



Pupil Premium Impact Report

2018-2019

COMMUNITY PRIMARY
SCHOOL

Context of the school

- 🏠 Number on roll: 265 (Sept 2018)
- 🏠 Number of pupils eligible for Pupil Premium: 131
- 🏠 Percentage of pupils eligible for Pupil Premium: 49%
- 🏠 Amount of Pupil Premium allocated: £161,040

How we use our funding

At Corporation Road we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

Whilst we welcome Pupil Premium Funding we also recognise that prior to this specific funding we have always strived to support our children as best we can. Because of this, the ways in which we are using the funding are not necessarily new initiatives but rather a continuation of the good practice which was already in place.

- 🏠 63% of Pupil Premium funding was used to support learning: to enable pupils to attain at least age related expectations and / or make good progress in reading, writing and maths.
- 🏠 8% of Pupil Premium funding was used to support the wellbeing of our children: to enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional mental health and well-being.
- 🏠 22% of Pupil Premium funding was used to support the curriculum: to ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.
- 🏠 7% of Pupil Premium funding was used to support families: to ensure that pupils are ready for learning by removing some of the barriers they experience through targeted work to improve attendance and punctuality, and through family support.

Please refer to the school's Pupil Premium Strategy 2018-19 for a detailed overview of expenditure (available on the [school website](#)).

Impact

Support for learning

- High adult/pupil ratio ensured class sizes across all year groups were small.
- 14 PP children accessed speech and language intervention – this supported their language skill and helped them integrate into class and develop their self-esteem.
- 4 PP children were assessed by the educational psychologist to ensure they received the correct level of support from teachers and could access appropriate funding
- Circle time every morning, ensured every child was spoken to and listened to before learning started and support could be given to those children who needed it.
- School bought an online resource Lexia to support with reading (PP = 24/41 children = 59%)
- Speech and language support (PP = 6/16 = 38%)
- *See below for impact on outcomes and attendance*

Support for social and emotional development

- 12 PP children were supported by the school CAMHS worker – this benefitted their mental health, well-being and behaviour, ensuring they were ready to make good progress.
- 75% of parents use the Marvellous Me app which engages parents in their child's learning
- School uniform, shoes and school dinners were provided for children whose families needed support, ensuring all children felt a sense of belonging and were ready to learn
- An EAL induction pack was developed to support teachers with resources to help children who have English as an additional language
- School counselling service for children four days a week (PP = 9/13 = 69%)
- ELSA, well-being intervention (PP = 13/20 = 65%)
- Gardening Club to support emotional health and well-being
- *See below for numbers of children accessing Breakfast Club and other enrichments, including lunchtime coaches and EAL support*

