



Pupil Premium Strategy 2024-2027

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	438
Key Group demographics for CSA	
PP (175)	40%
Ever 6 FSM (177)	40%
FSM (177)	40%
Forces (2)	>1%
Disadvantaged (180)	41%
EAL (60)	14%
SEND - EHCP/SEN Support (103)	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1: 2024/25 Year 2: 2025/26

	Year 3: 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs H Wilkinson
Pupil premium lead	Mr Tim Sandercombe
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	238,280
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	238,280

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 Improvement 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. We understand that High Quality teaching has been proven to have the greatest impact on pupil attainment, and as such, it is intrinsically linked to all aspects of this strategy, as well as the school's SIP.

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.

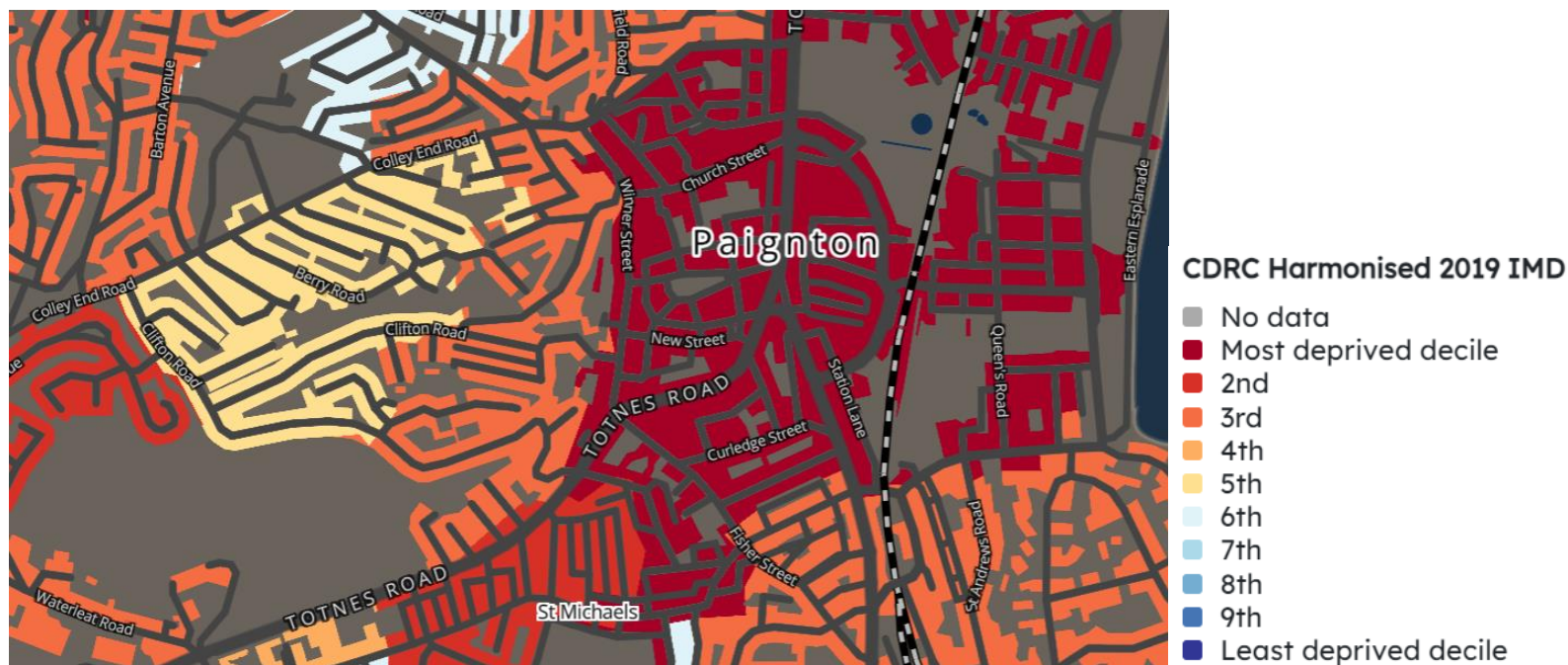
Our decisions, regarding the range of support we provide, are linked to the findings of research bodies like the EEF, our own on-going analysis of pupil data and our understanding of the barriers which may affect our pupils' learning. Our support for pupils aligns itself with the DfE's Menu of Approaches,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

Curlidge Street Academy is located in Paignton in the South West of England and has recently joined the Thinking Schools Academy Trust (September 2023). Most 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 06/12/24.

