



# Pupil Premium Impact Report

2017-2018

COMMUNITY PRIMARY  
SCHOOL

## Context of the school

Number on roll: 287

Number of pupils eligible for Pupil Premium: 136

Percentage of pupils eligible for Pupil Premium: 47%

Amount of Pupil Premium allocated: £182,630

## 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.

- 38% 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.
- 28% of Pupil Premium funding was used to support 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.
- 25% 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.
- 9% 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 2017-18 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.
- Year 6 Easter School was funded, free for all children to access and included lunch. Ensured identified children received extra support to make at least expected progress.
- *See below for impact on outcomes and attendance*

## **Support for social and emotional development**

- 12 PP children were supported by the school CAMHS worked – this benefitted their mental health, well-being and behaviour, ensuring they were ready to make good progress.
- 85% of parents use the Marvellous Me app which engages parents in their child's learning
- 7 PP children accessed the Lighthouse Room, where they developed a positive mindset, developed resilience and had a personalised approach to their 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
- *See below for numbers of children accessing Breakfast Club and other enrichments, including lunchtime coaches and EAL support*

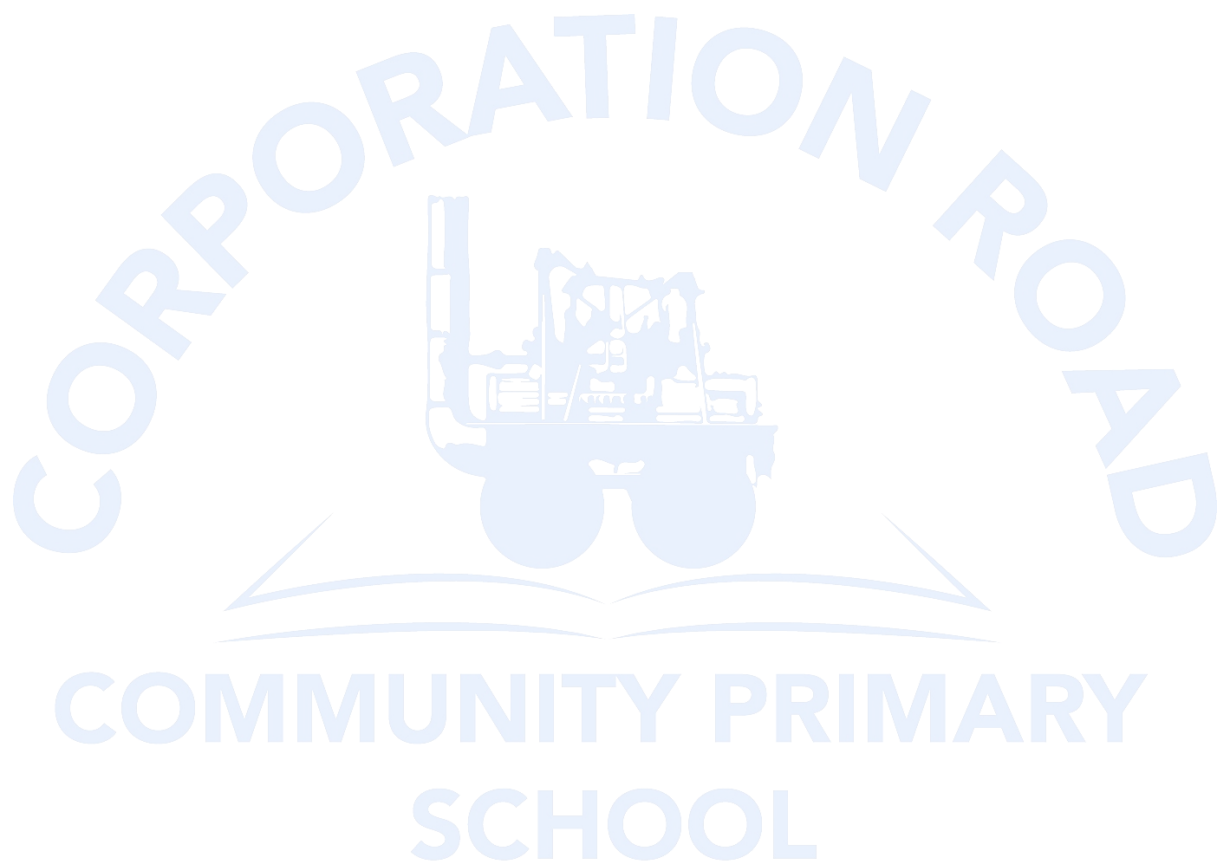
## **Support for the curriculum**

- 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 2018
- The residential for Year 6 children was free to all. This made it accessible to every family and ensured 28 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
- 30 PP children accessed the homework club to support their learning
- 100% of the children who accessed the Forest School provision were PP children. This developed their imagination, confidence and exploration of the outdoors.

