

# Pupil premium strategy statement

Together  
Everyone  
Achieves  
More



through...  
loving learning, loving one another and loving life itself

"Thou shalt love thy neighbour as thyself" Matthew 22: 37-39  
AGAPE: The Good Samaritan Luke 10: 25-37

This statement 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.

## School overview

Detail	Data
School name	North Curry C of E Primary School
Number of pupils in school (excluding nursery)	128
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Morley
Pupil premium lead	Jo Littlechild
Governor / Trustee lead	Andrew Perrins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1480 x 11 pupils	£16,280
Service child funding £340 x 1 pupil	£340
CLA and PCLA funding	£2570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Grant	£0
Tutoring Grant	£0
<b>Total budget for this academic year</b>	<b>£19,190</b>

# Part A: Pupil premium strategy plan

## Statement of intent

This funding strategy should be viewed alongside our Pupil Premium report which can be found on our school website.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges that are faced. Common barriers to learning for disadvantaged children may include: less support at home; weak language and communication skills; lack of confidence; behaviour difficulties; attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing. The challenges are different for each and every child and therefore the support needed will vary.

We recognise that not all pupils who receive pupil premium funding will be socially disadvantaged. Similarly, not all pupils who are socially disadvantaged are registered and/or qualify for free school meals. Because of this, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
1	30% of our PP cohort are also identified as having SEND – their SEND need is their main need and makes sustained progress and attainment at ARE a challenge
2	A percentage of our PP children are not reaching expected attainment in reading, writing and maths: 34% reading, 50% writing, 58% maths – percentages for reading and writing have stayed stationary in the past 2 years, but this year the percentage for those working below expected in maths is higher (by 1 child)
3	Progress of our PP children – 4/9 children made no progress in maths, with a fifth child going backwards from EXS to WTS; 2/9 children made no progress in reading and 1/9 made no progress in writing. Data would suggest that maths is an area of weakness for some of our PP children

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For children to close the attainment gap in core subjects through evidence-based interventions	Identified children (from summer 2024 data) will receive evidence-based interventions from our HLTA and teacher derived/class based interventions to support them in their attainment - attainment measured through tracking end of term data

For pupils to make positive progress in maths and begin to close the attainment gap with peers	Identified children will receive HQT and interventions to help them to make sustained progress in maths – progress measured through termly data tracking.
For pupils to be emotionally able to attend to their learning in order to make expected progress and close the attainment gap	Use of zones of regulation throughout the school, and the support of our school ELSA to work with those pupils who have anxieties around school/tests etc

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ (included in £16,450 total below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class TAs in classes in the mornings (full time in Yr R/1 class)	Education Endowment Foundation <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 and 3

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

Budgeted cost: (included in £16,450 total below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed 3 days a week to deliver evidence based interventions	Education Endowment Foundation <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) (included in £16,450 total below)	1, 2 and 3

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

Budgeted cost: £ (included in £16,450 total below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School ELSA	Education Endowment Foundation <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 and 3

**Total budgeted cost for class TAs, HLTA, ELSA: £ 16,450**

## 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.

2 children in receipt of PP funding moved away during the school year
66% of PP children reached ARE in reading (16% greater depth)
50% of PP children reached ARE in writing
42% of PP children reached ARE in maths (8% greater depth)
50% of PP children passed the year 1 phonics screen
30% of our PP children are also identified as having a special educational need (SEN)

Intention	Amount	Impact
Subsidising school trips, including forest school	£337.04	This ensured equal access to learning opportunities outside of school and ensured that the trips were able to take place.
Subsidising year 6 residential	£916.50	Year 6 pupils were able to join their peers and experience nights away from home without their parents.
Subsidising swimming lessons	£439.76	This ensured equal access to swimming lessons for all pupils.
Subsidising uniform	£107.40	Ensuring all pupils were dressed appropriately for school in the same uniform as their peers.
Contribution towards class TAs, intervention teacher and school ELSA	£16,450	<p>Our HLTA delivers evidence-based interventions to children who need additional support in certain curriculum areas as identified in pupil progress meetings.</p> <p>Class TAs help to support children both in and out of the classroom with aspects of their learning e.g. 1:1 reading, support to learn times tables, small group work within lessons</p> <p>Our school ELSA provides emotional support for those pupils who need it and also supports</p>

		parents with difficulties they may be experiencing at home.
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