

# Pupil premium strategy statement (primary)

1. Summary information					
School	Culverstone Green Primary School				
Academic Year	2019-2020	Total PP budget	£42,002	Date of most recent PP Review	July 2019
Total number of pupils	208	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July 2020

2. Current attainment (Summer 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50% (3 out of 6 pupils)	61%
% making progress in reading	50% (3 out of 6 pupils)	71%
% making progress in writing	50% (3 out of 6 pupils)	76%
% making progress in maths	50% (3 out of 6 pupils)	80%

3. 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> )	
<b>A.</b>	Poor speaking and listening skills limiting phonic / reading progress in KS1
<b>B.</b>	Low starting points, nearly 95% of PP made progress but only 50% achieved ARE in reading, writing and maths
<b>C.</b>	Lack of basic skills in maths, reading and writing (low combined RWM).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Mental health resulting in low self-esteem and poor resilience
<b>E.</b>	Poor attendance
<b>F.</b>	Lack of parental engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved phonics attainment and reading results at the end of KS1 at ARE and GD for PP pupils	The percentage of PP pupils achieving ARE and GD will increase
<b>B.</b>	Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment	Pupils eligible for PP funding will narrow the gap between them and their non-PP peers
<b>C.</b>	Basic skills are secure supported through intervention	Reading ages increase at an accelerated rate and arithmetic will be more fluent
<b>D.</b>	Pupils eligible for PP funding attitudes to school and learning will improve	Children eligible for PP funding will have a more positive outlook on their learning and school in general. This will be evidenced through PP Champion logs

<b>E.</b>	Pupils eligible for PP funding will have higher rates of attendance and fewer lateness	PP pupils will have fewer lateness and absences
<b>F.</b>	Parents will have an increased awareness of their children's learning	More parents will attend parents evening and their engagement with their children's learning will improve (i.e. support with reading / home learning etc.)

## 5. Planned expenditure

Academic year

2019-2020

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?
A. Improved attainment results at the end of KS1 at ARE and GD for PP pupils in RWM	Provide dedicated adult support through carefully chosen interventions: SALT programmes Language for Literacy RWI 1:1 Enriching vocabulary using high quality texts as well as Forest schools and Outdoor Learning Focussed support for basic mathematical concepts	From an analysis of the school's data, it can be seen that we help the children make good / accelerated progress in all areas however the combined RWM percentage is lower than we would like. This is due to the children's low starting points. According to the EEF, carefully selected interventions that are implemented by highly trained and motivated staff are an effective way to improve attainment. We feel that an increased level of intervention in the EY setting as well as KS1 will prove effective in raising the number of PP children achieving a GLD or ARE in RWM.	Ongoing training and updates to specific staff.  Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued.  Careful tracking the children's progress.	J Smith SALT L Dalmedo F Ashford	Dec 2019 Feb 2020 May 2020 July 2020
B. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment (in reading and writing)	Provide dedicated adult support through carefully chosen interventions: Reading Comprehension Reading fluency Volunteer Readers Target writing groups 1:1 tutoring Writing groups	All prior attainment some groups that are eligible for PP are making less progress than other pupils across KS2 in reading. We want to ensure that PP children have the opportunities to achieve ARE. We want to ensure all PP children are involved in reading interventions and have more opportunities to read in school.  Book banding is embedded and the children are aware of the band from which they should be choosing books.	Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued.  PP children will talk about their reading during their PP mentor time  Volunteer readers will be trained in line with VIPERS	J Smith F Ashford L Dalmedo	Dec 2019 Feb 2020 May 2020 July 2020
C. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment (in maths)	Provide dedicated adult support through carefully chosen interventions: Growth Mindset Maths project Times table revision Maths reasoning	Some of the children need targeted maths support to allow them to catch up. Big Maths is a programme that has been independently evaluated and shown to be effective in other schools. From an in-house research project, we found a Growth Mindset Maths intervention was highly successful and so this is something we are rolling out to different year groups / PP groups	Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued.  PP children will talk about their maths during PP mentor time. They will have a greater level of enthusiasm and confidence in maths	J Smith M Ashford L Dalmedo	Dec 2019 Feb 2020 May 2020 July 2020

