder)
Twinkl	SSP Training and resources
Nesy Reading and Spelling	Nesy
Wider Opportunities for Music	Derbyshire Music Hub
Tracker +	ICT Data Tracker
Peripatetic music teachers	Derbyshire Music Hub/Private
White Rose Maths CPD	White Rose Maths
Charanga Music Scheme	Charanga
Beat Dyslexia	GLS
Confident Communicators	Derbyshire Education Improvement Service
Whole School Phonics Support Programme	Derbyshire Education Improvement Service

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.