

Pupil Premium Planned Grant Expenditure Report 2017/2018

Possible barriers to educational success:

- Using the Income Deprivation Affecting Children Index (IDACI) we know 76% of all of our children live in the top 20% most deprived areas in England
- The key factors that affect our families are Employment (89% of families are in the top 2 deciles) and Health (90% of families are in the top 2 deciles).
Indicators that affect the Employment Deprivation Domain are:
 1. Claimants of Jobseeker's Allowance (both contribution-based and income-based)
 2. Claimants of Employment and Support Allowance (both contribution-based and income-based)
 3. Claimants of Incapacity Benefit
 4. Claimants of Severe Disablement Allowance
 5. Claimants of Carer's Allowance
- Indicators that affect the Health and Deprivation Domain are:
 1. Years of potential life lost
 2. Comparative illness and disability ratio
 3. Acute morbidity
 4. Mood and anxiety disorders
- 56% of our children have English as an Additional Language (EAL). The languages spoken at home by children who attend our school include: Bengali, Urdu, Polish, Romanian, Latvian, Arabic, Kurdish, Chinese, Russian and Spanish.
- 64% of children who join the school after the reception start date are EAL
- 76% of our nursery children are EAL
- Many of our EAL families do not qualify for benefits available, as they are not British citizens, even though they live in some of the most deprived areas in England. This means they are *not* eligible for pupil premium, which affects the funding available to school.
- Over 10% of our children are on the SEND (special educational needs and disabilities) register
- The school also takes families who are refugees from around the world

What is Pupil Premium Funding?

Pupil Premium Funding is allocated by the government to schools to support specific groups of children who are vulnerable to underachievement. Such pupils are identified as those entitled to free school meals (FSM), those looked after by the local authority and the children of armed service personnel.

The number of children identified as disadvantaged is way above the national average. 47% of pupils in the school fall under this classification, compared to 26% nationally.

At Corporation Road Community Primary School 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.

How do our disadvantaged children perform compared to other children in the school?

We have a successful track record of ensuring our most disadvantaged children achieve the best possible outcomes by the end of Key Stage 2.

See below for the results of our disadvantaged children compared to other children for EYFS, Year 1 phonics, Year 2 and Year 6:

EARLY YEARS FOUNDATION STAGE

Corporation Road Primary
(DfE No. 8412003)



EYFS 2015-2017 - Disadvantage Analysis by Gender

EYFS 2015-2017 - Good Level of Development Analysis

Corporation Road Primary		2015			2016			2017		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	31	20	51	28	19	47	22	17	39
School Disadvantage	PP	11	7	18	10	8	18	8	6	14
	SEN	3	0	3	4	2	6	0	0	0
	EAL	1	3	4	4	2	6	2	3	5
	LAC	0	1	1	1	0	1	1	1	2
School Other	Non PP	20	13	33	18	11	29	14	11	25
	SEN	1	0	1	4	1	5	3	2	5
	EAL	12	9	21	11	5	16	10	7	17
	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	32.3%	65.0%	45.1%	46.4%	68.4%	55.3%	45.5%	88.2%	64.1%
	PP	36.4%	71.4%	50.0%	40.0%	75.0%	55.6%	50.0%	83.3%	64.3%
	Non PP	30.0%	61.5%	42.4%	50.0%	63.6%	55.2%	42.9%	90.9%	64.0%
	GAP	6.4%	9.9%	7.6%	10.0%	11.4%	0.4%	7.1%	7.6%	0.3%

KEY STAGE ONE PHONICS YEAR ONE

Corporation Road Primary
(DfE No. 8412003)



