

Pupil premium strategy statement – Anthony Curton Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	18.5% (34/184)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jade Fitt
Pupil premium lead	Dawn Liddle
Governor / Trustee lead	Jade Fitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42, 744.67
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42, 744.67

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving high attainment and are quick graspers.

The individual needs of the children within the pupil premium group have been considered carefully so that the activities within this statement support their need, regardless of whether they are disadvantaged or not.

We place huge importance on quality first teaching, which enables teachers to support children where they need it most. This is proven to have the greatest impact to support the greatest number of children within our school.

Our approach is to address common challenges and individual needs, alongside ensuring that our assessment is robust and accurate.

Challenges

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

Challenge number	Detail of challenge
1	<i>Children have limited life experiences and opportunities.</i>
2	<i>Children lack confidence and self-esteem.</i>
3	<i>Children are not secure with emotions and how to regulate their feelings.</i>
4	<i>Children's oral language skills and vocabulary have gaps.</i>
5	<i>Children have many external services involved, which require information sharing.</i>
6	<i>Safeguarding incidents require reporting and recording.</i>

7	<i>Children do not attend school as regularly as we would like.</i>
8	<i>Children's knowledge is limited in various areas of the curriculum.</i>

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
<i>To broaden life experiences and opportunities</i>	Children will be able to take part in extra-curricular activities with their peers which they would not normally have access to.
To improve children's confidence and self-esteem.	Well-being for disadvantaged children will improve, which will be shown through teacher observations, pupil voice, increased participation in enrichment activities.
To improve children's knowledge and understanding of their feelings and how to regulate emotions.	Children will have fewer negative emotional outbursts and will be able to rationalise feelings. They will understand why they are reacting as they do and will be able to verbalise when they are feeling dysregulated.
Improve children's oral language skills and fill in vocabulary gaps.	Assessments and observations will indicate improved oral language amongst disadvantaged pupils.
Ensure that all external services involved with a child are kept up to date with information through meetings, reports and timely communication.	External services will be provided with all of the necessary details and information for disadvantaged children. Staff will be prepared to readily talk in detail about individual children and their needs.
Ensure that all safeguarding incidents are logged by any member of staff and that these are dealt with in a timely manner.	All members of staff will log concerns and incidents on a computerised safeguarding programme, which will ensure that timelines for all children will be accurate and secure.
Children will attend school more frequently.	Good attendance will be sustained for children within the pupil premium group, with funding used to provide transport where necessary for individual children to ensure they attend school.
Children will have a better knowledge and understanding of subjects within the curriculum.	Improved outcomes across the curriculum for disadvantaged children, including reading, writing and maths.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,429.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Re-establish instructional coaching for teaching staff, specifically HLTAs and new staff, with a dedicated timetable.</i>	Teachers will discuss targets for their own practise, using the granular approach. The children will benefit from more structured routines alongside enhanced teaching and learning time. https://www.instructionalcoaching.com/research/	8, 4 £14,074.50
<i>Staff Practice will focus on supporting key areas to improve outcomes for children. Key areas will be determined through drop in sessions and coaching discussions, alongside the Grace Schools' professional CPD calendar. This will ensure that subject leaders have accessed central team training prior to delivering to staff in school.</i>	As noted in the Dfe independent review of teachers' professional development in schools, teachers' professional development is crucial to a high-quality education system. When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes. https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings The use of SoundsWrite Phonics will lead to children being able to communicate more effectively and having a better understanding of letter sounds; enabling better outcomes for the children. All staff teaching phonics throughout all year groups will be trained to deliver SoundsWrite Phonics.	1, 2, 8 £500 £750+VAT

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<i>Continue using, and begin to embed, a technology based maths programme (Can Do Maths) to engage and motivate children. Programme to support the planning and delivery of mathematics.</i>	Mathematics, a universal language that enables understanding of the world, is an integral part of the curriculum. Attainment in the subject is also the key to opening new doors to further study and employment. However, despite its importance, for many the subject remains mysterious and difficult. Schools are expected to ensure that the mathematics curriculum 'helps pupils to gain enjoyment through a growing self-confidence in their ability'. https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics Can Do Maths: Our mission is simple... We are passionate about supporting you to develop a 'CanDo Attitude' to maths in your classroom. https://candomaths.mykajabi.com/candomaths	8, 2 £2,105.37 Resources - £5,000

