



Pupil Premium Strategy 2025-2028

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	428
Key Group demographics for CSA	
PP (189)	44%
Ever 6 FSM (183)	43%
FSM (183)	43%
Forces (2)	>1%
Disadvantaged (184)	43%
EAL (56)	13%
SEND - EHCP/SEN Support (106)	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1: 2025/26 Year 2: 2026/27

	Year 3: 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss Keira Hayden
Pupil premium lead	Mr Tim Sandercombe
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,765
Early Years Pupil Premium Funding	24/25 (£3,900) 25/26 TBC
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	£228,765 + EYPP

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.

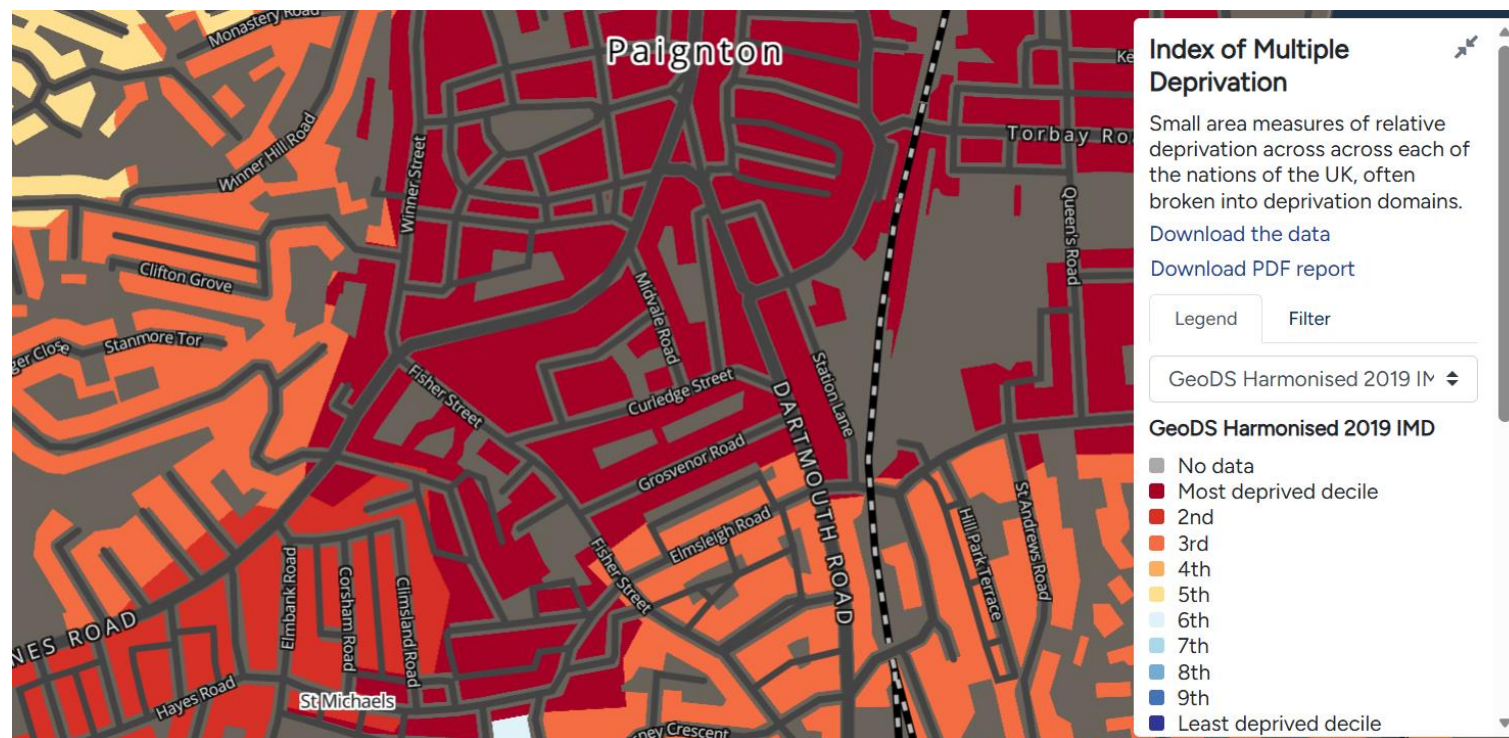
Our decisions, regarding the range of support we provide, are linked to the findings of research bodies like the EEF, our own on-going analysis of pupil data and our understanding of the barriers which may affect our pupils' learning. Our support for pupils aligns itself with the DfE's Menu of Approaches,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

Curledge Street Academy is located in Paignton in the South West of England and is part of the Thinking Schools Academy Trust. 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 12/11/2025.

