



Curnow School Pupil premium strategy statement 2025-2028



This statement details our school's use of pupil premium (for the 2025 to 2028 academic years) 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	Curnow School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	40% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 Reviewed 09/25
Date this statement was published	01/10/2025
Date on which it will be reviewed	Termly. Final Review September 2028
Statement authorised by	Rob Armstrong
Pupil premium lead	Rob Armstrong
Governor / Trustee lead	Wendy Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£45,105

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF and the Inclusion agenda have been used to support decisions around the usefulness of different strategies and their value for money.

When identifying the impact of vulnerability for our learners we cannot rely on attainment/progress data alone and due to the special educational needs of our pupils we have no national benchmarks to compare their learning progress to. In addition, due to the individualised and bespoke offer for our pupils the analysis of overall progress data over many years does not show a difference in the progress being made by pupils; our pupils in receipt of pupil premium tend to do as well academically than those who are not in receipt of pupil premium. Therefore, we need to audit disadvantage for all of our pupils across different aspects in order to identify areas to support/improve.

We are committed to ensuring that all pupils/students achieve as much as they can. Through a thorough needs analysis and our personalised offer we identify the rationale behind the spending of this allocation, in summary we ensure:

The Pupil Premium and recovery funding will be used to both enrich the curriculum for all learners at Curnow School as well as providing alternative targeted support for those disadvantaged pupils/students who require additional levels of intervention. We ensure teaching and learning opportunities meet the needs of all pupils. We also place a great deal of focus into making sure the wellbeing needs of all pupils is prioritised to ensure learners are able to engage and participate in their education.

This funding means we can:

- Put in place targeted interventions that support and develop our learner's behaviour, academic, therapeutic, sensory needs, mental health, physical activity and wider wellbeing needs as identified at pupil progress and multi-agency meetings and via our vulnerability and transition audit.
- Remove barriers that might prevent children and young people from fully participating in all areas of school life.

- Support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning.
- To improve support and access for families though Family Support Worker intervention; this will also include supporting families to have the very best attendance as well providing the skills and resources to families to support their child at home and for those who are unable to attend school for a period of time.
- To increase and improve the quality of parental engagement and ensure we are offering a consistently high quality learning offer, including access within their community and strong links between learning in school and at home.

The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money.

The role of the Local Governing Body

A PP Governor is identified to work alongside the Head teacher to monitor the progress of PP learners, this includes monitoring visits to share PP allocation and intended expenditure, scrutiny of the impact of expenditure and opportunities to see the PP offer in action with pupils.

The LGB meetings will include Pupil Premium on its agenda and via the Headteacher Report information is shared on the impact of previous PP funding and the allocation and planned distribution of future funding. In addition, the PP Governor will also feedback on the findings from their monitoring visits. All documentation from this meeting will be published on the school's website.

Challenges

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

We have designed and further developed a bespoke pupil vulnerability and transition audit, which has developed from the previous strategy to provide more detailed information to identify the current challenges faced; as well as ensuring key information is shared as part of an informed transition. This becomes a more useful and informative document which helps to create a 'full' picture of every pupil. This format is completed by the current class

teacher, as well as the Family Liaison Team and monitored by the SLT of the school. The following is an example of a pupil transition and vulnerability audit:

Transition Plan and vulnerability audit	
Name:	Date:
Have you read the 'All about me'	Y/N
Have you read the ISP	Y/N
Curriculum (Where are they and next steps) – Any key areas of focus	
Parental engagement	Notes:
Community participation	Notes:
Wellbeing plan	Y/N
Sensory plan	Y/N
SIT involvement	Y/N
Disadvantaged area – is there an area which puts them at a disadvantage (one that we can impact)	Notes:
Additional notes:	