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

Budgeted cost: £ 24,752.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support in phonics, writing and maths. Including next day keep up and catch up intervention sessions where a child has been absent to ensure knowledge gaps don't appear.	Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes We use a linguistic phonics programme within school called SoundsWrite Phonics. There is a set of reading books	2, 4, 8 S/W - £900 TA pay -

	that match the teaching of reading, which support the children's learning. There is a set script that all teachers use throughout the school to ensure consistency. https://sounds-write.co.uk/	
Purchase Thrive online assessment alongside Thrive CPD to support individual children with emotions and dysregulation.	Thrive is a systematic approach to every identification of emotional development need in children so that provision can be put in place quickly by the adults working most closely with the child. It is preventative, reparative and pragmatic. https://www.thriveapproach.com/ There is extensive evidence associating childhood social and emotional skills with improved outcomes in later life, such as improved academic performance, attitudes, behaviour and relationships with peers: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3 Thrive prog - £540 Thrive training - £360 Nic - 11,361.36
Facilitate speech and language intervention for targeted children after Wellcom assessment has been carried out.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4 KG - 11,591.28
Sendco to hold weekly meetings to upskill and train teaching assistants in different areas of SEN.	Effective use of teaching assistants can help to close the education gap between students from different backgrounds and with different abilities. Upskilling and regular training needs to be carried out in order for the children to have maximised outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4 ????

	https://educationendowmentfoundation.org.uk/news/how-can-sendcos-develop-teacher-practice	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,167.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school to be included in the Reception Class timetable, with extra-curricular forest school opportunities for the rest of the school.	By having a member of staff trained in Forest School learning, children will be able to have maximised outdoor learning opportunities and build on new physical skills as well as enhanced teaching/learning about working collaboratively. https://www.forestschoolltraining.co.uk/forest-school/research/	1, 2, 4, 8 MS - 10% =£5,255.60
Fund a member of staff to engage children in physical activity during lunch times.	There is lots of research showing that when children are physically active, they can engage with, and focus on learning for greater periods of time. Exercise has also been noted to alleviate anxiety and increase self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2 LL - £4,542.24
Children to attend school outings, including a 3-day residential enabling team building skills, life experience opportunities, motivation and raised self-esteem.	Research into the effects of self-esteem on learning has found that there is a correlation between self-esteem and student achievement. https://www.researchgate.net/publication/317177320_The_Effect_of_Self-Esteem_on_Student_Achievement Research has also been completed into the experiences and achievements of disadvantaged pupils, showing that these children do not get the same	1, 2 £300

	opportunities as children from non-disadvantaged families: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_	
Continue to invest in CPOMS to enable all staff to record safeguarding concerns. Ensure all DSLs have training updates.	It is imperative that all safeguarding concerns are recorded and stored effectively and securely while complying with GDPR. This information can then be passed onto external services where necessary: https://www.gov.uk/government/publications/every-child-achieving-and-thriving/every-child-achieving-and-thriving-html-version	6 £775
Continue to embed and enforce attendance intervention, targeting specific families. This will involve training staff and developing new procedures that need to be put in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance-annual-and-one-off-events-driving-short-term-absences/school-attendance-annual-and-one-off-events-driving-short-term-absences https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	7 SH 2 hrs - £4,294.80
Release inclusion team staff to attend meetings and complete paperwork for external professionals, alongside meeting with the LAC co-ordinator on a weekly basis.	Effective use of the SENDCo's time allows far better support and outcomes for children: https://www.researchgate.net/publication/227741897_A_review_of_recent_developments_in_the_role_of_the_SENCO_in_the_UK	5 ????
Schools' mental health lead and mental health trained adults offer support, guidance and advice to individuals and their families.	Alongside the 'core business' of teaching literacy and numeracy, a large and often unrecognised part teaching involves addressing children's emotional, social and behavioural needs. This is especially	2, 3, 5 ????

	important for children from disadvantaged backgrounds and other vulnerable groups. The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	
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Total budgeted cost: £62,350.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Upskilling staff has been a big focus in school this academic year. Each week, the teaching assistants have engaged with school led training in specific areas of school life; such as SEND needs, the importance of learning intentions and how words can affect an audience. This has been hugely valuable in bringing all staff on-board with changing the culture within our school and has really promoted the importance of continued CPD for staff. The teaching staff have benefited from Instructional Coaching, which has aided them with specific issues and has allowed them to have reflection time and built in deliberate practice.