Support for the curriculum

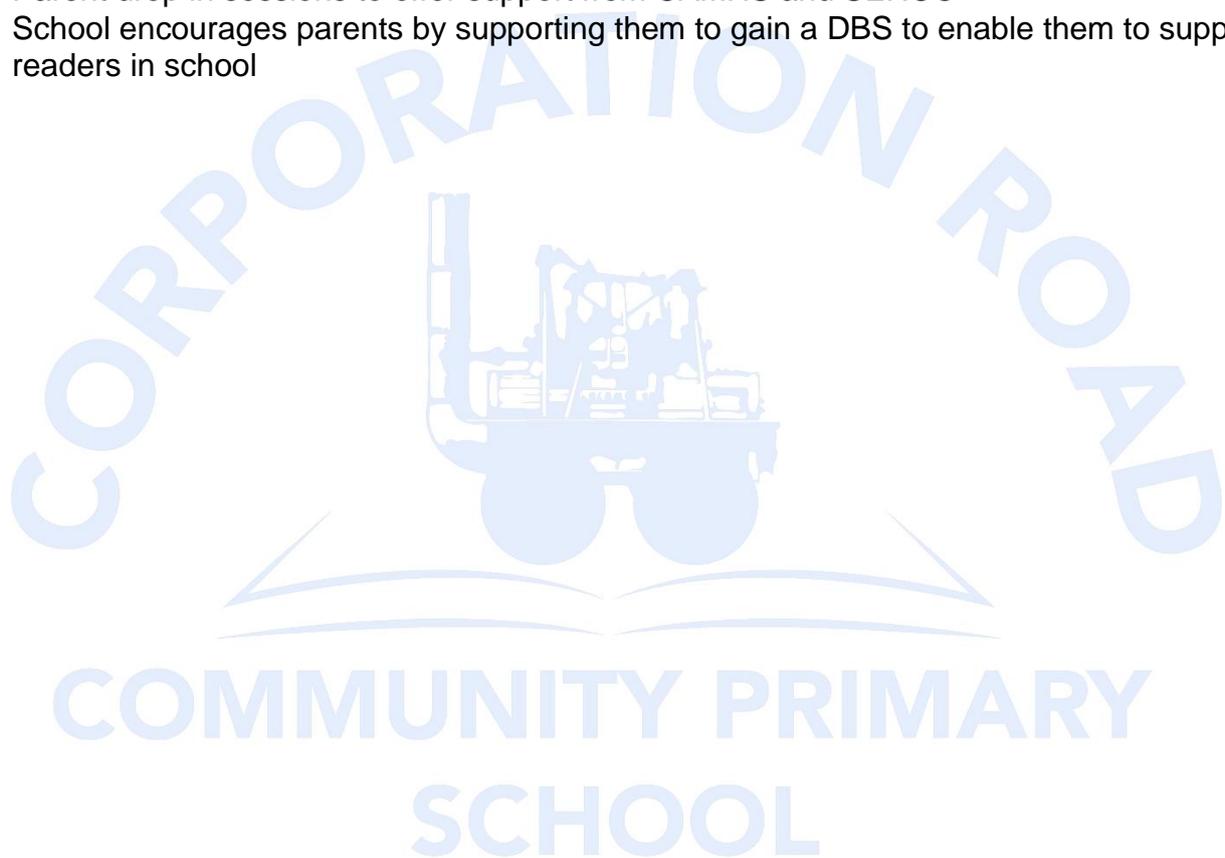
- All trips were subsidised, with many free to children. No trip was cancelled due to a lack of funds and no child was excluded for non-payment. All trips extended the learning in the wider curriculum, e.g. every child from Reception to Year 6 went to Saltburn in July 2019
- The residential to Carlton for Year 6 children was free to all. This made it accessible to every family and ensured 32 of the year group attended.
- PP/disadvantaged children are identified on all data analysis documents, ensuring their progress and attainment is carefully tracked during pupil progress meetings and by the leadership team
- Subject leaders are given time to develop their subjects, leading to a high quality broad and balanced curriculum for all children, using the Cornerstones resources
- Development of the library areas led to children being inspired by reading, valuing books and an increased engagement in 'real' books

Support for the family

- The development of the leadership team has increased the expertise in school able to support families with Early Help and core group meetings
- School has been awarded the Wellbeing Award for School
- Parent groups are available for all PP families to access, including a parent learning group of Bengali families and an ESOL (English Speakers of Other Languages) group for parents

– this has developed closer links with parents from different communities and broken down some barriers to learning for EAL children

- Parents who have English as a second language, have been supported in school to develop their own English skills, with school making links with the local college to help them further their studies.
- Recent links to the Local Authority and the M.P. for Darlington, resulted in a strategy plan for the summer holidays being put in place to support families and children within the community. This support will be around activities in the local park, police monitoring of the immediate environment and identified people to ensure the safety of the children within the community.
- School offers support to families with food parcels and a food bank.
- The school CAMHS worker supports parents and older children, despite them not attending the school
- Parent drop in sessions to offer support from CAMHS and SENCO
- School encourages parents by supporting them to gain a DBS to enable them to support readers in school