Challenge number	Detail of challenge
1	Our assessments, observations and discussions demonstrate that pupil engagement continues to be affected by wellbeing and behaviour, this in turn impacts on pupil progress and engagement. There is a need for therapeutic intervention, social and emotional support and continued upskilling of staff to support pupils in meeting their wellbeing needs and ensuring they are ready to learn. Any barriers are removed so that they can fully participate in all areas of school life. We also recognise the importance of physical activity and the benefits this can have on wellbeing, whilst ensuring that the physical activity meets the needs of all learners
2	Our assessments, observations and discussions demonstrate that for some pupils parental engagement remains low as well as either the ability or opportunities to support learning at home. We recognise the additional strain on our families when supporting a child with significant needs; therefore we need to consider the best way in which we can support, inform and improve parent involvement, positively impacting on pupils.
3	Our assessments, observations and discussions demonstrate that for some pupils poor attendance has a direct impact on the progress they are making within both EHCP outcomes and academic subjects, absence for pupils in receipt of pupil premium is marginally lower than pupils not in receipt of pupil premium. A significant level of absence is related to health conditions, medical appointments, hospital stays etc. We need to ensure we are supporting families to increase attendance where possible as well as offer high quality learning support when out of school.
4	Our assessments, observations and discussions demonstrate that for some pupils progress in core areas of learning is not as high as their peers (this picture is very individualised rather than a significant trend and therefore personalised interventions are required). These interventions will look at preparing pupils to be ready to learn as well as individual support within their learning. We will have an increased focus on the core areas of communication, independence/interdependence and sense of self to support longer term aspirational aims.
5	Our assessments, observations and discussions demonstrate that for some pupils and families they can feel isolated within their local communities and that this increases post education as they enter adulthood. We need to ensure that whilst pupils are still at school we support connections and links for families within their communities. We acknowledge that there are significant challenges in addressing this but through collaboration positive outcomes can be made in supporting pupils to be able to participate purposely in society.

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
<p>Ensuring we have specialised targeted interventions that support and develop our learners' behaviour, academic, therapeutic, sensory, mental health and wider wellbeing needs, where identified as a need.</p>	<p>Staff will be upskilled to deliver specific interventions to pupils as determined via behaviour, wellbeing and OT/sensory plans.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A reduction in behaviours will be seen and/or pupil engagement levels will rise.</p> <p>Pupils will make good progress in SEMH area of Education Health Care Plans.</p> <p>Pupil progress reports will evidence good levels of progress in Yoga (specifically in meeting physical and emotional needs) and in turn pupils will make good academic progress in other areas.</p> <p>We will see improvements in academic attainment for identified pupils.</p> <p>Pupils levels of appropriate physical activity will increase</p>
<p>Any barriers preventing pupils from fully participating in school life are actively identified and removed, whilst understanding the diverse needs of pupils and varied life experiences. This will be addressed through a tailored and personalised approach.</p>	<p>Constant monitoring will identify if any pupils are not making expected progress and barriers identified and interventions put in place</p> <p>All pupils will access and participate in all aspects of school life and if this is not possible a plan to work towards this will be in place</p>

	<p>Pupils will continue to make good progress with high expectations for all pupils within their offer and across all learning Pathways.</p>
<p>To improve engagement with our parents to ensure our parents feel more able to participate in supporting their child’s learning. To further enhance opportunities for home learning.</p>	<p>Re-visiting and reshaping our pupil vulnerability audit will demonstrate increased levels of parental engagement. A consistent and high quality offer for sharing learning between school and home and will be in place across school; teachers will feel they have the time to meet this identified need without it impacting on workload.</p> <p>The parent carer engagement framework has allowed us to audit current practice, identify best practice, ensuring consistency of approach as well as areas for improvement and result in a direct impact on parent engagement and the quality of relations with our families. Case studies will be used to show the impact of this work.</p> <p>Families will have had access to increased training opportunities allowing them to feel more confident and informed in supporting home learning, engaging with school and wider community links</p> <p>Supporting learning at home will help to further embed skills and knowledge for pupils.</p>
<p>To improve support and access for families through Family Liaison Worker intervention, including further support to parents and pupils when attendance is impacting upon educational access and progress.</p>	<p>Parents continue to report that they feel supported by school in meeting their child’s needs.</p> <p>Persistent absenteeism is tracked and reviewed at weekly safeguarding meetings with SLT and Family Liaison worker, with agreed plans in place to reduce levels of absenteeism where possible, in correlation with improving learning opportunities when off school to have a positive impact on progress.</p> <p>Family Liaison worker and attendance lead will promote school policies in terms of attendance to all new families.</p> <p>Family Liaison worker will ensure families are fully supported through transition into school and again as they prepare to leave school in preparation for their next steps.</p>