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 Pupil Premium pupils and their peers, in writing, between YR-6, so that they may achieve commensurate outcomes (2024 national KS2 writing data = 72% at EXS, CSA KS2 writing data for non-PPG pupils = 77% and for PPG pupils = 58% at EXS).
2	Through the analysis of end of Key Stage data, in-school summative assessment, and Fresh Start data, it has been identified that Pupil Premium pupils achieving the EXS in reading, compared to the national average, is above 10% lower.
3	Based on formative and summative assessments, alongside observations in class and moderation of work, EAL pupils, compared to their non-EAL peers, are 50% less likely to meet the expected end of Key Stage 1 standards in writing.
4	Increase engagement of Pupil Premium pupils in extracurricular clubs, and other rich experiences in school life, to broaden their experiences and develop higher aspirations.
5	Through observations and discussions between pupils, parents and school, it has been identified that the social, emotional and mental wellbeing of our pupils and parents continues to require high levels of support.

Intended outcomes

This explains the outcomes we are aiming for **during, and 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 Pupil Premium pupils, helps to increase the percentage of those reaching the Expected Standard in writing.	Writing attainment, for Pupil Premium pupils in KS1, has increased by 6% working at, or above, EXS. Writing attainment, for Pupil Premium pupils in KS2, has increased by 12% working at, or above, EXS.	July 2025 July 2026

		Writing attainment across YR - 6, for Pupil Premium pupils, has increased by 8% working at, or above, EXS.	July 2026
2	Targeted interventions and High-Quality Teaching, that support identified groups of Pupil Premium pupils, helps to increase the percentage of those reaching the Expected Standard in reading, by the end of KS2.	Reading attainment, for Pupil Premium pupils in KS2, has increased by 10% working at, or above, EXS. Reading attainment, for Pupil Premium pupils in Y6, has increased by 7% working at, or above, EXS.	July 2026 July 2025
3	EAL pupils, in KS1, close the gap in writing compared to their non-EAL peers.	The number of EAL students achieving the Expected Standard, in writing, in KS1, increases by 10%	July 2026
4	A larger percentage of extracurricular clubs, and experiences, are attended by Pupil Premium pupils.	Percentages, in attendance registers of clubs, continue to show a higher proportion of Pupil Premium pupils attending.	July 2025
5	Observations, discussions and online data show a decrease in the number of pupils and parents accessing support for wellbeing services.	Through pupil voice, surveys, parental consultations, CPOMS and Seesaw, access to Mental Health and Wellbeing services in school is shown to have decreased.	July 2026

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £116,590

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<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 - RWI consultant support termly - Fresh Start Lead 	The current system in school is a successful model - recently 83%* 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.	1, 2, 3

<ul style="list-style-type: none"> - Regular CPD for staff - both initial training for new tutors, and refresher twilights for existing tutors. Twilight time addresses RWI and Fresh Start 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 - Online data tracker for targeted interventions - Small, targeted groups for intervention 	<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.’ +5months</u> <i>* Based on Year 1 phonic screening, Summer 2024</i></p> <p><u>EEF publishes independent evaluation of Read, Write, Inc.... EEF</u></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><u>EEF: ‘Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.’ +6months</u></p> <p>It has been identified that as children continue to progress through the school, a synthetic phonics program is still needed to address gaps in understanding, and to support in the reduction of a ‘reading gap’ between PP and non-PP pupils. We understand that, for this to be successful, the successful model in early reading must be adopted. Therefore, a Fresh Start lead, quality teaching and resources, as well as data-driven targeted groups, all contribute to our school’s approach to supporting reading in KS2.</p> <p><u>Read Write Inc. Phonics and Fresh Start - trial EEF</u></p> <p><u>Fresh Start - trial EEF</u> - a study conducted over 2 years, with a small trial group, that shows the potential for a +3 months gain in learning</p> <p><u>Microsoft Word - phonics report.doc</u> - an independent study on synthetic phonics that showed word reading to be 3yr 6months to those not taught by a synthetic phonics approach</p>	
<p>*Quality teaching of writing</p> <ul style="list-style-type: none"> - 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 	<p>Impact of COVID has shown a decrease in writing attainment across the school (and nationally) and the gap has widened between PP and non-PP. As a school, we have analysed the reasons behind this and have identified spelling, handwriting and the modelling of key stages within the literacy sequences as our main areas for development. We are using Devon Education - specialist support in school improvement - and their specific planned writing sequences as a platform. Alongside this, we are using targeted handwriting and spelling groups to improve the retention, and attainment of pupils in writing.</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> - Babcock moderation subscription - In-house staff CPD - lead by English Lead - RWI Spelling Package - Adapted learning - School-based tutoring, delivered by trained tutors (Recovery funding) 	<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><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><u>Literacy KS1 Guidance Report 2020.pdf</u></p> <p><u>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</u></p> <p><u>Teacher Feedback to Improve Pupil Learning.pdf</u></p>	
<p>*Targeted writing intervention groups</p> <ul style="list-style-type: none"> - Phase 2 and 3 AHTs (TS and KH) working with specific children, in years 3-6, to support writing attainment. - In-class writing group support 	<p>Following summative and teacher assessments, which identified areas for development in writing within KS2, the decision has been made to utilise the expertise of AHTs to support specific groups of individuals, in writing, to improve their attainment.</p> <p>EEF: Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2 months</p> <p>EEF: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months</p> <p><u>Teacher Feedback to Improve Pupil Learning.pdf</u></p>	1, 2, 3
<p>*Curriculum Tools</p> <ul style="list-style-type: none"> - A plethora of online subscriptions to support the teaching and learning of core subjects - A range of evidence-based, and DfE recommended, schemes of work for foundation subjects based on school/ community context 	<p>New curriculum schemes have been adopted as an approach to strengthen pupil's foundation subject knowledge over the past 18 months. 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, through sequenced learning, retrieval opportunities and spaced learning.</p> <p>The school's teaching and learning lead, in consultation with subject leads, regularly monitors the efficacy and effectiveness of these programs, with feedback from teachers forming the schools continued buy-in to each subject's scheme.</p> <p>(See list below for schemes used)</p>	1, 2, 3