Phonics Screening 2013-2017 Trends - percentage the meeting expected standard

Corporation Road Primary	2013		2014		2015		2016		2017	
	No.	%	No.	%	No.	%	No.	%	No.	%
All Pupils	35	49%	38	68%	55	69%	45	69%	43	77%
Boys	16	44%	22	59%	34	74%	27	59%	22	73%
Girls	19	53%	16	81%	21	62%	18	83%	21	81%
Disadvantaged	16	50%	14	79%	28	64%	20	75%	20	75%
Other	19	47%	24	63%	27	74%	25	64%	23	78%
SEN	6	17%	7	29%	10	40%	8	25%	6	
Non SEN	29	55%	31	77%	45	76%	37	78%	37	89%
EAL	16	56%	19	84%	22	68%	24	71%	22	82%
Non EAL	19	42%	19	53%	33	70%	21	67%	21	71%

KEY STAGE 1 2017

Corporation Road Primary



School Gap Analysis

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2017			KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ School Other ■ School Dis
		Boys	Girls	Total	
No. of pupils	All	24	18	42	
School Disadvantaged	Dis	11	10	21	
	SEN	2	0	2	
	EAL	2	5	7	
	LAC	0	2	2	
School Other	Other	13	8	21	
	SEN	2	0	2	
	EAL	10	7	17	
	LAC	0	0	0	
READING TA	ALL	83.3%	72.2%	78.6%	
	Dis	81.8%	80.0%	81.0%	
	Other	84.6%	62.5%	76.2%	
	GAP	2.8%	17.5%	4.8%	
WRITING TA	ALL	66.7%	72.2%	69.0%	
	Dis	54.5%	80.0%	66.7%	
	Other	76.9%	62.5%	71.4%	
	GAP	22.4%	17.5%	4.8%	
MATHS TA	ALL	62.5%	72.2%	66.7%	
	Dis	54.5%	80.0%	66.7%	
	Other	69.2%	62.5%	66.7%	
	GAP	14.7%	17.5%	0.0%	
RWM* TA	ALL	58.3%	61.1%	59.5%	
	Dis	45.5%	70.0%	57.1%	
	Other	69.2%	50.0%	61.9%	
	GAP	23.8%	20.0%	4.8%	

KEY STAGE 2 2017

Corporation Road Primary



Disadvantage Analysis (In School)

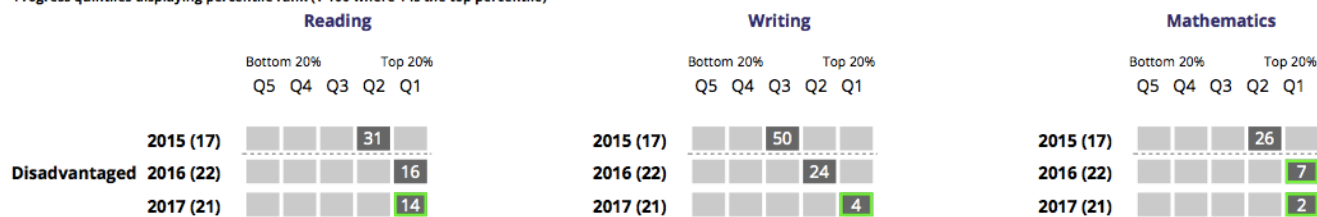
Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2017			KEY: The graphs below show the difference between Disadvantaged Pupils and Other Pupils — School Other — School Dis
		Boys	Girls	Total	
No. of pupils		18	17	35	
School Disadvantaged pupils characteristics:	Dis	13	9	22	
	SEN	2	1	3	
	EAL	7	3	10	
	LAC	0	0	0	
School Other pupils characteristics:	Other	5	8	13	
	SEN	1	1	2	
	EAL	4	3	7	
	LAC	0	0	0	
SPaG* TEST	ALL	88.9%	82.4%	85.7%	
	Dis	84.6%	77.8%	81.8%	
	Other	100.0%	87.5%	92.3%	
	GAP	15.4%	9.7%	10.5%	
READING TEST	ALL	66.7%	64.7%	65.7%	
	Dis	69.2%	55.6%	63.6%	
	Other	60.0%	75.0%	69.2%	
	GAP	9.2%	19.4%	5.6%	
MATHS TEST	ALL	94.4%	88.2%	91.4%	
	Dis	92.3%	77.8%	86.4%	
	Other	100.0%	100.0%	100.0%	
	GAP	7.7%	22.2%	13.6%	
WRITING TA	ALL	94.4%	94.1%	94.3%	
	Dis	92.3%	88.9%	90.9%	
	Other	100.0%	100.0%	100.0%	
	GAP	7.7%	11.1%	9.1%	
RWM** TEST (Reading / Maths) TA (Writing)	ALL	66.7%	64.7%	65.7%	
	Dis	69.2%	55.6%	63.6%	
	Other	60.0%	75.0%	69.2%	
	GAP	9.2%	19.4%	5.6%	