<p>Increased cover will enable teachers to plan and deliver individual/paired small group learning interventions linked to our Pathways development and Curnow Pledge areas which result in closing the gap/increasing progress within academic progress.</p>	<p>Timetables will reflect extended opportunities for pupils to practice and embed key skills.</p> <p>The number of pupils making good levels of progress in individual subject areas will increase.</p> <p>Teaching staff will have increased their subject knowledge and skills through attending training, practising methods of delivery and extending use of resources regularly with pupils.</p> <p>Teaching staff will have a clear understanding of our Pathway offer and the Aspirational aims to support outcomes that will have the biggest impact in the future</p>
<p>To improve pupil and family involvement and engagement within their local community, school and participation in society by understanding individual family needs and barriers through the EHCP review process and vulnerability audit and to implement strategies, links and support to improve outcomes.</p>	<p>Increased parental and pupil engagement within the EHCP review process.</p> <p>EHCP review process for Post 16 pupils to identify and signpost pupils and families to community links/activities within their local community, evidenced through the Preparing for adulthood: participating in society outcome</p> <p>Linking with the Youth Sport Trust and their targeted work to increase levels of physical activity and key contacts between families, school and community providers</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: £4,600

Activity	Evidence that supports this approach (All taken from the Education Endowment Fund)	Challenge number(s) addressed
<p><i>Funding to employ Occupational Therapist to work with individual pupils and groups; developing sensory plans and resources to support wellbeing and engagement of pupils as well as upskilling of our Specialist Intervention Therapist (SIT) and staff to effectively meet the needs of pupils and follow programmes of support.</i></p> <p><i>Additional SIT input to support the identification of barriers, potentially impacting on participation in full school life and strategies and interventions to reduce these barriers</i></p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>(EEF Effective Professional Development guidance report)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>(EEF Improving social and emotional learning in primary schools guidance report).</p> <p>A significant proportion of young people are experiencing poor wellbeing and mental health, with 44% reporting high psychological distress – a notable increase compared to previous cohorts over the past 15 years. These findings once again highlight the need for sustainable and well-funded support for young people experiencing mental health issues, including preventative and early intervention services to prevent future cohorts from experiencing such issues.</p>	<p>1 & 4</p>

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

Budgeted cost: £14,600

Activity	Evidence that supports this approach (All taken from the Education Endowment Fund/YST)	Challenge number(s) addressed
<p><i>Purchase total of 2 days per week yoga teacher and 1 day per week dance teacher to provide group and individual sessions in school. To support health and wellbeing needs of pupils and upskill staff in practice (yoga) which they can deliver throughout the school week</i></p> <p><i>Purchase 1 morning/week Music Therapist to provide 1:1 sessions/interventions for identified pupils, supporting emotional, social and wellbeing needs</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • improved academic performance (see Figure 1); • improved attitudes, behaviour and relationships with peers; 	<p>1 & 4</p>

	<ul style="list-style-type: none"> • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. <p>(EEF Improving social and emotional learning in primary schools guidance report).</p> <p>The Youth Sport Trust belief is that by embedding opportunities to be active in every child's life, we can develop young people who are happier, healthier and ready to learn. It is what we believe as a school and we look to ensure appropriate physical activity for all pupils.</p>	
<p><i>Cover staff to fund additional staffing to enable individual/small group interventions to support pupil catch up – in both meeting EHCP targets and academic targets in core subjects.</i></p>	<p>The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training</p> <p>(EEF Making best use of teaching assistants guidance report).</p>	<p>4</p>

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

Budgeted cost: £ 25,905

Activity	Evidence that supports this approach (All taken from the Education Endowment Fund)	Challenge number(s) addressed
<p><i>Part fund the position of family liaison worker in order to support families and improve parental engagement</i></p> <p><i>Additional teacher cover to allow time to link with parents/communicating and sharing learning between home and the school setting</i></p> <p><i>School based strategy (linking with RLG group), working with the Sport Youth Trust to support wellbeing through meaningful and appropriate daily physical activity</i></p> <p><i>Joined Cornwall Council Parent Carer Framework Programme and complete case studies to show impact of the strategic action plan previously set with county advisor – to be led by Deputy Head Teacher & family liaison worker</i></p> <p><i>Trust wide strategy to support community isolation and increase participation within society and</i></p>	<p>Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.^{2,3}</p> <p>The evidence suggests that three areas are particularly worth focusing on:</p> <ul style="list-style-type: none"> • supporting parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits.⁴ <p>Children who regularly complete homework have better school outcomes than children who do not.</p> <p>For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance.³¹</p> <p>(EEF Working with parents to support children’s learning guidance report)</p>	<p>2, 3, 4 & 5</p>

<i>community involvement for Post 16 pupils and their families</i>		
<i>Further development of our attendance strategy and appointment of an attendance lead across the school (DHT) to improve attendance.</i>	For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. ³¹	2&3

Total budgeted cost: £ 45,105

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.

