



Pupil Premium Impact Report

Autumn 2018

COMMUNITY PRIMARY
SCHOOL

Context of the school

Number on roll: 265 (September 2018), 275 (December 2018)

Number of pupils eligible for Pupil Premium: 131

Percentage of pupils eligible for Pupil Premium: 49%

Amount of Pupil Premium allocated: £161,040

Please refer to the school's Pupil Premium Strategy 2018-19 for a detailed overview of expenditure (available on the school website: <http://corporationroadschool.co.uk/pupil-sport-premium-information/>).

Impact

The following table reports on the attainment of pupil premium children in Year 1 to Year 6, as compared to their non-pupil premium peers. This is data for the end of the autumn term 2018.

Key:
Below – pupils working below expectation, e.g. end of autumn term in Y2 'Below' is a 1= or lower
On track – pupils working just below raised expectation and on track to meet expected end of key stage standards (i.e. 100+ Y6 SATs score), e.g. end of autumn term in Y2 'On track' is a 1+
At – pupils who are currently working at new raised expectation, e.g. end of autumn term in Y2 'At' is a 2-
Exceeding – pupils working above the new raised expectation, e.g. end of autumn term in Y2 'Exc' is a 2= or higher

	Reading				Writing				Maths			
	Below	On track or higher	At or higher	Exc	Below	On track or higher	At or higher	Exc	Below	On track or higher	At or higher	Exc
All	23%	77%	42%	3%	28%	72%	32%	1%	18%	82%	38%	4%
PP	22%	78%	43%	2%	26%	74%	33%	1%	17%	83%	38%	4%
Non-PP	25%	75%	42%	5%	31%	69%	30%	2%	19%	81%	37%	4%
EAL + PP	24%	76%	39%	2%	24%	76%	39%	2%	20%	80%	51%	4%
EAL + non PP	27%	73%	35%	5%	32%	68%	29%	3%	19%	81%	36%	5%

As illustrated above, there are only slight variances in the attainment of children in the different groups. Our pupil premium children are working at the same level as non-pupil premium children and in some cases they are out-performing them.

The percentage of pupil premium children who are *on track or better* is higher than non-pupil premium children in reading, writing and maths.

Our EAL + PP children are out-performing other groups with their maths attainments with 51% of that group working at the raised expectation.

↓ Gap decrease (from end of previous year)
 ↑ Gap increase (from end of previous year)

RECEPTION

Reception PP(11) Non PP(23)	Group	R Entry Exp (17) 40-60=		Autumn Exp (18) 40-60+		Spring Exp (19) ELG-		Summer Exp (20) ELG	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
READ	PP	14.4	-2.6	16.1	-1.9				
	Non PP	14.3	-2.7	16.4	-1.6				
	Gap	-0.05		0.32	↑				
WRIT	PP	14.5	-2.5	16.3	-1.7				
	Non PP	14.6	-2.4	16.6	-1.4				
	Gap	0.09		0.32	↑				
Number	PP	14.4	-2.6	16.4	-1.6				
	Non PP	14.6	-2.4	16.3	-1.7				
	Gap	0.27		-0.05	↓				

Summary

Both PP and non-PP children are making progress and catching up with their peers nationally, in reading, writing and number. The gap between the two groups has widened slightly in reading and writing and the gap has closed slightly in number. 82% of our Reception children are EAL, including 3 new starters since September, one of which is PP. Targeted intervention is in place to support children in Reception, including ‘Talking Time Play Box’, additional phonics, speaking and listening activities and 1 to 1 reading.