Also, in 2017 our disadvantaged children performed significantly above national average in terms of progress between KS1 and KS2:

Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

() Cohort Significantly below national Significantly above national Change in methodology or calculations -----

Source: Inspection Dashboard Summary Report, November 2017

Areas of school we will focus on to improve outcomes

We have identified four key areas on which we focus to improve outcomes for pupils eligible for pupil premium funding.

- Support for learning: to enable pupils to attain at least age related expectations and/ or make good progress in reading, writing and maths.
- Support for social and emotional development: to enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional mental health and well-being.
- Support for 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.
- Support for the family: 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.

Number of pupils and pupil premium grant (PPG) received

Number on roll	287
Number of pupils eligible for PPG	136
Percentage of pupils eligible for PPG	47%
Amount of PPG per pupil	£182,630

Support for Learning

Target	Cost	Pupil Premium	Summary	Outcome
High adult/ pupil ratio	2 teachers M6 £84,000 *	47% = £39,480*	<ul style="list-style-type: none"> • Smaller teaching and pastoral groups • Targeted intervention through 'Must Moves' • Circle Time is focused on all the children every morning with support given to those children who need it 	<ul style="list-style-type: none"> • Pupil premium pupils engage well with school. • As a result, their attainment is at least at Age Related Expectations (ARE) and they make good progress. • Children's progress is in line with or better than National Average for all pupils
Attendance of Pupil Premium is in line with or better than the National average	2 days HLTA £276 x 30 = £8,280	47% = £3,892	<ul style="list-style-type: none"> • HLTA to track behaviour, identifying trends, supporting parents and following procedures and protocols in school • Children attend school regularly and on time. Families supported with attendance issues and concerns 	<ul style="list-style-type: none"> • Attendance of pupil premium children is in line with or better than the national average • Children access all areas of the curriculum and are better able to engage in their learning and show school readiness
Interventions across school	10% of TA Salaries = £44,486	47% = £16,000	<ul style="list-style-type: none"> • Improved attainment and / or progress of identified pupils • Reading, writing and maths interventions led by teacher / teaching assistants. • Reviewed half termly. • <i>Must Moves identified on</i> 	<ul style="list-style-type: none"> • Interventions across school • As a result, their attainment is at least at Age Related Expectations (ARE) and they make good progress.

