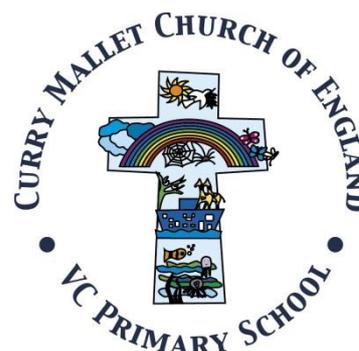


Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Curry Mallet Church of England VC Primary
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicola Stoddart, Headteacher
Pupil premium lead	Nicola Stoddart, Headteacher
Governor / Trustee lead	Crissie Osbourne, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£616
Pupil premium funding carried forward from previous years	£7,781
Total budget for this academic year	£31,262

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas, whatever their individual needs or academic ability. Our school vision is that every child should be able to and given opportunity to ‘Live life in all its fullness’ and our Pupil Premium Strategy supports this vision.

Quality first teaching, targeted academic support and enhancement of pupil well-being for all is at the heart of our approach, with a particular focus on areas in which disadvantaged pupils require additional support. Our strategy aims to benefit both disadvantage and non-disadvantaged pupils in our school, closing any attainment gaps for all.

Our strategy is also integral to wider school plans for education recovery, to include: targeted support with for pupils whose education has been worst affected by partial school closures, including non-disadvantaged pupils; and also to include support for the social and emotional mental health of all our pupils to enable them to flourish.

This strategy is informed by robust diagnostic assessment of both academic (to identify gaps in learning and to identify any child who is not making good progress) and social emotional need with particularly awareness of the impact of partial school closures.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
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1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations.</p>
2	<p>Our assessments, including the Somerset wellbeing survey and Pupil Attitudes to School & Self survey, alongside observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and impact on their attainment.</p> <p>Requests for additional support with social and emotional needs has increased significantly during the pandemic. Children are receiving both individual and small group interventions. 66% of PP children have benefitted from this support during the last year.</p>
3	<p>Children's reading at home and reading for enjoyment in school has significantly declined since the pandemic. We have seen a noticeable decline in reading for pleasure over the period of partial school closures.</p>
4	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <p>Disadvantaged: 90.41 %</p> <p>Non-disadvantaged: 96.52 %</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below average (66% below ARE in UKS2)</p> <p>Early Years Foundation Stage Profile for end of academic year 2019-2020 highlights number as area to improve.</p>
6	<p>75% of our PP children this 2021-2022 academic year are in Upper KS2 in one mixed year group (Y5 & Y6) class. 43% of pupils in Year 6 are disadvantaged.</p>

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
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 76% of disadvantaged pupils met the expected standard.</p>
<p>Reading for pleasure has significantly increased.</p>	<p>Whole school culture of Reading for Pleasure is evident within qualitative data from pupil voice, pupil, parent and staff surveys and observations.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 76% of disadvantaged pupils met the expected standard.</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: £15,011.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA (QTS) employed to support quality first teaching in upper KS2	<p>Quality first teaching</p> <p>EEF: This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>EEF research: Collaborative learning +5mths Feedback +8 mths</p>	1,3,4,5,6
Purchase of standardised diagnostic assessments.	<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1,5,6
Priority given to Reading for Pleasure development program, supported by St Peter's School English hub, to include staff training, release time for English Lead and purchase of additional high quality reading books for both li-	<p>Evidence:</p> <p>Reading for pleasure has multiple benefits to include: wider vocabulary and knowledge, enriched imagination and more developed narrative writing. (Senechal et al,2018)</p> <p>PISA & PIRLS surveys: RfP- independent choice reading is a strong</p>	1,2,3,4

<p>brary and class use. Funding allocated to support Reading for Pleasure strategic action plan.</p>	<p>predictor of reading attainment. (<i>Professor Teresa Cremin</i>)</p>	
<p>Purchase of additional phonically decodable reading books which have fidelity to our SSP reading scheme (Letters and Sounds) supported by ongoing engagement with St Peter's School English hub</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and supported by the Boolyan maths hub.</p> <p>We will fund teacher release time to continue with sustaining phase of teaching for mastery with the Boolyan Maths hub to embed key elements of teaching for mastery and use of manipulatives to improve reasoning.</p> <p>Maths Lead release time to support the use of Ready to Progress support materials.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,5,6</p>
<p>Improve the quality of well-being and mental health of all.</p> <p>Well-being and mental health approaches will be embedded into our curriculum to include Forest school, PSHE- JIGSAW and Life Lessons. SENDco time to support professional development and training for staff. ELSA training for new member of staff.</p>	<p>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)</p>	<p>1,2,4,6</p>

<p>CPD to improve creativity and arts curriculum offer in order to build young people's confidence, character and resilience through creativity.</p> <p>Support the health and wellbeing of pupils through arts and culture.</p> <p>Access support and CPD from SPEADA Artsmark with intent to improve well-being for all.</p>	<p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,4,6

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

Budgeted cost: **£13,773**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for identified children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Supported by SENDco	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Individualised literacy intervention for those identified by SENDco	In school data shows rapid progress using this program.	

<p>Additional TA hours allocated to deliver in school tutoring</p> <p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, 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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,477.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school community involvement with developing Anti-Bullying – United Against Bullying approach</p> <p>Whole staff training on behaviour management and anti-bullying 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>	1,2
<p>Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

<p>Improve Social Emotional and Mental Health of pupils and staff. Engagement with, training (DfE funded) and dissemination of Mental Health in schools Lead training and identified actions</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Reduce costs of residential trips and educational visits. Encourage and support all disadvantaged children to attend a variety of extra-curricular clubs and activities.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months</p>	<p>2,4,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 31,262.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous academic year in key areas of the curriculum.

KS2 Internal Teacher Assessment Y6		R	W	M
Summer 2020		100%	100%	100%
Summer 2021		66%	33%	66%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning for all children. The data was also impacted by special educational need. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the extent that we had intended.

The impact was mitigated by our commitment to maintain a high quality curriculum, and teaching via Google Classroom as an online learning platform during periods of partial closure. Teaching was delivered by our own teachers recording lessons and with the use of other online quality resources such as those provided by Oak National Academy. Chromebooks to use for home learning during partial school closures were made available to all of our disadvantaged children as a priority.

Although overall attendance in 2020/21 was in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers. Attendance of disadvantaged pupils continues to be a priority.

Qualitative evidence shows that individualised interventions, such as 1:1 support and Forest School proved to have a very positive impact (as evidenced in PEP).

Our assessments and observations and pupil surveys (PASS and Somerset Well-being Survey) indicated that pupil behaviour, wellbeing and mental health were

significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly apparent for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and in particular ELSA support as a targeted intervention for disadvantaged children where required. We are continuing with and building on that approach throughout this academic year.

Reduced cost for residential trips, educational visits and school clubs was planned as research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers.

EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months. However the impact of school closures and Covid restrictions has meant that planned expenditure in this area is now carried forward to this academic year.

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:

- Use of a vulnerability tracker to monitor and evaluate impact.
- 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 and attendance. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate activities such as lunch time clubs and Forest School and Life Lessons.