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: 2025 national KS2 writing data (disadvantaged)= 59% at EXS, CSA KS2 PP writing data = 52%, CSA non-PPG pupils = 69% at EXS
2	Through the analysis of end of Key Stage 2 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 5% lower. In-school comparative data, between PP and non-PP students, achieving the EXS in Reading, at the end of KS2, showed a gap of 33%.
3	Based on data analysis from EYFS, alongside observations in class, moderation of work and regular pupil progress discussions, the Early Oracy needed by our Pupil Premium pupils, to achieve the expected standard in their 'speaking' ELG, and directly linked to the composition of sentences, is comparatively lower than non-PP pupils (-15%), resulting in an attainment gap.
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	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: 2025 national KS2 writing data (disadvantaged)= 59% at EXS, CSA KS2 PP writing data = 52%, CSA non-PPG pupils = 69% at EXS	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 7% working at, or above, EXS. Writing attainment across YR - 6, for Pupil Premium pupils, has increased by 9% working at, or above, EXS.	July 2026 July 2027 July 2028
2	Through the analysis of end of Key Stage 2 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 5% lower. In-school comparative data, between PP and non-PP students, achieving the EXS in Reading, at the end of KS2, showed a gap of 33%.	Reading attainment, for Pupil Premium pupils in KS2, has increased by 7% working at, or above, EXS. Reading attainment, for Pupil Premium pupils in Y6, has increased by 10% working at, or above, EXS.	July 2027 July 2026
3	Based on data analysis from EYFS, alongside observations in class, moderation of work and regular pupil progress discussions, the Early Oracy needed by our Pupil Premium pupils, to achieve the expected standard in their ‘speaking’ ELG, and directly linked to the composition of sentences, is comparatively lower than non-PP pupils (-15%), resulting in an attainment gap.	The number of Reception pupils achieving the ELG for speaking has increased by 8% on previous year’s data The number of Reception pupils achieving the ELG for writing has increased by 10% on previous year’s data	July 2026 July 2027
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 2026
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: £122,055

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>*Quality teaching of phonics/reading</p> <ul style="list-style-type: none"> - Designated phonics lead - RWI consultant support termly - Fresh Start Lead - 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 led by a specialist RWI tutor 	<p>The current system in school is a successful model - recently 81%* 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.</p> <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.'</u> +5months</p> <p>* Based on Year 1 phonic screening, Summer 2025</p> <p><u>EEF publishes independent evaluation of Read, Write, Inc.... EEF</u></p> <p><i>Becky Francis, CEO of the EEF states: robust evidence suggests that high-quality, structured phonics teaching can boost young pupils' literacy development, when they are implemented carefully and as part of a wider literacy offering.</i></p> <p><i>This supports our rationale behind implementing RWI and the rationale behind using an external expert, alongside our RWI lead, to deliver a carefully planned, and monitored RWI scheme.</i></p> <p><u>EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</u></p> <p><i>Recommendation 2: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice' links to our commitment that RWI is the foundation of our early reading journey and that implemented in a high-quality manner ensures that children's learning of sounds is secured.</i></p>	1, 2, 3