			<i>planning</i>	
Y6 Interventions	5 teachers £30 per week x 20 weeks = £3,000	50% Year 6 are Pupil Premium = £1,500	<ul style="list-style-type: none"> One to one tuition and small groups beyond the school day led by 4 x teachers Identified Y6 January 2018 - June 2018 	<ul style="list-style-type: none"> Identified pupils reach year 6 expected standard Identified pupils make at least expected progress
Y6 Easter School	4 teachers for 3 days during the Easter Holidays	50% Year 6 are Pupil Premium = £1,944	<ul style="list-style-type: none"> Whole class intervention and exam support for all year 6 children Delivered by experienced teachers and the leadership team 	<ul style="list-style-type: none"> Identified pupils reach year 6 expected standard Identified pupils make at least expected progress
Speech and Language	£7,880 £200 per day x 39 weeks	65% = £5,122	<ul style="list-style-type: none"> Individual support for children identified with speech and language. Individualised programmes 	<ul style="list-style-type: none"> Improved communication skills supporting children towards making better progress Improved attainment and / or progress of identified pupils. Children are integrated within school and self-esteem is improved. Parents more able to support their child's language development skills
Outcomes				
Educational Psychologist	£5,000	47% Pupil Premium = £2,350	<ul style="list-style-type: none"> Additional EP support Identified pupils with SEN across the school Sept 2016 to July 2017 	<ul style="list-style-type: none"> Improved strategies for teaching and learning which improve attainment and/or progress of identified pupils
Outcomes				
Support for Social and Emotional Development				
High adult/pupil ratio	2 teachers M6 £84,000*	47% Pupil Premium £39,480*	<ul style="list-style-type: none"> Smaller teaching and pastoral groups 	<ul style="list-style-type: none"> Pupil premium pupils engage well with school. As a result, their attainment is at least at Age Related Expectations (ARE) and they make good progress.
Marvellous Me	£1000	47% Pupil Premium £470	<ul style="list-style-type: none"> Better engagement with pupils and parents across school 	<ul style="list-style-type: none"> Pupil Premium children and their parents engage well with school. As a result, their attainment is at least at Age Related Expectations (ARE) and they make good progress.
School CAMHS worker	1 day per week £7,000	47% = £3,290	<ul style="list-style-type: none"> Identified children receive bespoke intervention September 2017 - September 2018 Reviewed half termly Staff are supported with the many challenges of school life 	<ul style="list-style-type: none"> Pupils are more able to focus on learning and, as a result, attainment and / or progress improves. Improved behaviour around school / within lessons leading to improved attainment / progress of identified children.
Lighthouse Room	1 teacher 0.5 of the week £24,290 1 Level 3 T.A. 0.5 of the week £12,745 = £37,000	90% of children in The Lighthouse are pupil premium children = £33,331.50	<ul style="list-style-type: none"> Small group of children access a nurturing groups to support with self-esteem and emotional well-being 	<ul style="list-style-type: none"> Children develop a positive mindset and develop resilience. As a result attainment and progress improves
Lunchtime Coaches	2 coaches provide lunchtime sports activities and act as positive role models for small groups of children 2 coaches x 1 hour - 4 times a week £130 x 32 £4,160.00	47% = £1,955	<ul style="list-style-type: none"> Coaches work with whole classes on lunchtime sports and activities Coaches support small groups of children in the dinner hall modelling high expectations and good manners 	<ul style="list-style-type: none"> Children are lesson ready after lunchtime Children show a positive attitude to learning Children have positive reinforcement of expectations of behaviour and attitude to learning
Breakfast Club	Catering supplies £3000 Cooks £823.00 2 x Level 1 TA £1,126 = £1949 Total = £4949	47% Pupil Premium £2,326	<ul style="list-style-type: none"> Breakfast Club N to Y6 Daily 8.00 am to 8.50 am 	<ul style="list-style-type: none"> Free breakfast will be provided for all children Attendance and punctuality improve for identified children. As a result attainment and or progress improve too.