The Complete Maths Programme has historically supported maths teaching across all year groups and has also engaged some children with maths outside of school. This has been spotlighted through the Complete Maths certificate, which was given out to the highest interacting children in each class. Unfortunately, we were seeing the same set of names engaging with their maths outside of the classroom and this wasn't reaching all children, meaning that the pupil premium group was not making the progress that school leaders wanted. During drop in sessions during maths lessons, leaders observed that not all children were as engaged in maths learning as they had hoped. When finding the root cause for this, it was clear that some children were not confident with basic maths knowledge, which meant that any newly acquired knowledge was built on shaky foundations.

Due to children's maths outcomes not showing progress as fast as we would like, the school, in conjunction with the Trust, switched to Can Do Maths half way through the school year. Can Do Maths has enhanced children's engagement with maths and staff have seen that children look forward to their maths lessons. The use of manipulatives in every lesson throughout school has been hugely beneficial and the children are gaining a deeper understanding of concepts through their independent work with manipulatives. We are looking forward to embedding and enhancing this programme as we move through the next academic year so that we can see the children gain even more confidence and maths knowledge.

All teaching staff are trained in delivering Soundwrite phonics. This ensures fidelity to script, which runs throughout the school in all year groups. The new Soundwrite package was purchased at the start of the year, which enabled staff to have access to more training and support materials. Catch up and keep up interventions continued to take place where assessment showed that children had a gap in their phonics knowledge.

The Year 1 phonics check pass rate this year in Anthony Curton Primary School was 95%.

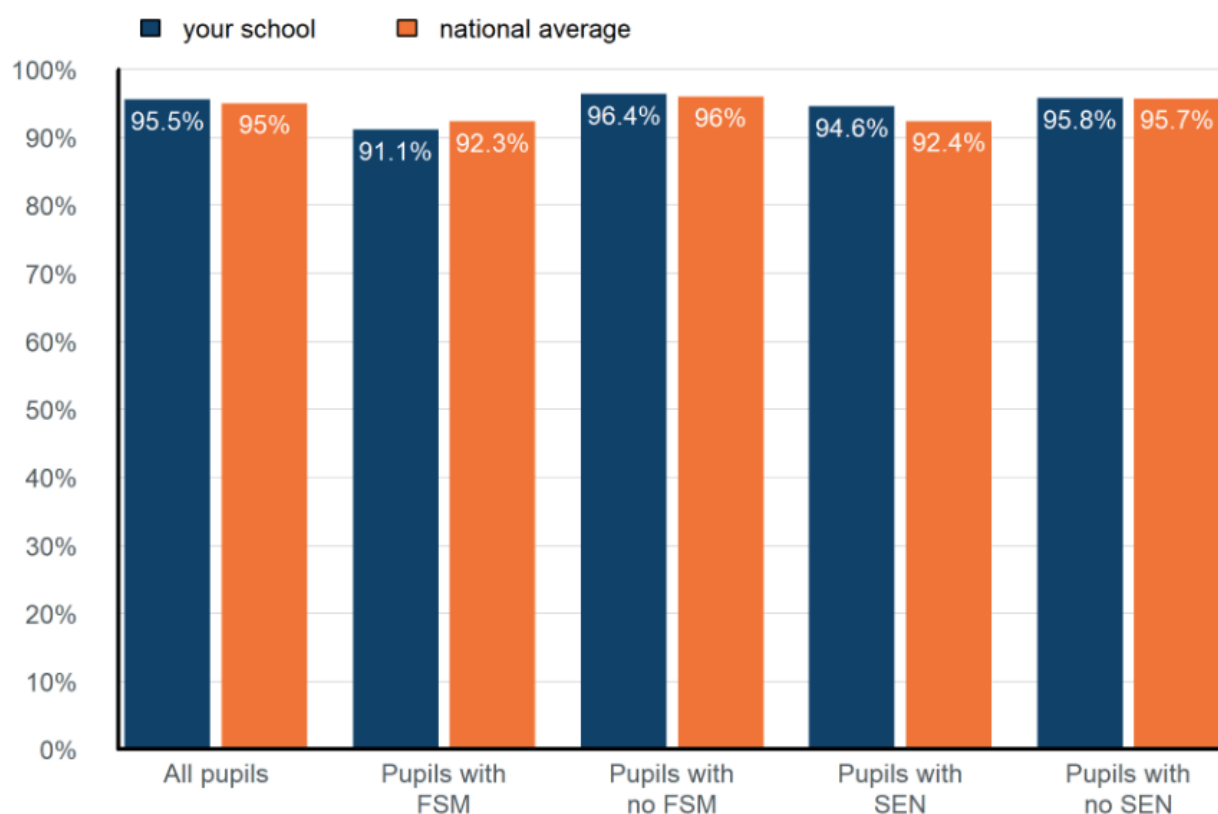
ELKLAN intervention and external speech therapy continued to take place throughout the year, which supported individuals with specific needs to make progress in identified areas of speech. All children joining the school in September undertook a Wellcomm assessment which helped early identification for communication needs. This helped teachers to plan targeted support for individuals and overcome barriers.