	<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.'</u> +7months</p> <p><i>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, an evidence-based 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.</i></p> <p><u>Read Write Inc. Phonics and Fresh Start - trial EEF</u></p> <p><i>Findings from the trial showed that 'there is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading, although this result is less secure than the result for all pupils and should be interpreted with greater caution.'</i></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, 7yr study, into the effects of a synthetic phonics curriculum. The findings reported were that; 'Overall, we can conclude that a synthetic phonics programme, as a part of the reading curriculum, has a major and long-lasting effect on children's reading and spelling attainment.'</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 - Local Authority moderation subscription - In-house staff CPD - lead by English Lead - RWI Spelling Package - Adapted learning 	<p>The gap in writing attainment between PP and non-PP pupils, within our school, and nationally, remains an area to develop. Within our school context, we have analysed formative and summative assessment, moderated, and conducted book looks to ascertain the reason behind this. As a result, our primary SIP is around writing, with a key focus on securing the foundations of sentence composition. We believe that this fundamental aspect of writing is the key barrier to our PP pupils achieving success. Our specialist English lead has led CPD throughout the year to enhance staff pedagogy in this area. Alongside this, we continue to use spelling and handwriting interventions, as well as smaller writing groups in targeted year groups, to address other aspects of writing attainment. All these interventions align with the new writing framework (2025) and its core messages around writing being complex, handwriting and spelling needing to be taught (particularly in Reception) and that sentence instruction is essential.</p>	1, 2, 3

	<p>Effective Professional Development EEF</p> <p>Literacy KS1 Guidance Report 2020.pdf</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>The writing framework</p>	
<p>*Targeted reading and writing intervention groups</p> <ul style="list-style-type: none"> - Based on analysis of data, Year 6 cohort currently running across three reading and writing groups - In-class writing group support - RWI spelling intervention - Handwriting intervention - Conferencing of pupils on 1:1 and small-group basis for reading and writing 	<p>Following summative and teacher assessments, which identified areas for development in writing and reading within KS2, the decision has been made to ensure that pupils have an equitable, but targeted, approach to reading and writing. As such, pupils are split across three groups to ensure adults have fewer children to focus on. Alongside this, conferencing with pupils happens each afternoon and pupils work in targeted groups within their writing and reading lessons.</p> <p>EEF: Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +1 months – this trial has limited evidence and should be treated with caution. However, there is some evidence to suggest that reducing pupil numbers, to allow for better adult interaction with pupils, can lead to attainment gains.</p> <p>EEF: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months – a wide evidence base around the positive impact feedback can have on pupil's learning. The toolkit also states that feedback can have a higher impact on those low attaining pupils.</p> <p>Teacher Feedback to Improve Pupil Learning.pdf</p>	1, 2, 3
<p>*Targeted Early Oracy intervention</p> <ul style="list-style-type: none"> - Dedicated SALT HLTA working 1:1 with pupils - Talk Boost intervention - Sentence builder intervention 	<p>Early Oracy, as identified in the 2025 writing framework, is an essential component of writing success. We have identified, at our school, that early oracy is a priority amongst our current Reception and Nursery cohorts. We have taken steps to ensure that our interventions align with the SIP, and the writing framework guidance. The interventions are led by skilled practitioners and are delivered to targeted individuals.</p> <p>Articles - The Foundation Stage Forum (FSF) - Home of Early Years Foundation Stage 'A level of language is required to be literate, and we know that children from disadvantaged families enter early years with much lower levels of communication and language skills than those from more affluent and language enriched homes. Children with a large vocabulary bank at the start of school also have better outcomes than those with language deprivation'.</p>	

	<p>Why Oracy Matters in Early Years - 'the gap in words heard, by age four, between disadvantaged and professional families can be as large as 32 million words'.</p> <p>Oral language interventions EEF - +6 months. 'Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.'</p>	
<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>Established schemes of work 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 – CPD for staff around metacognitive strategies – Retrieval CPD 	<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. As such, 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: <i>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.</i></p> <p>Metacognition and self-regulation EEF</p> <p><i>This toolkit states that the +8 yield applies across age ranges and is high in evidence security, however it should be caveated with a degree of scepticism based on setting. Findings from the toolkit also state: The research evidence suggests that studies with higher numbers of disadvantaged pupils had a high impact.</i></p> <p>EEF: Metacognition and Self-learning Teacher Guidance</p> <p>EEF Metacognition and self-regulated learningq.pdf</p> <p>EEF Blog: using 'anchor' sheets to retain key knowledge</p> <p>EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF</p> <p>EEF Blog: Metacognition hidden in plain sight - 'our teacher habits (modelling) matter'</p>	1, 2, 3