Pupil Progress Data:

We are really pleased with the significant improvement in our SEMH related EHCP data, we continue to put pupil wellbeing and mental health at the heart of our focus, this is so important in supporting pupil learning gaps to close.

We are also very proud of our pupil progress data against EHCP targets – we can see that pupil premium pupils are at no disadvantage regarding progress and make as good/better progress as their peers. In relation to yoga targets pupil premium pupils slightly outperform those not in receipt of pupil premium.

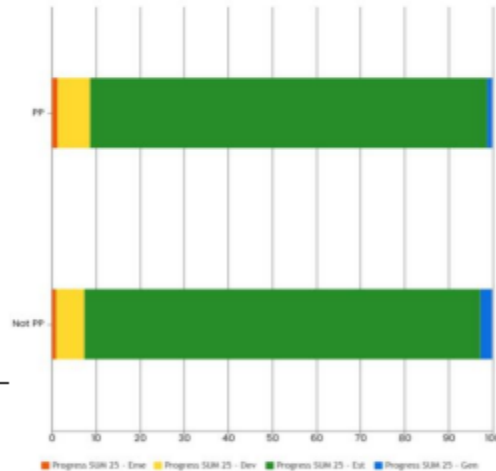
Graph to show Pupil Premium Versus Non-Pupil premium Pupils for Curriculum Targets – 2024-25

PP

Emerging = 1%
Developing = 7%
Established = 91%
Generalised = 1%

Non PP

Emerging = 1%
Developing = 6%
Established = 90%
Generalised = 3%



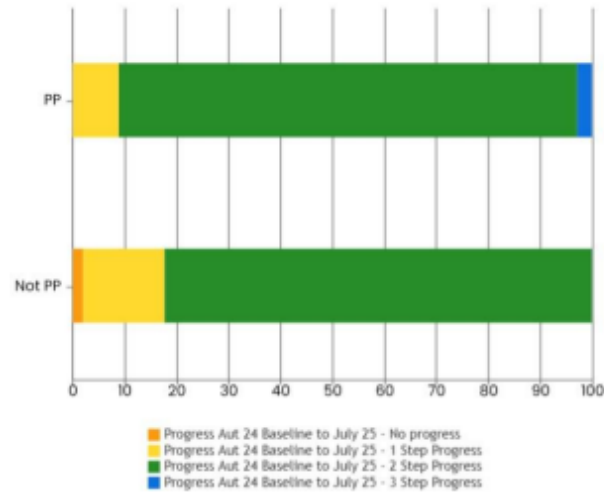
Graph to show Pupil Premium Versus Non-Pupil premium Pupils for EHCP outcomes – 2024-25

PP

Emerging = 0%
 Developing = 9%
 Established = 88%
 Generalised = 3%

Non PP

Emerging = 2%
 Developing = 16%
 Established = 82%
 Generalised = 0%



SEMH Target Data	emerging	developing	established	generalised
2022-2023	1%	11%	82%	6%
2023-2024	0%	7%	86%	6%
2024-2025	0%	8%	92%	0%

YOGA 2024 - 2025	emerging	developing	established	generalised
Pupil Premium	3%	9%	88%	0%
Non Pupil premium	0%	16%	84%	0%

Impact of Family Liaison Worker:

We have employed additional FLW support as we recognise the impact of this role with a focus on the older pupils and transition to next steps within education and post 19 provision. This role has further developed over the year with a real focus on a clear and informed transition process for our Key Stage 4 and Post 16 pupils, whilst continuing to ensure transition into school fully supports pupils and their families.

We have a clear transition process with a clear pathway and expectations as pupils move into Post 16 and prepare for their next steps. This ensures families are able to support their child and plan ahead to make sure at each stage information is shared, external agencies and providers are involved.