↓ Gap decrease (from end of previous year)
 ↑ Gap increase (from end of previous year)

YEAR 1

Year 1 PP(13) Non PP(15)	Group	Y1 Baseline Exp (20) ELG / R+		Autumn 1 Exp (20.5)		Autumn 2 Exp (21) 1-		Spring 1 Exp (21.5)		Spring 2 Exp (22) 1=		Summer 1 Exp (22.5)		Summer 2 Exp (23) 1+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	19.1	-0.9			20.2	-0.8								
	Non PP	19.1	-0.9			19.8	-1.2								
	Gap	0.06				-0.35	↓								
Writing	PP	19.0	-1.0			19.7	-1.3								
	Non PP	19.1	-0.9			19.5	-1.5								
	Gap	0.07				-0.16	↓								
Maths	PP	19.2	-0.8			19.9	-1.1								
	Non PP	19.1	-0.9			19.7	-1.3								
	Gap	-0.09				-0.19	↓								

Summary

In reading, writing and maths the gap between PP and non-PP children is closing. PP children also outperform their non-PP peers in terms of attainment. This cohort includes several SEN children with high needs, including 1 with an EHCP and one who the school are applying for EHCP. To further increase attainment and progress for all children, action plans have been drawn up with teachers to identify next steps and support that can be offered, including must-moves and additional reading.

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↓ Gap decrease (from end of previous year)

↑ Gap increase (from end of previous year)

YEAR 2

Year 2 PP(11) Non PP(23)	Group	End of Y1 Exp (23) 1+		Autumn 1 Exp (23.5)		Autumn 2 Exp (24) 2-		Spring 1 Exp (24.5)		Spring 2 Exp (25) 2=		Summer 1 Exp (25.5)		Summer 2 Exp (26) 2+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	22.7	-0.3			23.6	-0.4								
	Non PP	22.0	-1.1			22.6	-1.4								
	Gap	-0.75				-1.03	↓								
Writing	PP	22.0	-1.0			23.0	-1.0								
	Non PP	22.0	-1.0			22.3	-1.7								
	Gap	0.00				-0.70	↓								
Maths	PP	22.7	-0.3			23.1	-0.9								
	Non PP	22.1	-0.9			22.1	-1.9								
	Gap	-0.65				-1.00	↓								

Summary

PP children in Year 2 outperform non-PP children in all areas. Since September 4 children have joined the cohort, of which 3 were EAL and 1 was PP. The introduction of the Lexia intervention programme has supported their progress with reading and writing. Small class sizes has ensured targeted teaching of next steps has been achieved.

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↓ Gap decrease (from end of previous year)

↑ Gap increase (from end of previous year)

YEAR 3

Year 3 PP(23) Non PP(15)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=		Summer 1 Exp (28.5)		Summer 2 Exp (29) 3+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	25.1	-0.9			25.9	-1.1								
	Non PP	25.7	-0.3			26.0	-1.0								
	Gap	0.57				0.09	↓								
Writing	PP	25.4	-0.6			25.6	-1.4								
	Non PP	25.3	-0.8			24.9	-2.1								
	Gap	-0.10				-0.68	↓								
Maths	PP	25.6	-0.4			25.9	-1.1								
	Non PP	25.7	-0.3			26.4	-0.6								
	Gap	0.12				0.44	↑								

Summary

PP children have closed the gap with non-PP children in reading and writing since September. The gap has widened in maths. Since September 5 children have joined the cohort, of which 4 were EAL and 2 are PP, who have impacted the difference.

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↓	Gap decrease (from end of previous year)
↑	Gap increase (from end of previous year)

YEAR 4

Year 4 PP(25) Non PP(21)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=		Summer 1 Exp (31.5)		Summer 2 Exp (32) 4+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	26.6	-2.4			28.0	-2.0								
	Non PP	27.4	-1.6			28.7	-1.3								
	Gap	0.85				0.71	↓								
Writing	PP	27.4	-1.6			28.1	-1.9								
	Non PP	28.1	-0.9			28.9	-1.1								
	Gap	0.75				0.78	↑								
Maths	PP	27.0	-2.0			28.5	-1.5								
	Non PP	27.5	-1.5			29.3	-0.8								
	Gap	0.50				0.79	↑								

Summary

The gap between PP and non-PP is closing in reading, but has widened in writing and maths. Since September 5 children have joined the cohort, of which 2 were EAL and 3 are PP. 3 of these have attendance below 90%, which is being addressed through school

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↓	Gap decrease (from end of previous year)
↑	Gap increase (from end of previous year)