EAL Support	Level 3 Teaching assistant £17,000	47% Pupil Premium £7,990	<ul style="list-style-type: none"> Children with English as an additional language are given extra support to access the curriculum Parents who have English as an additional language are supported in school to improve outcomes for their children 	<ul style="list-style-type: none"> Pupil Premium with EAL are more able to focus on learning as a result their attainment is at least at Age Related Expectations (ARE) and they make good progress Improved engagement with parents and families Pupils are more able to focus on learning and, as a result, attainment and / or progress improves.
School Uniform and shoes	£2,000	£2,000	<ul style="list-style-type: none"> Children and families are supported with items of uniform where necessary 	<ul style="list-style-type: none"> All children feel a sense of belonging and no child is made to feel different. Resulting in higher self-esteem and more able to focus on their learning. As a result their attainment and or progress improves
School dinners	£1,000	£1,000	<ul style="list-style-type: none"> Children and families are supported with providing their child(ren) with a school dinner when necessary 	<ul style="list-style-type: none"> Children are ready to learn. All children feel a sense of belonging and no child is made to feel different. Resulting in higher self-esteem and more able to focus on their learning. As a result their attainment and or progress improves
Outcomes				
Support for the Curriculum				
Educational Visits Including year 6 residential	£15,000	47% Pupil Premium £7,050	<ul style="list-style-type: none"> Costs of educational visits are subsidised. N to Y6 September 2017 to September 2018 Cost of residential visit is fully subsidised. Y6 June 2018 Whole school trip to Saltburn 	<ul style="list-style-type: none"> Educational visits enhance the learning experiences resulting in improved engagement in learning, as well as improved attainment and /or progress. PP pupils are able to attend the residential visit. As a result relationships among children and staff are improved, resulting in improved attainment and/or progress.
Ensure pupil progress meetings identify, monitor and track progress and attainment of pupil progress children. Tracking System Anthony Conlin	£1,000	47% Pupil Premium £470	<ul style="list-style-type: none"> Pupil Premium pupils are identified on all documents that monitor performance Half termly data used at pupil premium progress meetings analysed from SIMS 	<ul style="list-style-type: none"> Data analysis comparing pupil premium and peers show gap is narrowing Pupil premium figures compare favourably for all children
High quality CPD to improve teaching and learning CPD delivered by the senior leadership team	Leadership team one day per week £44,000	47% = £20,692	<ul style="list-style-type: none"> Wide range of CPD- external expertise, release for leading teachers to cascade training for staff. Children's progress is tracked regularly and accurately and staff are trained to monitor effectively for all subjects including the foundation subjects 	<ul style="list-style-type: none"> Improvement in quality teaching – sharing good practise and ensuring staff are confident in delivery of high quality lessons to increase progress and attainment. Children's attainment and achievement is monitored effectively to ensure all children are making progress in all subjects
Subject leadership time	1/2 day every week for all subject coordinators to monitor their subject across the school £2990	47% = £1,405	<ul style="list-style-type: none"> Awe and Wonder Monday used to inspire the children across school in all subject areas Coordinators track and monitor the foundation subjects for all children across school Coordinators develop policies to reflect the needs of the children in school 	<ul style="list-style-type: none"> Portfolios of children's work show coverage and progress in all foundation subjects Children make good or better progress in the foundation subjects Coordinator's subject knowledge developed Coordinators better able to monitor progress in the foundation subjects with quality teaching clearly focused on skills and next steps to progress for all children
High Quality Curriculum Resources to inspire, motivate, challenge and engage High quality tracking system linked to Cornerstones used to assess the foundation subjects	£6,000	47% of pupil premium pupils £2,820	<ul style="list-style-type: none"> Creative curriculum 'Cornerstones' and progress monitoring system in school to support learning and teaching across all age groups, in all subject areas and which measures progress 	<ul style="list-style-type: none"> Children inspired by the curriculum and their learning is enhanced resulting in improved engagement in learning as well as improving attainment and/or progress Children's progress is clearly tracked against end of year expectations for the foundation subjects
Library shelving exhibits a wide range of fiction and non-fiction texts and inspire children to have a love of reading	£6,250	47% Pupil Premium £2,937	<ul style="list-style-type: none"> A wide range of 'real' books' exhibited effectively in both libraries in school 	<ul style="list-style-type: none"> Children inspired to read with reading attainment and achievement increased Children value books and develop a life long love of reading The learning environment is conducive to inspiring and motivating the children to learn resulting in improved engagement in learning as well as improving attainment and/or progress