Early Years Foundation Stage Outcomes

EARLY YEARS FOUNDATION STAGE

Corporation Road Primary

not available till Oct19

not available till Dec19



EYFS 2017-2019 - Disadvantage Analysis by Gender

EYFS 2017-2019 - Good Level of Development Analysis

Corporation Road Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	22	17	39	15	14	29	18	16	34
School Disadvantage	School Disadvantaged	8	6	14	7	5	12	11	8	19
	SEN	0	0	0	3	1	4	1	0	1
	EAL	2	3	5	1	2	3	5	8	13
	LAC	1	1	2	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	50.0%	83.3%	64.3%	42.9%	80.0%	58.3%	54.5%	62.5%	57.9%
	National Other	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP School Dis vs National Other	-17.0%	3.3%	-8.7%	-24.1%	0.0%	-14.7%	-12.5%	-17.5%	-15.1%
	National All Pupils	64%	78%	71%	63%	78%	72%	63%	78%	72%
	National Disadvantaged	48%	64%	56%	47%	64%	55%	48%	64%	56%

EARLY YEARS FOUNDATION STAGE

Corporation Road Primary



EYFS 2017-2019 - Disadvantage Analysis by Gender

EYFS 2017-2019 - Good Level of Development Analysis

Corporation Road Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	22	17	39	15	14	29	18	16	34
School Disadvantage	PP	8	6	14	7	5	12	11	8	19
	SEN	0	0	0	3	1	4	1	0	1
	EAL	2	3	5	1	2	3	5	8	13
	LAC	1	1	2	0	0	0	0	0	0
School Other	Non PP	14	11	25	8	9	17	7	8	15
	SEN	3	2	5	0	0	0	1	1	2
	EAL	10	7	17	5	8	13	6	8	14
	LAC	0	0	0	0	0	0	0	0	0
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL										
GOOD LEVEL OF DEVELOPMENT	ALL	45.5%	88.2%	64.1%	60.0%	78.6%	69.0%	61.1%	75.0%	67.6%
	PP	50.0%	83.3%	64.3%	42.9%	80.0%	58.3%	54.5%	62.5%	57.9%
	Non PP	42.9%	90.9%	64.0%	75.0%	77.8%	76.5%	71.4%	87.5%	80.0%
	GAP	7.1%	7.6%	0.3%	32.1%	2.2%	18.1%	16.9%	25.0%	22.1%

The percentage of all pupils achieving a good level of development (GLD) is 68% (National 72%).

The percentage of disadvantaged pupils achieving GLD is 58%. (National 56%). The school is outperforming other disadvantaged pupils and has done for the last three years.

Nationally, 73% of non-disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 15% between our disadvantaged pupils and national non-disadvantaged pupils.

The cohort of disadvantaged pupils included 68% EAL children, of which 3 out of 4 were boys. Disadvantaged girls (63%) have outperformed disadvantaged boys (55%).

Year 1 Phonics Outcomes

KEY STAGE ONE PHONICS YEAR ONE

Corporation Road Primary

2019 NATIONAL
available Oct19



School Disadvantaged vs National - Phonics Screening 2017-2019 - the expected standard - 32 out of 40

Corporation Road Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	22	21	43	17	15	32	15	13	28
School Disadvantaged Cohort	School Disadvantage	10	10	20	8	5	13	7	5	12
	SEN	3	1	4	1	0	1	2	2	4
	EAL	5	3	8	3	2	5	1	3	4
	LAC	0	0	0	0	1	1	0	0	0
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL										
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Percentage achieving the expected standard	School Disadvantage	60.0%	90.0%	75.0%	50.0%	80.0%	61.5%	42.9%	80.0%	58.3%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs National Other	-21.0%	3.0%	-9.0%	-31.0%	-8.0%	-22.5%	-38.1%	-8.0%	-25.7%
	National All Pupils	78%	85%	81%	79%	86%	82%	79%	86%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	65%	75%	70%



58% of pupils who are from a disadvantaged background achieved the pass mark in the phonics screening check, compared to 70% of disadvantaged pupils nationally and 84% of non-disadvantaged pupils nationally.