<p>*Metacognitive Strategies</p> <ul style="list-style-type: none"> – Through tools, such as thinking hats and maps, metacognitive strategies are built into the curriculum – Support from TSAT in implementation of metacognitive strategies – Metacognition working group to implement changes across the school 	<p>As our school have joined the Thinking Schools Academy Trust, we have embarked upon our journey to make pupils fluent in metacognitive thinking. We know that there is a host of evidence, for various aspects of metacognition, that have proven outcomes, and we will sustain our journey toward Thinking School accreditation by implementing several key metacognitive skills from the trust’s core principles. The tools and strategies we will provide pupils with are there to support their self-learning and their ability to retain what has previously been taught to develop their understanding based on prior knowledge.</p> <p>EEF: Metacognition and Self-learning Toolkit – the toolkit states, that in the prime conditions, metacognitive strategies can yield a +7 months gain in learning. We recognise that this is not possible in our setting and is too varied. We plan to implement specific strategies, in-line with TSAT, to support our pupil’s learning.</p> <p>Metacognition and self-regulation EEF</p> <p>EEF: Metacognition and Self-learning Teacher Guidance EEF Metacognition and self-regulated learning.pdf</p> <p>EEF Blog: using ‘anchor’ sheets to retain key knowledge EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF</p> <p>EEF Blog: Metacognition hidden in plain sight - ‘our teacher habits (modelling) matter’ EEF blog: Metacognition – Is it hidden in plain sight in the... EEF</p> <p>TSAT Website (metacognitive thinking) Thinking Schools, TSAT Trust</p>	<p>1, 2, 3</p>

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

Budgeted cost: £40,732

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 - 1:1 and small group interventions targeting those that did not pass the PSC in Phase 2 - Freshstart - year 4/5 & 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. Those who are unsuccessful when sitting the Phonics Screening Check are then identified for 1:1 support. During RWI cycles, pupils are frequently monitored and assessed, to determine whether additional intervention is needed, either on a 1:1 basis or as part of a small group.</p> <p>Alongside this, as part of our analysis, teachers speak with SLT regarding pupils that may benefit from additional academic clubs (such as maths club, homework club etc), as well as identifying key groups of pupils with whom conferencing is a key component of their progression within a subject.</p> <p><i>EEF: 'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.'</i> +6months</p> <p><i>Third Space Learning article on the effectiveness of interventions (with a focus on post-COVID catch-up):</i> The Most Effective Intervention Strategies For Schools</p>	<p>1, 2, 3</p>
<p>*Targeted Nurture interventions</p> <ul style="list-style-type: none"> - Lego therapy - Based on identified needs of children in Years 1 and 2 (through Boxall profiles) - enhanced nurture support provided through a network of trained adults and interventions to develop their self-esteem, self-regulation and well-being. - Year 5/6 Nurture provision group - Drawing and Talking - ELSA - The Reef (SLD provision) - Sensory circuits - Early bird check-ins 	<p>EEF: Social and emotional learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p> <p>EEF: Social and emotional learning guidebook: EEF Social and Emotional Learning.pdf</p> <p>EEF project charting the impact of social and emotional changes, in Reception, post-COVID: The impact of the COVID-19 pandemic on children's... EEF</p> <p>Devon County Council toolkit of interventions for SEL (some applied by CSA): Toolkit of evidence-based interventions to promote inclusion of children with SEMH needs - Support for schools and settings</p> <p>The impact of Nurture (Nurture UK): The impact of a whole-school approach to nurture - nurtureauk</p>	<p>5</p>