## **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 applied for the Wellbeing Award, to promote the availability of support for children and vulnerable families

- 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



# Early Years Foundation Stage Outcomes

## EARLY YEARS FOUNDATION STAGE

Corporation Road Primary  
(DfE No. 8412003)

2018 National Data is 2017  
2018 not available till Oct18



## EYFS 2016-2018 - Disadvantage Analysis by Gender

EYFS 2016-2018 - Good Level of Development Analysis

Corporation Road Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	28	19	47	22	17	39	15	14	29
School Disadvantage	School Disadvantaged	10	8	18	8	6	14	7	5	12
	SEN	4	2	6	0	0	0	3	1	4
	EAL	4	2	6	2	3	5	1	2	3
	LAC	1	0	1	1	1	2	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	40.0%	75.0%	55.6%	50.0%	83.3%	64.3%	42.9%	80.0%	58.3%
	National Other	65.0%	79.0%	72.0%	67.0%	80.0%	73.0%	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-25.0%	-4.0%	-16.4%	-17.0%	3.3%	-8.7%	-24.1%	0.0%	-14.7%
	National All Pupils	62.0%	77.0%	69.0%	64.0%	78.0%	71.0%	64.0%	78.0%	71.0%
	National Disadvantaged	46.0%	63.0%	54.0%	48.0%	64.0%	56.0%	48.0%	64.0%	56.0%

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Corporation Road Primary  
(DfE No. 8412003)



## EYFS 2016-2018 - Disadvantage Analysis by Gender

EYFS 2016-2018 - Good Level of Development Analysis

Corporation Road Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	28	19	47	22	17	39	15	14	29
School Disadvantage	PP	10	8	18	8	6	14	7	5	12
	SEN	4	2	6	0	0	0	3	1	4
	EAL	4	2	6	2	3	5	1	2	3
	LAC	1	0	1	1	1	2	0	0	0
School Other	Non PP	18	11	29	14	11	25	8	9	17
	SEN	4	1	5	3	2	5	0	0	0
	EAL	11	5	16	10	7	17	5	8	13
	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	46.4%	68.4%	55.3%	45.5%	88.2%	64.1%	60.0%	78.6%	69.0%
	PP	40.0%	75.0%	55.6%	50.0%	83.3%	64.3%	42.9%	80.0%	58.3%
	Non PP	50.0%	63.6%	55.2%	42.9%	90.9%	64.0%	75.0%	77.8%	76.5%
	GAP	10.0%	11.4%	0.4%	7.1%	7.6%	0.3%	32.1%	2.2%	18.1%

The percentage of all pupils achieving a good level of development (GLD) is 69% (National 71%). This is a three year improving trend.

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 33% SEN children, of which 3 out of 4 were boys. Disadvantaged girls (80%) have outperformed disadvantaged boys (42.9%). This will be addressed in the school improvement plan.



# Year 1 Phonics Outcomes

## KEY STAGE ONE PHONICS YEAR ONE

Corporation Road Primary  
(DfE No. 8412003)

2018 National Data is 2017  
2018 not available till Oct18



School Disadvantaged vs National - Phonics Screening 2016-2018 - the expected standard - 32 out of 40

Corporation Road Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	27	18	45	22	21	43	17	15	32
School Disadvantaged Cohort	School Disadvantage	11	9	20	10	10	20	8	5	13
	SEN	3	0	3	3	1	4	1	0	1
	EAL	2	1	3	5	3	8	3	2	5
	LAC	0	1	1	0	0	0	0	1	1
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	63.6%	88.9%	75.0%	60.0%	90.0%	75.0%	50.0%	80.0%	61.5%
	National Other	79%	86%	83%	81%	87%	84%	81%	87%	84%
	GAP School Dis vs National Other	-15.4%	2.9%	-8.0%	-21.0%	3.0%	-9.0%	-31.0%	-7.0%	-22.5%
	National All Pupils	77%	84%	81%	78%	85%	81%	78%	85%	81%
	National Disadvantage	64%	74%	69%	65%	75%	70%	65%	75%	70%