<p>D. Pupils eligible for PP funding attitudes to school and learning will improve</p> <p>E. Parents will have an increased awareness of their children's learning</p>	<p>Provide dedicated adult support through carefully chosen interventions: Growth Mindset Maths</p> <p>Pupil Voice Trial improved communication with parents via technology platforms dojo</p>	<p>We introduced PP Champions to give the children opportunity to have some 1:1 time with a dedication member of staff who is there just for them. It is their time to talk about anything they want to as well as for the staff member to talk about the children's learning and to 'drip feed' messages of positivity (see training from Andy Cope), high aspirations and a Growth Mindset approach as advocated by the EEF.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Our research using the Growth Mindset Maths project proved very successful with 5 pupils increasing their arithmetic scores by an average of 28% in just one month. One pupil made a 40% improvement.</p>	<p>Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued.</p> <p>Careful tracking the children's progress.</p> <p>Improved communication and parental involvement.</p> <p>JS to lead Pupil Voice group once a term and feedback to parents</p>	<p>J Smith M Ashford S Ridout</p>	<p>Dec 2018 Feb 2019 May 2019 July 2019</p>
<b>Total budgeted cost</b>					£17,000
<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>
<p>Pupils eligible for PP funding attitudes to school and learning will improve</p>	<p>Continue in-house counselling service to help children who have barriers to learning through mental health or external factors. Pastoral Support Time with SLT adult Pupil Voice group</p>	<p>We know that pupils eligible for PP funding often receive less emotional support at home and some parents can have a negative view of school.</p> <p>We also know that pupils eligible for PP funding often have a lower opinion of themselves in terms of being a learner</p>	<p>Counselling service will be provided by our Pastoral Support who is trained and monitored.</p> <p>PP Mentors will meet regularly with PP lead and communicate findings with staff and parents as appropriate</p>	<p>J Smith</p>	<p>Dec 2019 Feb 2020 May 2020 July 2020</p>

Pupils eligible for PP funding have fewer incidents of inappropriate behaviour and attitude to school will improve	Continue Lunchtime Nurture Club for children who struggle with their behaviour at play and lunchtimes Lunchtime Nurture Club  Time with SLT adult Pupil Voice Group	We know that some of our children with funding receive the majority of their behaviour incidents at play and lunchtime. This has an adverse effect on their afternoon learning and impacts on their progress in the classroom or during any additional intervention.	Provide training on social skills. Organise timetables to ensure staff delivering provision have sufficient preparation and delivery time.	L Dalmedo	Dec 2019 Feb 2020 May 2020 July 2020
Pupils eligible for PP funding have higher rates of attendance	SEAAS attendance service will target this group of learners with a target of 97%	We know that our two most vulnerable groups for attendance are PP and SEND. Additional support, communication (through PP Mentors) for these children and their families will increase attendance.	Bi-weekly meetings with SEASS to review family targets  Termly report given to HT	R Doughty	On-going
Parents will have an increased awareness of their children's learning	Time with SLT adult Pupil Voice Group  Time for JS to record the pupils responses and communicate electronically with parents	We know that pupils eligible for PP funding can receive less emotional support at home and sometimes parents have a negative view of school.  We want to improve the engagement of parents so that they feel more involved in the education of their children and know the next steps to support their learning.	Once termly meeting for Pupil Voice Record logs filled in Electronic communication with parents Increased attendance of Parents' Evenings	J Smith	On-going
<b>Total budgeted cost</b>					£15,000

### iii. Other approaches

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?
Improve punctuality rates for pupils eligible for PP funding	Provide a free breakfast club for funded pupils to begin at 7:45 daily	We know that providing a healthy breakfast in a calm, well supported environment will promote learning	Provide training on social skills. Ensure breakfast club staff have the time to plan and resource their club.	R Doughty	On-going
Private tutoring	Provide tutoring for selected pupils	EEF Toolkit shows increased rates of progress from 1:1 tuition.	External provider employed for targeted pupils	J. Smith	Dec 2019 Feb 2020 May 2020 July 2020
Parent's feel supported by the school	To help parents buy uniform and pay for trips Free milk for PP children	If children's basic needs are being met they are better able to be focussed on learning. If parent's are supported with paying for trips then they will have less financial concerns	We will sensitively offer support to parents at an agreed budget All uniform purchases and support with trips to be recorded	J Smith K Garnett R Doughty	On-going
<b>Total budgeted cost</b>					£10,000