<p>*Targeted Pastoral Interventions</p> <ul style="list-style-type: none"> - Self-esteem and self-regulation - Social skills - Empathy - E-safety - Diversity and Equality <p>As identified within the schools SIP, the Pastoral team provides on-call, and targeted, behaviour support for the regulation of pupils with IBPs and SEN.</p>	<p>Independent report on the impact of nurture groups in education: Developing successful learners in nurturing schools: the impact of nurture groups in primary schools</p>	
<p>*Speech and Language Intervention</p> <ul style="list-style-type: none"> - Dedicated HLTA lead - Speech and Language support across the school, based on gaps identified through assessments and RWI 	<p>EEF: ‘Children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.’ +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>*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 - Resources for school library 	<p>Accelerated Reader is a proven reading tool that has been used, in schools, effectively, for several 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> <p>EEF Reading Comprehension Toolkit +6 months (if strategies are taught explicitly – pupils at CSA are taught the skills for comprehension through guided reading sessions, which is then applied to AR quizzing): Reading comprehension strategies EEF</p> <p>EEF trial on Accelerated Reader: Accelerated Reader - second trial EEF</p> <p>This trial showed little impact, in months gained, between FSM pupils and non-FSM. However, the data set was not entirely comparable to our setting, and the trial only looked at pupils beginning AR from Year 5 onward. Pupils at CSA will be assessed onto AR, when ready, which</p>	1, 2, 3

	<p>can be as early as Year 1. In the first edition of the trial, when followed robustly, it was shown that AR could make as much as 5 months additional reading age.</p> <p>EEF blog: Accelerated reader – what does the research tell us? EEF (EEF evaluation of the AR trial).</p>	
<p>*Tutoring (recovery catch-up)</p> <p>As listed above, the school utilise the recovery catch-up funding to run interventions led by trained tutors for the following:</p> <ul style="list-style-type: none"> - 1:1 Phonics and Reading support in Phase 2 - Fresh Start reading intervention Phase 3 - Writing support across KS2 - Maths tutoring Phase 3 - SALT across the school 	<p><i>EEF: Small group tuition enables the teaching to focus exclusively on a small number of learners.</i></p> <p>We understand the impact that small group tuition can have on individuals. Using the small group approach (sometimes even on a 1:1 basis) we afford pupils the opportunity to have targeted, focused intervention, often outside of the classroom, from trained tutors. These interventions focus on key areas of learning that have been identified through data and evidence. Typically, the tuition is used to address gaps in pupils' Early Reading development, however it can also be used as a method for delivering challenging skills across a range of academic areas.</p>	1, 2, 3

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

Budgeted cost: £80,958

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 	<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>See above for Nurture evidence.</p>	5