62% 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 2016-2018

Corporation Road Primary

2018 National Data is 2017

2018 not available till Oct18



## School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2016			2017			2018		
No. of pupils	All	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
School Dis Cohort	PP	14	12	26	11	10	21	10	12	22
	SEN	7	3	10	2	0	2	3	0	3
	EAL	3	4	7	2	5	7	6	6	12
	LAC	1	0	1	0	2	2	0	0	0
READING TA	School Disadvantage	43%	50%	46%	82%	80%	81%	60%	83%	73%
	National Other	73%	81%	77%	75%	83%	79%	75%	83%	79%
	GAP School Dis vs National Other	-30%	-31%	-31%	7%	-3%	2%	-15%	0%	-6%
	National All Pupils	70%	78%	74%	71%	80%	76%	71%	80%	76%
	National Dis	54%	65%	60%	58%	69%	63%	58%	69%	63%
WRITING TA	School Disadvantage	29%	58%	42%	55%	80%	67%	50%	83%	68%
	National Other	61%	75%	68%	66%	79%	72%	66%	79%	72%
	GAP School Dis vs National Other	-32%	-17%	-26%	-11%	1%	-5%	-16%	4%	-4%
	National All Pupils	59%	73%	65%	62%	75%	68%	62%	75%	68%
	National Dis	42%	58%	50%	47%	63%	54%	47%	63%	54%
MATHS TA	School Disadvantage	71%	50%	62%	55%	80%	67%	60%	92%	77%
	National Other	74%	76%	75%	78%	80%	79%	78%	80%	79%
	GAP School Dis vs National Other	-3%	-26%	-13%	-23%	0%	-12%	-18%	12%	-2%
	National All Pupils	72%	74%	73%	74%	76%	75%	74%	76%	75%
	National Dis	56%	59%	58%	61%	64%	62%	61%	64%	62%
SCIENCE TA	School Disadvantage	50%	58%	54%	64%	70%	67%	60%	83%	73%
	National Other	82%	86%	84%	84%	88%	86%	84%	88%	86%
	GAP School Dis vs National Other	-32%	-28%	-30%	-20%	-18%	-19%	-24%	-5%	-13%
	National All Pupils	79%	84%	82%	80%	85%	83%	80%	85%	83%
	National Dis	65%	72%	69%	68%	75%	71%	68%	75%	71%

READING	2016	WRITING	READING	2017	WRITING	READING	2018	WRITING
% EXS or GDS			% EXS or GDS			% EXS or GDS		
MATHS			MATHS			MATHS		

The gap between national non-disadvantaged pupils and our disadvantaged pupils is closing, when comparing 2016 results to 2018 results, in all subjects.

In reading, the gap has closed from 31% to 6%. In writing, the gap has closed from 26% to 4%. In maths, the gap has closed from 13% to 2%.



# Key Stage 2 Outcomes

## KEY STAGE 2 2018 Corporation Road Primary

2018 National Data is 2017  
2018 not available till Sep18



### Disadvantage Analysis (vs National)

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

PERFORMANCE DATA Expected Standard		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils		21	15	36	18	17	35	15	14	29
School Disadvantaged pupils characteristics:	Disadvantage	14	8	22	13	9	22	10	3	13
	SEN	4	1	5	2	1	3	2	1	3
	EAL	7	2	9	7	3	10	2	0	2
	LAC	0	0	0	0	0	0	0	1	1
SPaG* TEST	School Dis	57%	63%	59%	85%	78%	82%	60%	33%	54%
	National Other	73%	83%	78%	78%	86%	82%	78%	86%	82%
	GAP School Dis vs National Other	-16%	-21%	-19%	7%	-8%	0%	-18%	-53%	-28%
	National All	68%	78%	72%	73%	81%	77%	73%	81%	77%
	National Dis	55%	67%	61%	61%	72%	66%	61%	72%	66%
READING TEST	School Dis	57%	75%	64%	69%	56%	64%	80%	0%	62%
	National Other	68%	76%	72%	74%	80%	77%	74%	80%	77%
	GAP School Dis vs National Other	-11%	-1%	-8%	-5%	-24%	-13%	6%	-80%	-15%
	National All	62%	70%	66%	68%	75%	72%	68%	75%	72%
	National Dis	49%	57%	53%	56%	64%	60%	56%	64%	60%
MATHS TEST	School Dis	71%	75%	73%	92%	78%	86%	80%	0%	62%
	National Other	76%	75%	76%	80%	80%	80%	80%	80%	80%
	GAP School Dis vs National Other	-5%	0%	-3%	12%	-2%	6%	0%	-80%	-18%
	National All	70%	70%	70%	75%	75%	75%	75%	75%	75%
	National Dis	58%	57%	58%	63%	64%	63%	63%	64%	63%
WRITING TA	School Dis	71%	75%	73%	92%	89%	91%	90%	67%	85%
	National Other	73%	85%	79%	76%	87%	81%	76%	87%	81%
	GAP School Dis vs National Other	-2%	-10%	-6%	16%	2%	10%	14%	-20%	4%
	National All	68%	81%	74%	70%	82%	76%	70%	82%	76%
	National Dis	56%	72%	64%	58%	74%	66%	58%	74%	66%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	57%	75%	64%	69%	56%	64%	70%	0%	54%
	National Other	56%	64%	60%	64%	71%	67%	64%	71%	67%
	GAP School Dis vs National Other	1%	11%	4%	5%	-15%	-3%	6%	-71%	-13%
	National All	50%	57%	53%	57%	65%	61%	57%	65%	61%
	National Dis	36%	43%	39%	43%	52%	48%	43%	52%	48%