YEAR 5

Year 5 PP(22) Non PP(21)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=		Summer 1 Exp (34.5)		Summer 2 Exp (35) 5+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	30.6	-1.4			31.9	-1.1								
	Non PP	31.2	-0.8			32.0	-1.0								
	Gap	0.65				0.14	↓								
Writing	PP	30.4	-1.6			31.4	-1.6								
	Non PP	30.7	-1.3			31.3	-1.7								
	Gap	0.34				-0.12	↓								
Maths	PP	31.0	-1.0			32.4	-0.6								
	Non PP	31.2	-0.8			32.4	-0.6								
	Gap	0.27				0.06	↓								

Summary

The gap has been closed in Year 5, where there is now very little difference between the performance of PP and non-PP children. The more able Year 5 children are stretched in mixed Y5/6 classes. Additional support has been identified for this year group including TA support, Lexia interventions and school counsellors.

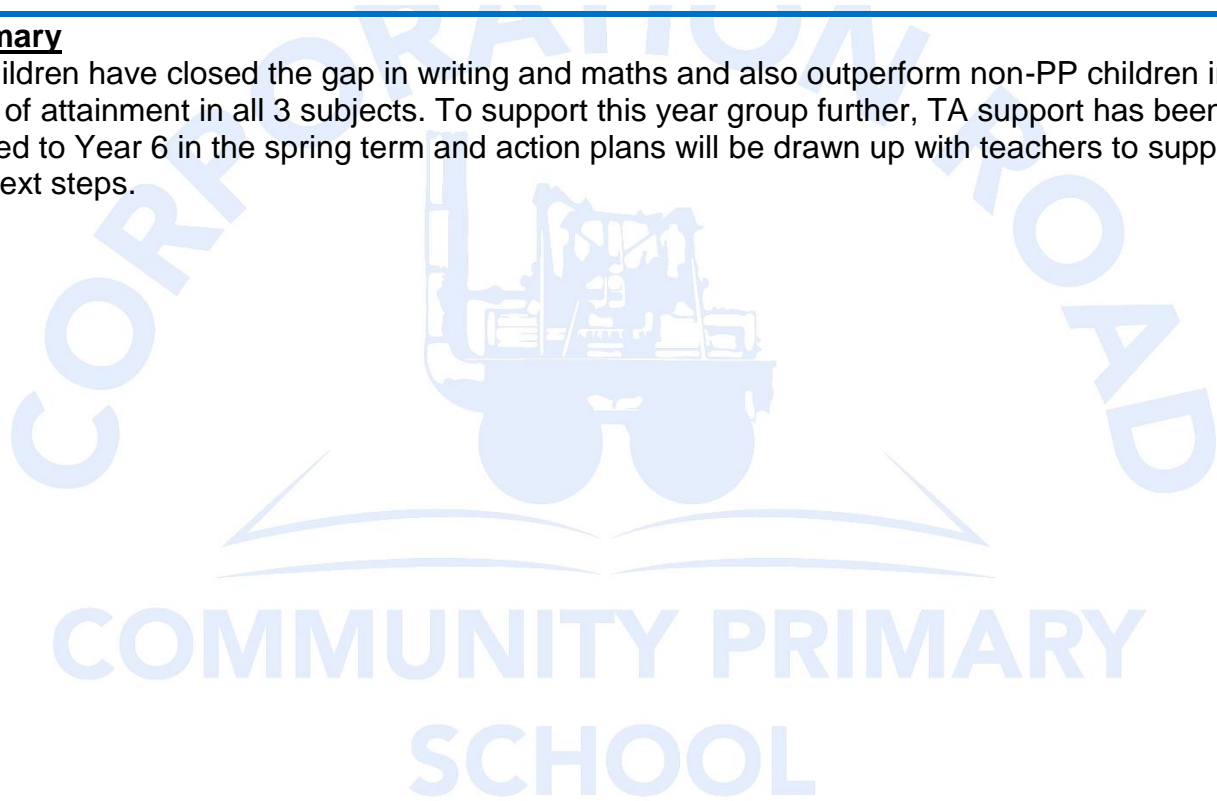
↓	Gap decrease (from end of previous year)
↑	Gap increase (from end of previous year)