	EEF blog: Metacognition – Is it hidden in plain sight in the... EEF TSAT Website (metacognitive thinking) Thinking Schools, TSAT Trust	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,233

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
*Interventions and small group teaching <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 - Fresh start - year 4/5 & 6 - Precision teaching - Extra-curricular 'boosting' sessions - Conferencing - SALT intervention - Times Tables intervention groups - Handwriting and spelling intervention - Smaller groups for Y6 Reading, Writing and Maths 	<p>Interventions are formed as an outcome of termly assessment (both formative and summative), 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>EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +4months</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> +7months</p> <p>Third Space Learning article on the effectiveness of interventions (with a focus on post-COVID catch-up): The Most Effective Intervention Strategies For Schools </p>	1, 2, 3

<p>*Targeted Nurture interventions</p> <ul style="list-style-type: none"> - 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. - Drawing and Talking - ELSA - The Reef (SLD provision) - Sensory circuits - Early bird check-ins <p>*Targeted Pastoral Interventions</p> <ul style="list-style-type: none"> - Social skills - Empathy - E-safety - Diversity and Equality - Sensory breaks and 'check-ins' 	<p>As highlighted within this strategy, our school's need for pastoral and nurture provision remain a priority. Our trained, expert staff deliver both planned, and ad-hoc intervention where necessary – this may be because of some form of observation or assessment, or simply because of an in-the-moment decision. Typically, these forms of supports target our most disadvantaged pupils (PP, SEND and pupils with Individual Behaviour Learning Profiles IBLP).</p> <p>EEF: Social and emotional learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +3 months. 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</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 - '1 in 10 children have a diagnosed mental health condition, 1 in 4 children show signs of mental ill health'.</p> <p>The impact of Nurture (Nurture UK): The impact of a whole-school approach to nurture - nurtureuk</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>1, 2, 3, 5</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.' +7months</p> <p>Based on observations and monitoring by class teams and the school SEND team, it has been identified that an increasing number of children in school are requiring speech and language</p>	<p>1, 2, 3</p>

	support, and more specialised interventions, to target identified needs amongst pupils across EYFS and Phase 2.	
*Reading Scheme <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>Classes use year group reading spines to ensure quality texts are accessible to children at appropriate developmental milestones.</p> <p>EEF Reading Comprehension Toolkit +7 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 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. EEF blog: Accelerated reader – what does the research tell us? EEF (EEF evaluation of the AR trial).</p>	1, 2, 3

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

Budgeted cost: £68,477

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
*Social and emotional development & Safeguarding <ul style="list-style-type: none"> - Wellbeing team working across the school 	<p>EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +3 months</p>	5

<ul style="list-style-type: none"> - Link teacher within school focusing on mental health - Pastoral/Wellbeing lead identifying, supporting and signposting vulnerable families - DSL and DDSL working closely with vulnerable families - Use of CPOMS to monitor and support safeguarding concerns 	<p>EEF: Meta cognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation +8 months</p> <p>See above for Nurture evidence.</p>	
<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. - Specialist PE coach, as well as external experts (i.e. cricket and basketball coaches) offering high-quality extracurricular provision. - Sporting Festivals - Subsidised 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>Full article: When they are not at school: the involvement of socially disadvantaged pupils in extracurricular activities through a Bourdieusian lens - a study (in the Czech Republic) into the effects of extracurricular activities on disadvantaged pupils. The findings were that barriers such as cost and opportunity significantly impacted disadvantage pupils chance of equitable experiences. It was also noted that parental engagement with the routines, scheduling and prioritisation of extracurricular activities was a significant barrier. The social and emotional impact participating in ECAs was noticeably different to those not experiencing the same opportunity.</p> <p>Children's University - first trial EEF +2 months on academic progress</p> <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 <i>Identifies that healthy and active pupils are effective learners, and that social and emotional wellbeing of students goes hand in hand with raising achievement.</i></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>	<p>4, 5</p>