Key Stage 1 Outcomes

KEY STAGE 1 2017-2019 Corporation Road Primary



School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils		24	18	42	18	17	35	19	17	36
All		11	10	21	10	12	22	11	6	17
School Dis Cohort	PP	2	0	2	3	0	3	1	0	1
	SEN	2	5	7	6	6	12	5	2	7
	EAL	0	2	2	0	0	0	0	1	1
	LAC									
READING TA	School Disadvantage	82%	80%	81%	60%	83%	73%	73%	100%	82%
	National Other	75%	83%	79%	74%	82%	78%	74%	82%	78%
	GAP School Dis vs National Other	7%	-3%	2%	-14%	1%	-5%	-1%	18%	4%
	National All Pupils	71%	80%	76%	71%	80%	75%	71%	80%	75%
	National Dis	58%	69%	63%	55%	66%	60%	55%	66%	60%
WRITING TA	School Disadvantage	55%	80%	67%	50%	83%	68%	64%	100%	76%
	National Other	66%	79%	72%	66%	79%	73%	66%	79%	73%
	GAP School Dis vs National Other	-11%	1%	-5%	-16%	4%	-5%	-2%	21%	3%
	National All Pupils	62%	75%	68%	63%	77%	70%	63%	77%	70%
	National Dis	47%	63%	54%	45%	61%	53%	45%	61%	53%
MATHS TA	School Disadvantage	55%	80%	67%	60%	92%	77%	82%	100%	88%
	National Other	78%	80%	79%	77%	80%	79%	77%	80%	79%
	GAP School Dis vs National Other	-23%	0%	-12%	-17%	12%	-2%	5%	20%	9%
	National All Pupils	74%	76%	75%	75%	77%	76%	75%	77%	76%
	National Dis	61%	64%	62%	59%	63%	61%	59%	63%	61%
SCIENCE TA	School Disadvantage	64%	70%	67%	60%	83%	73%	64%	83%	71%
	National Other	84%	88%	86%	83%	87%	85%	83%	87%	85%
	GAP School Dis vs National Other	-20%	-18%	-19%	-23%	-4%	-12%	-19%	-4%	-14%
	National All Pupils	80%	85%	83%	80%	85%	83%	80%	85%	83%
	National Dis	68%	75%	71%	65%	73%	69%	65%	73%	69%

READING	2017	WRITING	READING	2018	WRITING	READING	2019	WRITING	
% EXS or GDS		% EXS or GDS		% EXS or GDS		% EXS or GDS		% EXS or GDS	
% EXS or GDS		% EXS or GDS		% EXS or GDS		% EXS or GDS		% EXS or GDS	
% EXS or GDS		% EXS or GDS		% EXS or GDS		% EXS or GDS		% EXS or GDS	

The gap between national non-disadvantaged pupils and our disadvantaged pupils is closing, when comparing 2017 results to 2019 results, in all subjects.

In 2019, our disadvantaged pupils outperformed national non-disadvantaged pupils in reading, writing and maths.