Classrooms include a 'reading corner' to inspire, motivate children to read and develop a love of reading across school	15 classes x £1,000 £15,000	47% = £7,050	<ul style="list-style-type: none"> Children's perception of reading is greatly enhanced with children seeking to read a wide range of texts Children inspired to read with reading attainment and achievement increased 	<ul style="list-style-type: none"> Children inspired to read with reading attainment and achievement increased
Children are rewarded for their reading through collecting merits and winning prizes	125 children x £8 £1,000	47% = £470	<ul style="list-style-type: none"> Children enjoy reading a wide range of books Children are rewarded with high quality texts to develop a love of reading 	<ul style="list-style-type: none"> Children inspired to read with reading attainment and achievement increased
Children access 'Homework Club' to support their learning	£3,294 cost of 2 teaching assistants for 4 days a week	47% = £1,549	<ul style="list-style-type: none"> Children are able to access a wide range of extra curricular activities 	<ul style="list-style-type: none"> Children are motivated to learn and are accessing a creative curriculum Children engaged in after school activities
Children have access to learning within an outdoor classroom with professionals having forest school training	Forest School Training £2,000 Mini bus travel to Marchbank	47% = £940	<ul style="list-style-type: none"> Children are able to access an environment which supports opportunities for mindfulness and exploration of the outdoors Children well supported by trained forest school staff 	<ul style="list-style-type: none"> Children's well being and stimulated imagination supports and improves engagement in learning as well as improving attainment and/or progress
Support for the Family				
Parent group	CAMHS worker £100 day SENCO £100 £200 x 40 = £8,000	£8,000	<ul style="list-style-type: none"> Group supported by CAMHS worked and SENDCO Families identified for Early Help support Parents support identified Vulnerable families identified 	<ul style="list-style-type: none"> Despite family crises, children attend school regularly and on time, and continue to improve attainment and / or progress. Children and families are well supported in school. Parents are engaged in the education of their child All children in school including children from vulnerable families are making good or better progress
Parent group to support parents and carers with English as an additional language	Level 3 Teaching assistant £17,000	£2,000	<ul style="list-style-type: none"> Group supported by EAL teaching assistant Needs of families with EAL are addressed Support for families in place to identify specific barriers to learning for families who do not have English as a first language Support and advice given to parents to be more able to interact with and live within a diverse community 	<ul style="list-style-type: none"> Barriers to learning identified Better understanding of cultural differences that may become a barrier to a child's learning Parents more able to support their children within school
Family Support Team identified and in place	HLTA SENCO CAMHS Level 3 TA £10,000	Pupil Premium 47% = £4,700	<ul style="list-style-type: none"> Team of staff in place trained in Early Help Early Help assessments completed for vulnerable families 	<ul style="list-style-type: none"> Families and children well supported in and out of school Professionals identified to further support the families across school
Provide parents with an electronic newsletter which is able to be translated into the range of languages necessary to support the diverse community of the school	£1,289	47% = £605	<ul style="list-style-type: none"> A larger audience of families is more able to access the content of the curriculum and are aware of daily life in school 	<ul style="list-style-type: none"> Parents and carers are more able to support their children in school Children from all cultural backgrounds are making good or better progress inline with pupils nationally
Shooting Stars peer mentor programme	£1,500	47% = £705	<ul style="list-style-type: none"> To support pupil emotional health and well being 	<ul style="list-style-type: none"> All children in school including children from vulnerable families are making good or better progress Children and families are more emotionally stable
Well Being Award for Schools with support worker	£3,500	47% £1,645	<ul style="list-style-type: none"> Exploring initiatives to support the well being of pupils, families and staff 	<ul style="list-style-type: none"> Staff more able to support family and pupil emotional needs Barriers to learning identified to support children's ability to self regulate their emotional feelings Parents well supported to address their children's needs Children across school making good or better progress inline with pupils nationally
Total	* This cost is in twice, however, has only been added to the total once	£185,688.50		