<p>*Attendance</p> <ul style="list-style-type: none"> - Attendance champion and Senior attendance champion - A* attendance system for monitoring attendance - Subsidised Prizes for attendance winners - Daily breakfast club with reduced fees for PP children - Home visits and collections 	<p>Whilst many schools cite attendance as one of the biggest barriers to disadvantaged pupils, there is minimal evidence to suggest any one strategy can address the issue. Rather, school-by-school, it is the context and the understanding of the community that plays the most significant part in effective attendance strategies. At CSA we understand this, and the interventions we have in place are tailored to our knowledge of our community.</p> <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> <p>How to encourage good attendance from the very start EEF this article notes: 'overall absence rate for Free School Meal eligible pupils remains almost twice that of pupils not eligible, and the severe absence rate is over three and half times as high'.</p>	<p>4, 5</p>
<p>*Seesaw/Family</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. - Focus on parental empowerment - giving parents the tools they need to support their children at home. - Teaching and learning tool in the classroom 	<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 (including delivery of messages such and online safety).</p> <p>EEF: Teaching & Learning Toolkit – toolkit strand parental involvement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement - 'Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. This might explain why attainment levels regress during the summer holidays for some disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate this risk, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. However, parental engagement</p>	<p>1, 2, 3, 4, 5</p>

	<i>strategies have the risk of increasing attainment gaps if the families that access parental engagement opportunities are primarily from affluent backgrounds.'</i> +4 months	
*Extracurricular experience - music <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. <i>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.'</i></p> <p>A study showing that early exposure to music (particularly rhythmic elements) supported future academic progress: <u>Long-Term Impacts of Early Musical Abilities on Academic Achievement: A Longitudinal Study - PMC</u></p> <p>Further study into the impact of music on academic attainment (showing positive outcomes, albeit not wholly robust): <u>(PDF) The Impact of Music on Childhood and Adolescent Achievement</u> <i>'Music participation, both inside and outside of school, is associated with measures of academic achievement among children and adolescents.'</i> However, it should be noted that this study does not prioritise, or target, disadvantaged pupils.</p>	4, 5

Total budgeted cost: £228,765

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 2024 to 2025 academic year.

Overview:

The Pupil Premium Strategy, for the previous academic year (24/25), 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; most notably the Phonics Screening Check and the progress data from end of Key Stage 1 to 2,

show highly positive outcomes. We continue to see patterns in our most vulnerable pupil's attendance, academic engagement and mental health that require universal provision coupled with, where needed, targeted interventions. Whilst we continue to use the PPG funding to support our pupils in attaining academically to the best of their ability, we recognise that supporting them to foster a sense of belonging, and community, are arguably our biggest barriers to success.

Areas for development continue to be identified by all stakeholders within the school, with a specific need to target English (broken down into the utmost fundamental elements of sentence construction and reading fluency) highlighted as a continued emphasis from the previous academic year. Alongside this, the personal development of our pupils, regarding leadership and skills that will transition them into secondary and beyond, has been identified as a vital part of our journey to support our most disadvantaged pupils in achieving real success in, and outside, of the classroom. Whilst, as a school, we recognise that English remains a national concern, the evaluation and monitoring of practice within the school, against this strategy and the SIP, highlighted that improvements to teachers' pedagogy, and the overall delivery of writing, is of a high level. Acknowledgement of different writing schemes, and various literacy strategies, have fed into cyclical reviews of our current frameworks with a view to adapting them to better suit the needs of our disadvantaged pupils. We continue to monitor these growing barriers faced by our pupils and endeavour to implement interventions that will allow us to address any gaps in learning.