Whole school parent survey March 2025:

<i>My child does well at this school</i>	Strongly agree 92% Agree 8%
<i>The school gives my child the support they need to succeed</i>	Strongly agree 92% Agree 6%
<i>My child is happy at this school</i>	Strongly agree 92% Agree 7%
The school communicates well with parents/carers	Strongly agree 96% Agree 4%

Transition survey (new parent questionnaire 2024-2025. The results from this survey clearly show the support and communication are a strength and help to ensure pupils have a smooth, informed and successful transition into school. 75% of forms returned (results from the returned forms)

We felt welcomed by the school	100% of parents strongly agreed
I received enough information about the school prior to my child starting	100% of parents strongly agreed
I was given enough opportunities to talk to the school about my child prior to them starting	100% of parents strongly agreed
I am happy with the home school communication during the transition process	100% of parents strongly agreed
My child and I benefitted from the transition process	100% of parents strongly agreed

Reducing disadvantages gaps:

Through using our disadvantage overview for each pupil we were able to identify where pupils are being affected by a range of elements from pupil premium to parental engagement in home learning and pupil engagement. We are able to work well on personalising our offer for pupils and via the pupil premium funding can hone in on areas to further support this approach.

We have redesigned the vulnerability audit for the year 2024/25 to ensure it contains context, individual information and detail beyond the data. (see example above in the strategy). For example parental engagement is impacted by many different factors and this is the crucial information, individual to families that we can impact on and support. Therefore, we have included input from our family liaison workers, teachers and wider professionals to build up key information to support engagement for both parent, carers and pupils. This also ensures we can focus on the areas that we can positively impact on and make a difference. We also ensure that the audits provide the key information as part of transitions between classes as it is key that this information is not lost but built on as the child moves through the school, and that longer term trends and impact can be identified. We have developed the audits further so that they provide information that can be shared that is key to the individual and their families. In this respect they will become more useful and not purely a data gathering document.

Pupil name	Pathway	EHCP progress				Levels of engagement	Parental engagement	Community participation opportunities	Attendance 2023 2024	Wellbeing/behaviour plan	Wellbeing/behaviour impacting on learning	SIT involvement
		R – Any Emerging	A – Any developing	G – established or above								
	D	C&I	CL	SEMH	P/S	R- Low	R- Low	R – Low	R- > 85%		R – Yes	Y- Active
	A					A- Medium	A- Medium	A - Medium	A - > 90%	R – Yes	G – No	P - previous
	E					G - High	G - High	G - High	G - < 90%	G – No	W - wellbeing B-behaviour	N- No involvement C- communication

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
Medical Tracker	https://www.medicaltracker.co.uk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a






Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

As a school we want to ensure all staff and our school community have good knowledge of our Pupil Premium strategy and have chosen to design information posters in friendly speak (jargon free format) for all to access:

LET'S TALK PUPIL PREMIUM

Pupil premium is **funding to improve education outcomes for disadvantaged pupils in schools in England**. The following information tells you what we are spending our pupil premium money on at Curmow this year and why....

<p>The what...</p>  <p>We have increased our Family Liaison worker role and this is part-funded by our Pupil Premium funds this year.</p>	<p>The why...</p> <p>Research tells us that parental engagement in their child's learning has a direct impact on how well they do in school. Our parent survey feedback tells us how important Claire's and Melissa's support is to help us work well in partnership with our families and support transitions.</p>
 <p>Physical activity - daily physical activity including yoga sessions provided by a qualified yoga teacher. A combination of individual and group sessions.</p>	<p>Research tells us that daily, appropriate physical activity supporting social and emotional skills for our pupils improves not only outcomes in school but also later in life. Pupil wellbeing is at the heart of what we do at Curmow, physical activity such as Yoga helps us support our pupils to thrive and upskills all staff to use techniques taught throughout the school day.</p>
 <p>Individual, paired and small group teaching sessions, on a range of activities from learning to use symbols to practising writing/learning phonics or develop independent living skills.</p>	<p>We track individual progress for all pupils and we want to ensure that we are able to offer additional time and resources to ensure all pupils reach their potential, in whatever area is needed. Evidence shows that high quality teaching interventions can help pupils progress.</p>
 <p>We will be continuing to strengthen our parental engagement and evidencing the impact of the Parent Carer Engagement Framework.</p>	<p>Research shows that for all age groups, well-designed school communications with parents can be effective for improving progress and a range of other outcomes, such as attendance. We also want to continue to increase parent voice and find out the best ways we can help our families to support their child and sign post/support them to increase participation within their community and society.</p>
 <p>We are funding additional training for staff and sessions for pupils with an Occupational Therapist, linked to our SIT offer to ensure sustainability.</p>	<p>Services, such as Occupational Therapy continue to be reduced and as a school we want to make sure our pupils can still access good quality support and that we also upskill our staff so that they can support the physical and mental health of all learners and help them to be ready to enjoy and engage in their learning.</p>