6. Review of expenditure				
Previous Academic Year		To be completed July 2020		
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
A. Improved attainment results at the end of KS1 at ARE and GD for PP pupils in RWM	Provide dedicated adult support through carefully chosen interventions	No year-end data available due to Covid19	A) This approach will continue: Intensive intervention in the area of reading fluency is required for our lowest 20% of readers. More accurate entry and exit assessments are required for the measuring the impact with accuracy.  SLT to consider buying into a reading recovery Programme with Government catch up funding as a result of COVID-19.	£17 000
B. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment (in reading and writing)	Provide dedicated adult support through carefully chosen interventions	No year-end data available.	B) This approach will continue: Investing in a narrower range but evidence based offer of interventions will enable a more rapid rate of progress. e.g. Accelerated Reader, Project X Code	
C. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment (in maths)	Provide dedicated adult support through carefully chosen interventions	No year-end data available.	C) This approach will continue: Investing in a narrower range but evidence based offer of interventions will enable a more rapid rate of progress. e.g. Numbers Count, First Class @ Number	
ii. Targeted support				
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
Pupils eligible for PP funding attitudes to school and learning will improve	Continue in-house counselling service	Trust counsellor has been a great success. Feedback from entry and exit assessments, along with pupil and parental feedback across the schools in the trust has been very pleasing.	We will continue with this approach.	
Pupils eligible for PP funding have fewer incidents of inappropriate behaviour and attitude to school will improve	Lunchtime club Nurture group	Lunchtime club and nurture group has a significant impact on the number of incidents of inappropriate behavior.	We will be looking to further link the Lunchtime provision with the afternoon provision to share best practice. The involvement of parents is the next step – along with trips to a working farm to teach the children animal care skills.	

Pupils eligible for PP funding have higher rates of attendance	SEEAS intervention	<p><b>NB: Attendance data has been carried out and compared using Sept to March 2019 and Sept to March 2020 – this is due to the impact of COVID 19.</b></p> <table border="1" data-bbox="712 150 1205 448"> <tr> <td>Average % attendance Sept to March 2019</td> <td>95.7</td> <td></td> </tr> <tr> <td>Average % attendance Sept to March 2020</td> <td>91</td> <td>4.7↓</td> </tr> <tr> <td>% of PP children with dual vulnerability (SEN/AEN)</td> <td>50</td> <td></td> </tr> <tr> <td>% of PP children &amp; their families receiving pastoral support</td> <td>60</td> <td></td> </tr> <tr> <td>% of PP children requiring SEASS intervention</td> <td>27</td> <td></td> </tr> </table> <p><b>Rationale:</b> This year, our focus has been on 22 PP children. It is important to highlight that these 22 children equate to just 15 families.</p> <p>The vast majority of the children whose attendance improved this academic year in comparison to last year are those where there is only one pupil attending the school. The figures begin to decline when there are 2 or 3 siblings attending.</p> <p>Of the 7 families where attendance has declined this academic year, 6 of them have received support from the pastoral team at some point between Sept 2019 and March 2020. These families will be closely monitored next year.</p> <p>With the departure of previous Inclusion Manager, evidence has been unobtainable.</p>	Average % attendance Sept to March 2019	95.7		Average % attendance Sept to March 2020	91	4.7↓	% of PP children with dual vulnerability (SEN/AEN)	50		% of PP children & their families receiving pastoral support	60		% of PP children requiring SEASS intervention	27		Inclusion Manager attended meetings where necessary and this certainly had a positive impact. This strategy will continue.	
Average % attendance Sept to March 2019	95.7																		
Average % attendance Sept to March 2020	91	4.7↓																	
% of PP children with dual vulnerability (SEN/AEN)	50																		
% of PP children & their families receiving pastoral support	60																		
% of PP children requiring SEASS intervention	27																		
Parents will have an increased awareness of their children's learning	Pupil Voice group		This approach will continue. The re-introduction of Pupil Premium Champions would be beneficial in order to reduce the load on the Inclusion Manager in gathering this information. PP parent coffee mornings is an option to consider going forward.	£15 000															

<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>

Improve punctuality rates for pupils eligible for PP funding	Free Breakfast Club	Average % late before registers close March 2019	1.7		SLT to consider alternative approaches to ensure a decrease in this figure occurs in 2019/2020, particularly in light of the schooling missed due to COVID-19.	
		Average % late before registers close March 2020	1.8	0.1 ↑		
Private tutoring	Private tutoring	<p>Relatively the same results this year which means we are maintaining our high standards in terms of punctuality. Being greeted by Senior Leaders in the morning and noticed if arriving late most certainly has a positive impact.</p> <p>This continues to work well. Pupil and parent feedback is very positive. 95% of children reached their SMART targets set by the tutor at the entry stage of their tuition.</p>			<p>Provision to continue.</p> <p>A more formal pro- forma to measure progress using whole school entry assessments to be adopted this year along with a tuition report to parents as part of the above objective relating to the increasing parental awareness of their children's learning.</p>	£10 000