Throughout the year, the Thrive practitioner continued to work closely with vulnerable children to understand their needs and emotions, which enabled plans and support to be directed correctly. These interventions had a positive impact on child protection within school, as relationships and trust were built with adults, which allowed for more in depth child voice to be heard.

Through the Early Help process, relationships between school and families have been strengthened, which has supported some of our more vulnerable families. We are able to offer external support where there is a need outside of school, allowing school staff to understand the demographics of our families more. All of this support and knowledge is documented on CPOMS, meaning there is easy access to intelligence around a specific family or child when it is needed.

The school has seen a dip in the attendance figure towards the end of the year, with the end of the year attendance being 95.5% (DfE attendance data shows that this is above national attendance which is 95%). The pupil premium group of children had 92.1%, which shows a gap between the PP and non-PP groups. School staff will continue to engage with the Norfolk attendance training and check in sessions, which inform adults of new practices within school in order to improve attendance. There has also recently been an updated Trust attendance policy, which has enhanced early identification and action of children who are on track to have attendance below 96%. Senior leaders have begun to implement these changes towards the end of this year, in order to improve overall attendance from the first day of school in September.

The graph below was taken from the DfE View Your Data - Summer term 2026



This shows that even though our school has a higher attendance for all pupils than the national average, we just dip below average for our vulnerable FSM children, being 1.2% lower than national (Our non pupil premium children attend school slightly more than the national average.) Children with SEN in our school, attend more frequently than other children with SEN nationally, by a 2.2% increase. However, they still do not attend school as frequently as children with no SEN needs.

Attendance is an area that we will still be working hard on next academic year in order to close the gaps for all groups of children. Even though they are only fairly small gaps, we need disadvantaged children and children with SEN needs to attend school as frequently as the other children.

Pupil group	Attendance 2024 to 2025	Attendance 2025 to 2026
All pupils	95.1%	95.5%
Pupils with FSM	93.5%	91.1%
Pupils with no FSM	95.3%	96.4%
Pupils with SEN	94.4%	94.6%
Pupils with no SEN	95.2%	95.8%

The table above shows an overall small improvement in attendance for 24/25 to 2/26, however the FSM group's attendance has dipped slightly this year. The children with no FSM's attendance has increased since last year and is higher than that of the FSM group of children. Pupils with and without SEN have both had slightly higher attendance this year compared to last year but there is still a small gap between the two groups, with the non-SEN group attending school more often than the SEN group.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics	SoundsWrite Phonics
Maths	Can Do Maths
Speech and Language assessment	Wellcom and ELKLAN
Safeguarding	CPOMS
Social and Emotional support	Thrive
Family Network Meetings	Norfolk County Council
DSL updates and training	Norfolk County Council