

Pupil premium strategy statement – Culverhill

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	34% (50)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	Sept 2023 – July 2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Mr Chris Walker,</i> Headteacher
Pupil premium lead	<i>Mrs Sarah Holt,</i> Deputy Headteacher
Governor / Trustee lead	<i>Miss Claire Evans,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,750
Recovery premium funding allocation this academic year	£75,560
Pupil premium funding carried forward from previous years	No carry forward from last year.
Total budget for this academic year	£141,310

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

Our approach is based on a high-quality teaching methodology focussed on areas where disadvantaged pupils require input the most. We target support based on robust diagnostic assessment of need and support pupils to access our broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Oct data drop indicates that disadvantaged pupils are making less progress in English.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have more Speech and language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop skills for life e.g. budgeting
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, notably English, relative to their starting points as identified through baseline assessments against our Inspire Curriculum.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26. An increase in the percentage of disadvantaged pupils achieving good and Outstanding progress in English. Data shows a reduction in the attainment gap between disadvantaged pupils and their peers from 9% to no more than 5%.
Pupils can use a range of communication systems and strategies to aid their	Through progress towards, and achievement of, EHC plan priority outcomes.

understanding and to develop expressive communication skills.	Data show that more disadvantaged pupils make outstanding progress in relation to their communication and interaction outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community (trips and Residentials) and prepare for adulthood.	Through observations and discussions with pupils and their families. Through data analysis of EHCP outcomes/Spuds for u progress reports. Through analysis of PP spend to support trips/cultural capital development.

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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing Metacognition.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub	1
Purchase of an additional day per week of Speech and Language Assistant (SALT) time (To further develop SALT provision within curriculum – See SDP)	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database	2, 3
Creation of a SENCO role (TLR2) to develop and lead the provisions that individual pupils require and support pedagogy further in the classroom.	The creation of a school wide SENCO role will provide a middle leadership opportunity to encourage staff retention. SENCO role will develop provisions including Oral Language Interventions, Reading Comprehension Strategies and one to one tutoring where required.	1, 2, 3

	EEF Teaching and Learning Toolkit	
Creation of TLR 2 Vulnerable groups role to further develop provisions and pedagogy for most vulnerable pupils.	The creation of a school wide role for wellbeing and vulnerable groups will provide a middle leadership opportunity to encourage staff retention. TLR holder will create further opportunities to develop cultural capital, wellbeing and further reduce the gap in attainment for disadvantaged pupils.	4, 5, 6

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT Assistant delivery of intervention groups	EEF Teaching and learning toolkit – Oral language interventions	1,2,4,
TA led reading comprehension groups	EEF Teaching and Learning Toolkit - Reading Comprehension Strategies	1,2
Team Challenge and Spuds 4 U interventions	EEF Teaching and Learning toolkit – small group tuition	3,4,5,6

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	EEF Teaching and Learning toolkit – behaviour interventions.	3, 6
Mentoring – SEMH support	EEF Teaching and Learning toolkit – behaviour interventions.	3, 6
Subsidy of Yr 7/8 Residential Camp (Deanfield)	EEF Teaching and learning toolkit – outdoor adventure learning	4,5

Subsidy of D of E expedition (KS4) Subsidy of Yr 11 Residential.		
Supplementing curriculum activities Cookery, class trips	The Social Mobility Commission & Government report July 2021	4,5,6
School Shop to be created linked to updated behaviour system	<p>The school shop will provide opportunities for real-life learning around budgeting, saving and the value of money. All pupils will have the opportunity to earn and spend equitable amounts of currency.</p> <p>The Social Mobility Commission & Government report July 2021 EEF Teaching and Learning Toolkit</p>	4,5,6

Total budgeted cost: £140,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

The data demonstrated that:

- Disadvantaged pupils are making more outstanding progress than non-disadvantaged pupils in relation to their EHCP outcomes.
- Effective Pupil Intervention strategies give additional opportunities to focus upon personal EHCP outcomes.
- Disadvantaged pupils are making more outstanding progress than non-disadvantaged pupils in Maths.
- 81% pupils are making at least expected progress in English.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that:

- Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in progress towards EHCP outcomes and Maths.
- Disadvantaged pupil's attainment in SEMH is below that of non-disadvantaged pupils.

Disadvantaged pupils met expectations in English, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

- CPD relating to NPQ's has increased Leadership skills which is further improving the quality of Teaching and Learning.
- CPD relating to Autism and SEMH is having a direct improvement on Teacher skills and knowledge in order to better meet pupils' needs in the classroom.
- Intervention group – Challenge/Spuds 4 U pupils making more progress towards individual learning outcomes as detailed in EHCP.
- ELSA intervention – direct impact on pupil's ability to regulate and communicate their emotions

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
None currently applicable.	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Additional pastoral support/emotion coaching as required.
The impact of that spending on service pupil premium eligible pupils
Pupils more able to communicate their thoughts and feelings.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses to enable young people with SEND to familiarise themselves with the college environment and a careers evening.
- Arranging work-based learning that enables pupils to have first-hand experience of work in a range of contexts.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we considered what the core needs of our disadvantaged pupils are.

We evaluate our strategies with colleagues within our Trust to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.