YEAR 6

Year 6 PP(20) Non PP(13)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	34.4	-0.6			35.4	-0.6								
	Non PP	33.8	-1.2			35.3	-0.7								
	Gap	-0.58				-0.09	↑								
Writing	PP	34.2	-0.9			35.6	-0.5								
	Non PP	33.5	-1.5			34.8	-1.2								
	Gap	-0.61				-0.78	↓								
Maths	PP	34.0	-1.0			35.7	-0.3								
	Non PP	33.9	-1.1			35.2	-0.8								
	Gap	-0.08				-0.55	↓								

Summary

PP children have closed the gap in writing and maths and also outperform non-PP children in terms of attainment in all 3 subjects. To support this year group further, TA support has been directed to Year 6 in the spring term and action plans will be drawn up with teachers to support with next steps.



Attendance – Autumn 2018 – Year 1 to Year 6

Absence

% of sessions missed

	Pupils	% attendance	% sessions missed
School	222	95.9	4.1
Boys	121	95.3	4.7
Girls	101	96.7	3.3
Non Disadvantaged	109	96.6	3.4
Disadvantaged	113	95.3	4.7
Male Disadvantaged	61	94.3	5.7
Female Disadvantaged	52	96.6	3.4
Non FSM	131	96.2	3.8
FSM	91	95.6	4.4
No SEN	197	96.1	3.9
EHCP	1	93.7	6.3
SEN Support	24	94.7	5.3
EAL	127	96.0	4.0
Non EAL	95	95.9	4.1

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort
School	26	11.7
Boys	18	14.9
Girls	8	7.9
Non Disadvantaged	10	9.2
Disadvantaged	16	14.2
Male Disadvantaged	12	19.7
Female Disadvantaged	4	7.7
Non FSM	14	10.7
FSM	12	13.2
No SEN	23	11.7
EHCP	0	0.0
SEN Support	3	12.5
EAL	13	10.2
Non EAL	13	13.7

Overall attendance of disadvantaged pupils (95.3%) is not as good as that of non-disadvantaged pupils (96.6%).

Disadvantaged pupils (14.2%) are more likely to be persistently absent compared to non-disadvantaged pupils (9.2%), with disadvantaged boys (19.7%) being higher than disadvantaged girls (7.7%).

Corporation Road Community Primary School has a strong strategy in place to improve overall attendance and punctuality. This includes regular monitoring of attendance by dedicated staff, phone calls home, home visits, a late book, weekly attendance raffle prizes, Early Help Assessments and the use of fines for unauthorised holidays, where necessary.

Breakfast Club

Breakfast Club is offered free of charge to children and families.

Term	Number of children registered	Number of PP children	% of PP children
Summer	53	33	62%
Autumn	75	35	47%

Extra-curricular enrichment

All of these enrichment opportunities are offered free of charge to children and families.

Activity	Number of children registered	Number of PP children	% of PP children
Mental Health and Wellbeing Work Timetabled and drop-in sessions with Mr Needham	15	12	80%
Speech and Language Therapy Intervention offered by Mrs Thompson	26	14	54%
EAL Support Work Targeted support offered by Mrs Jafar	16	7	44%
Educational Psychologist To support staff to improve the provision for all children in school	9	4	44%
ESOL (English Speakers of Other Languages) Parental support offered to our Polish speaking parents	4	2	50%
Parent Learning Group Parental support offered by Mrs Jafar	10	4	40%
Running Club Run by Mrs Pringleton	122	67	55%
Lunchtime sports coaching Run by Martin Gray Academy coaches	160	90	56%
Film Club Offered every Friday night for Y2-Y6	77	44	57%
Dance Club Run by Emily for Y3 and Y4	17	12	71%
Craft Club Y4-Y6 Run by Mrs McCabe and Mrs Pearse	15	9	60%
Football Club Run by Martin Gray Academy	28	18	64%
Violin and Viola Lessons Offered by Durham Music Service	5	4	80%