<ul style="list-style-type: none"> - DSL and DDSL working closely with vulnerable families - Use of CPOMS to monitor and support safeguarding concerns 		
<p>*Extracurricular experiences</p> <ul style="list-style-type: none"> - Variety of educational visits (and visitors) on offer, with reduced rates for PP children. - Free, and reduced fees, extra-curricular clubs in sports and arts. - Two specialist PE coaches, as well as external experts (i.e. cricket and basketball coaches) offering high-quality extracurricular provision. - Sporting Festivals - Subsidised Year 4 and 6 residential experiences 	<p>Educational visits enrich our curriculum and form a vital part of its appeal. We are also aware of the impact extracurricular activities can have on the lives of our pupils. Therefore, we strive to make these experiences as accessible as possible for our PP children.</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>	4, 5
<p>*Attendance</p> <ul style="list-style-type: none"> - Attendance officer and Senior attendance champion - A* attendance system for monitoring attendance - Subsidised Prizes for attendance winners - Daily breakfast club with reduced fees for PP children 	<p>EEF: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months</p> <p>Attendance reviews from the EEF:https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	5
<p>*Seesaw/Famly</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. 	<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>Seesaw is utilised in teaching and learning - supporting quality teaching in the first instance. EYFS uses the application for remote learning due to its ease-of-use and high level of parental engagement.</p> <p>The app is also used for parental communication.</p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> - Focus on parental empowerment - giving parents the tools they need to support their children at home. - Teaching and learning tool in the classroom 		
<p>*Extracurricular experience - music</p> <ul style="list-style-type: none"> - Music clubs run by specialist music teacher - Subsiding peripatetic teaching - Part-funded music trips and productions - Rocksteady music sessions 	<p>EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months</p> <p>A study showing that early exposure to music (particularly rhythmic elements) supported future academic progress: Long-Term Impacts of Early Musical Abilities on Academic Achievement: A Longitudinal Study - PMC</p> <p>Further study into the impact of music on academic attainment (showing positive outcomes, albeit not wholly robust): (PDF) The Impact of Music on Childhood and Adolescent Achievement</p>	4, 5
<p>*Health and fitness</p> <ul style="list-style-type: none"> - Target inactive children for healthy body happy mind intervention - Sports festivals at partner secondary school - Sports clubs run by PE lead and PE coaches 	<p>We realise that healthy living, and sporting competitions are key building blocks to engaged, motivated learners with positive mental health. We therefore run weekly interventions, sports teams and half-termly sports festivals to aid in the development of these areas.</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> <p>EEF Physical Activity Toolkit +1 month: Physical activity EEF</p> <p>A review into the impact of competitive sport on pupils' health and wellbeing: A 20review 20of 20literature 20The 20impact 20of 20competitive 20school 20sport 20on 20students E2 80 99 20academic 20performance 20within 20school.pdf</p>	4, 5

Total budgeted cost:

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 2023 to 2024 academic year.

Overview:

The Pupil Premium Strategy, for the previous academic year (23/24), has proven that the spending of the pupil premium grant has targeted specific areas of need, and has aimed to address gaps in our most vulnerable pupils, holistically – with particular emphasis, and recognition, attributed to the Pastoral and Nurture provision within CSA. Academically, the spending of the pupil premium grant has been fully justified, with positive outcomes in statutory assessments across the school. We continue to witness the long-lasting effects of COVID in our pupils, with speech and language issues, mental health concerns and overall lower attainment levels becoming increasingly prevalent.

Areas for development continue to be identified by all stakeholders within the school, with a specific need to target Literacy (broken down into reading, vocabulary, spelling, composition, speech and language concerns and the support given to EAL pupils) highlighted as a continued emphasis from the previous academic year. Whilst, as a school, we recognise that literacy is a national concern, attention in the 23/24 year specifically targeted key areas of high-quality teaching (the modelling phase of writing sequences) as a strategy to improve pupils' attainment in literacy. The benefits of this can be seen in the statutory assessment data for Year 1, 2 and 6. We recognise that there are still areas for development, and acknowledge the growing barriers faced by pupils, but continue to collaborate and focus our attention on interventions that will allow our pupils to achieve success throughout their learning journey at CSA.

Attendance:

As a school, attendance figures show that our disadvantaged pupils are still missing too many days out of education (through sickness, bereavements and mental health concerns) but there have been improvements in all areas, due to the continued efforts of our attendance officer, attendance program and attendance awards, which can be seen below:

40% of Y1-6 PPG children had 96% or above attendance. 60% below that. (increase of 1% on previous year)

Double-disadvantage (PPG/SEND) 32% at 96% or above (2% decrease on previous year)

Double-disadvantage (PPG/EAL) 23% at 96% or above (3% decrease on previous year)

Persistent absences (10% or more sessions missed) reduced to around 14.4%, as a school, which was 1.8% lower than national for the 23/24 academic year. Of the 48 pupils this accounted for, 65% of them were PP children.

Interventions:

Many of the interventions implemented in the previous academic year have been highly successful. Continued success has been seen in our evidence-based RWI intervention. It's robustness and targeted nature have continued to support our disadvantaged pupils in addressing gaps in their phonetical knowledge. This is evident in our PSC data. Over the previous year, two of our AHT have run writing groups in years 2, 5 and 6, which has supported the progress of pupils, and their literacy skills, within these year groups. We are aware that – based on evidence – small groups can have a positive impact on pupils' progress and therefore will continue to implement this strategy in the following year. Mirroring this, our offer of smaller groups in KS2 maths (through our specialist maths teacher) will continue to operate, as the measurable outcomes it produces continue to remain high.