Key Stage 2 Outcomes

KEY STAGE 2 2017-2019 Corporation Road Primary



Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils		18	17	35	15	14	29	15	16	31
School	Disadvantage	13	9	22	10	3	13	10	10	20
Disadvantaged pupils characteristics:	SEN	2	1	3	2	1	3	0	0	0
	EAL	7	3	10	2	0	2	7	6	13
	LAC	0	0	0	0	1	1	0	0	0
SPaG* TEST	School Dis	85%	78%	82%	60%	33%	54%	80%	90%	85%
	National Other	78%	86%	82%	79%	86%	82%	79%	86%	82%
	GAP School Dis vs National Other	7%	-8%	0%	-19%	-53%	-28%	1%	4%	3%
	National All	73%	81%	77%	73%	82%	78%	73%	82%	78%
	National Dis	61%	72%	66%	62%	73%	67%	62%	73%	67%
READING TEST	School Dis	69%	56%	64%	80%	0%	62%	70%	50%	60%
	National Other	74%	80%	77%	77%	84%	80%	77%	84%	80%
	GAP School Dis vs National Other	-5%	-24%	-13%	3%	-84%	-18%	-7%	-34%	-20%
	National All	68%	75%	72%	72%	79%	75%	72%	79%	75%
	National Dis	56%	64%	60%	60%	69%	64%	60%	69%	64%
MATHS TEST	School Dis	92%	78%	86%	80%	0%	62%	80%	90%	85%
	National Other	80%	80%	80%	81%	81%	81%	81%	81%	81%
	GAP School Dis vs National Other	12%	-2%	6%	-1%	-81%	-19%	-1%	9%	4%
	National All	75%	75%	75%	75%	76%	76%	75%	76%	76%
	National Dis	63%	64%	63%	63%	65%	64%	63%	65%	64%
WRITING TA	School Dis	92%	89%	91%	90%	67%	85%	80%	80%	80%
	National Other	76%	87%	81%	78%	88%	83%	78%	88%	83%
	GAP School Dis vs National Other	16%	2%	10%	12%	-21%	2%	2%	-8%	-3%
	National All	70%	82%	76%	72%	84%	78%	72%	84%	78%
	National Dis	58%	74%	66%	60%	75%	67%	60%	75%	67%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	69%	56%	64%	70%	0%	54%	70%	50%	60%
	National Other	64%	71%	67%	67%	74%	70%	67%	74%	70%
	GAP School Dis vs National Other	5%	-15%	-3%	3%	-74%	-16%	3%	-24%	-10%
	National All	57%	65%	61%	61%	68%	64%	61%	68%	64%
	National Dis	43%	52%	48%	46%	55%	51%	46%	55%	51%

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

In Maths and SPaG our disadvantaged pupils are outperforming national other pupils. In Writing there is a small gap of 3% between our disadvantaged pupils are national other pupils.

There is a gap of 20% in Reading between our disadvantaged pupils are national other pupils. This will be addressed in the school development plan 2019-20.

Attendance

Absence

% of sessions missed

	Pupils	% attendance	% sessions missed
School	219	96.3	3.7
Boys	119	96.1	3.9
Girls	100	96.6	3.4
Non Disadvantaged	102	96.3	3.7
Disadvantaged	117	96.3	3.7
Male Disadvantaged	63	95.7	4.3
Female Disadvantaged	54	97.0	3.0
Non FSM	124	96.4	3.6
FSM	95	96.1	3.9
No SEN	191	96.5	3.5
EHCP	1	96.3	3.7
SEN Support	27	95.1	4.9
EAL	124	96.1	3.9
Non EAL	95	96.6	3.4

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort
School	14	6.4
Boys	7	5.9
Girls	7	7.0
Non Disadvantaged	5	4.9
Disadvantaged	9	7.7
Male Disadvantaged	6	9.5
Female Disadvantaged	3	5.6
Non FSM	6	4.8
FSM	8	8.4
No SEN	12	6.3
EHCP	0	0.0
SEN Support	2	7.4
EAL	8	6.5
Non EAL	6	6.3

Overall attendance of disadvantaged pupils (96.3%) is the same as that of non-disadvantaged pupils.

Disadvantaged pupils (7.7%) are more likely to be persistently absent compared to non-disadvantaged pupils (4.9%), with disadvantaged boys (9.5%) being higher than disadvantaged girls (5.6%). This is a big improvement from the end of the autumn term where the persistent absence rate was 19.7% for disadvantaged boys.

The persistent absence rate of disadvantaged pupils has fallen from 14.2% at the end of the autumn term, to 9.2% at the end of the spring term, to 7.7% at the end of the year.

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 2018	53	33	62%
Autumn 2018	75	35	47%
Spring 2019	58	29	50%

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 Khan	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 Khan	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 Y3-Y4 Run by Mrs McCabe and Mrs Pearse	13	6	46%
Football Club Run by Martin Gray Academy	28	18	64%
Book Club Run by Mrs McCabe for Y1 and Y2	14	3	21%
Games Club Run by Mrs Stott for Y1 and Y2	13	5	38%
Apprentice Club Run by Mr Brack Y4 – Y6	12	6	50%

Sign Language Club Run by Mrs Stott Y4	9	4	44%
Board Games Club Run by Mrs McCabe	13	3	23%
Violin and Viola Lessons Offered by Durham Music Service	5	4	80%