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 officers, attendance program and attendance awards, which can be seen below:

42% of YR-6 PPG children had 96% or above attendance (2% increase on previous year)

Double-disadvantage (PPG/SEND) 34% at 96% or above (2% increase on previous year)

Double-disadvantage (PPG/EAL) 33% at 96% or above (10% increase on previous year)

Persistent absences (10% or more sessions missed) increase slightly, by 0.4% to around 14.8%, as a school, which was 2.83% lower than national for the 24/25 academic year. Of the 55 pupils this accounted for, 55% 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. We are continuing to develop our support for pupils, through our work on

metacognition, in reducing cognitive load and retaining more. These metacognitive strategies are of particular importance to our disadvantaged pupils who often face barriers to learning prior to their arrival in Reception.

Over the previous year, two of our AHT have run writing groups in years 3, 4, 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, with targeted year groups. Mirroring this, our offer of smaller groups in KS2 maths (through our specialist maths teacher) will continue to operate, as both the measurable outcomes (end of Key Stage data) and less-tangible benefits (support in developing teacher pedagogy around planning and adaption) continue to remain high.

The increase in regular attendance, and the reduction in absences, highlight the work our attendance champions have done and the continued effort they put in to ensure a desire to come to school, and sense of belonging, exist in all our pupils. As part these efforts, and 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:

2024/25

82% of our PP children (22 in cohort) passed their phonics screening check, with 81% non-PP children (26 in cohort) passing (+1% for PP). These figures show that PP pupils passed the PSC at a commensurate level to their non-PP counterparts. This equity reflects the early identification, and early intervention, put in place by class teams, to address phonetic gaps across the cohort. Those PP children who did not pass were either EAL or SEND. This data set highlights a particular success for PP pupils at CSA, as the 82% pass rate was 15% higher than national (disadvantaged) PSC data.

Of our 11 Year 2 retakes, for the phonics screening check, 75% of our PP pupils passed (3/4 pupils), compared to 57% non-pp children passing (4/7 pupils). All 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 25/26.

Y2 SATS data

Pupil Premium children (20/54) meeting the expected standard, or above, for SAT TA in 2024/25:

Reading: 60%

Writing: 40%

Maths: 55%

Non-PP children (34/54) meeting the expected standard, or above, for SAT TA in 2024/25:

Reading: 79%

Writing: 56%

Maths: 71%

These results show a clear disparity between the PP and non-PP pupils within the cohort: Reading (-19%), Writing (-26%) and Maths (-16%). Whilst these statistics highlight a need for interventions to be implemented, particularly in writing, it should be noted that the percentages do not reflect the in-year progress of pupils and the work done by adults to raise the overall attainment across the group. Of the 20 PP pupils, 20% (4 pupils) were working outside of their Key Stage Levels. Of the 34 non-PP pupils, 18% (6 pupils) were working outside of their Key Stage levels. Of the 12 pupils that did not meet the Expected Standard for writing, 40% were Working Towards (WTS) and all 8 of these pupils were both PP and SEND. The current year (25/26) School Improvement Plan (SIP) has taken note of these figures and has prioritised writing across all year groups. Interventions have also been planned for maths, within the group, and PP children have been identified as focus pupils. 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 (25/60) meeting the expected standard, or above, for Year 6 SATS in 2024/25:

Reading: 58%

Writing: 52%

Maths: 68%

Non-Pupil Premium children (35/60) meeting the expected standard, or above, for Year 6 SATS in 2024/25:

Reading: 91%

Writing: 69%

Maths: 100%

These results show a disparity between PP and non-PP pupils in Reading (-23%), Writing (-17%) and Maths (-32%). Within this PP cohort, 3 pupils did not sit the SATS, due to their additional needs, and 2 of those who did sit, score 96 or above (Scaled Score), leaving only 3 PP pupils, who did sit the SATS, scoring lower than 96 Scaled Score. 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, and alter the narrative around end of KS2 Pupil Premium attainment.

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: (+18% above average progress, for the PP pupils, from Year 2 to Year 6)

Writing: (+14% above average progress, for the PP pupils, from Year 2 to Year 6)

Maths: (+18% above average progress, for the PP pupils, from Year 2 to Year 6)

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

Reading: 63% (CSA +5%)

Writing: 59% (CSA -7%)

Maths: 61% (CSA +7%)

Combined (RWM): 47% (CSA +5%)

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”