Our pupil's holistic learning has been supported highly successfully by our pastoral interventions in e-safety, self-esteem, social skills, empathy, and NURTURE support. Whilst these interventions do not show on statutory data, their impact for our demographic, and the results of pupil surveys, show positive outcomes. As part of our wider strategies, PP pupils have been supported across a range of trips and residential, as well as our continued sports and arts extra-curricular offer, which has seen regular attendance by PP pupils. We know that these strategies have a lasting impact on our most vulnerable pupils and will continue to embed them as part of the Pupil Premium Strategy.

The validity, and effectiveness, of some interventions implemented in this cycle, and their impact on pupil progress, remains under scrutiny. Each aspect of the strategy will be assessed in the upcoming year, and each intervention's worth will be robustly monitored.

Data:

Phonics Screening Check:

2023/24

95% of our PP children (19 in cohort) passed their phonics screening check, with 77% non-PP children (35 in cohort) passing (+18% for PP). The difference may causally be attributed to the fact that all of those non-PP children, who did not pass, were either EAL or SEND. However, the positive outcome for PP children may reflect the substantive efforts put in, through interventions, that were identified in conjunction with class adults and as part of this PPG strategy.

Of our 16 Year 2 retakes, for the phonics screening check, 40% of our PP pupils passed (2/5 pupils, with 1 pupil not sitting the assessment), compared to 64% non-pp children passing (7/11 pupils, with 1 pupil not sitting the assessment). All the pupils that did not pass their retake, in Year

2, were either SEND or EAL. Efforts to address and overcome these barriers will continue to be an ongoing area for development for this PP Strategy, and the school's SIP, with early intervention looking to start in the Autumn term of 24/25.

Y2 SATS data

Pupil Premium children (15/44) meeting the expected standard, or above, for SAT TA in 2023/24:

Reading: 69%

Writing: 53%

Maths: 64%

Non-PP children (29/44) meeting the expected standard, or above, for SAT TA in 2023/24:

Reading: 50%

Writing: 38%

Maths: 40%

These results show a 'buck-trending' anomaly between the disparity of PP and non-PP pupils: Reading (+19%), Writing (+15%) and Maths (+24%). Of the 15 pupil premium pupils within this cohort, it consisted of 4 pupils working outside of their Key Stage levels. Of those 29 non-pp pupils within the cohort, 7 pupils were working outside of their Key Stage levels. Whilst this cohort show a reversal of the 'usual' trend in PP/Non-PP disparity, it should also be noted that considerable efforts were put in to address gaps within this cohort. Small writing groups, targeted reading intervention and holistic nurture support were all key factors attributed to this cohort's success. Our aims as a school will be to continue to support our most vulnerable pupils, in this manner, so that we may continue to develop their key core skills.

Y6 SATS data

Pupil Premium children (24/59) meeting the expected standard, or above, for Year 6 SATS in 2023/24:

Reading: 75%

Writing: 58%

Maths: 79%

Non-Pupil Premium children (35/59) meeting the expected standard, or above, for Year 6 SATS in 2023/24:

Reading: 80%

Writing: 77%

Maths: 94%

These results show a small disparity between PP and non-PP pupils in Reading (-4%) and larger gaps in Maths (-15%) and Writing (19%). These data sets highlight the need for continued intervention to target the challenges in this PPG Strategy as a whole-school approach, for long-term success.

It is noted that converse to the attainment figures, the progress data for PP pupils, between their data in Year 2 and Year 6, shows the impact that whole-school interventions have had. Those figures are:

Reading: (+22% above average progress, for the PP pupils, from Year 2 to Year 6)

Writing: (+11% above average progress, for the PP pupils, from Year 2 to Year 6)

Maths: (+28% above average progress, for the PP pupils, from Year 2 to Year 6)

For clarity, and comparison, it should also be noted that the data for our Pupil Premium pupils, compared to national, was very positive:

Reading: 74% (CSA +1%)

Writing: 72% (CSA -14%)

Maths: 73% (CSA +6%)

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
Power Maths (ActiveLearn)	Pearson Education
Complete P.E	CompletePE
Kapow Primary (DT, Art, MFL, PSHE)	Kapow Primary
Collins Connect (Snap Science)	Harper Collins
RWInc	Ruth Miskin
FreshStart	Ruth Miskin
Accelerated Reader	Renaissance Place
Insight Data tracking System	Hodder Ltd
A Star attendance	A Star Attendance Solutions

NB: * indicates those activities approved in the PP Guidance document “Menu of Approaches”