\* SPaG - Spelling, punctuation and grammar

\*\* RWM - Reading, Writing TA and Maths combined

The gap between national non-disadvantaged pupils and our disadvantaged pupils is closing in writing, but has widened in reading and maths, when comparing 2016 results to 2018 results.

Disadvantaged girls (totalling 3) did not achieve the required standard in reading or maths. Disadvantaged boys (totalling 10) either matched or bettered the attainment of national non-disadvantaged pupils in reading, writing and maths.



# Attendance

## Absence

% of sessions missed			
	Pupils	% attendance	% sessions missed
School	212	96.1	3.9
Boys	115	95.9	4.1
Girls	97	96.4	3.6
Non Disadvantaged	104	96.1	3.9
Disadvantaged	108	96.2	3.8
Male Disadvantaged	62	95.5	4.5
Female Disadvantaged	46	97.0	3.0
Non FSM	134	96.3	3.7
FSM	78	95.8	4.2
No SEN	189	96.3	3.7
EHCP	1	97.8	2.2
SEN Support	22	94.4	5.6
EAL	125	95.8	4.2
Non EAL	87	96.5	3.5

## Persistent Absence

% of pupils absent for 10% or more sessions		
	Pupils	% of cohort
School	22	10.4
Boys	14	12.2
Girls	8	8.2
Non Disadvantaged	9	8.7
Disadvantaged	13	12.0
Male Disadvantaged	11	17.7
Female Disadvantaged	2	4.3
Non FSM	11	8.2
FSM	11	14.1
No SEN	16	8.5
EHCP	0	0.0
SEN Support	6	27.3
EAL	15	12.0
Non EAL	7	8.0

Overall attendance of disadvantaged pupils (96.2%) is better than that of non-disadvantaged pupils (96.1%).

Disadvantaged pupils (12%) are more likely to be persistently absent compared to non-disadvantaged pupils (8.7%), with disadvantaged boys (17.7%) being higher than disadvantaged girls (4.3%).

## 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 1	52	32	61.53%
Summer 2	53	33	62.26%

## 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
<b>Mental Health and Wellbeing Work</b> Timetabled and drop-in sessions with Mr Needham	15	12	80%
<b>Speech and Language Therapy</b> Intervention offered by Mrs Thompson	26	14	53.84%
<b>EAL Support Work</b> Targeted support offered by Mrs Jafar	16	7	43.75%
<b>Educational Psychologist</b> To support staff to improve the provision for all children in school	9	4	44.44%
<b>ESOL (English Speakers of Other Languages)</b> Parental support offered to our Polish speaking parents	4	2	50%
<b>Parent Learning Group</b> Parental support offered by Mrs Jafar	10	4	40%
<b>Running Club</b> Run by Mrs Pringleton	148	78	52.70%
<b>Lunchtime sports coaching</b> Run by Martin Gray Academy coaches	106	54	50.94%
<b>Film Club</b> Offered every Friday night for Y2-Y6	77	44	57.14%
<b>Homework Club</b> Offered Monday-Thursday nights for Y1-Y6	65	30	46.15%
<b>Dance Club</b> Run by Emily for Y5 and Y6	14	6	42.85%
<b>Forest School</b> Run by Mrs Brennan and Mrs Riddle	9	9	100%
<b>Craft Club Y1/2</b> Run by Miss Richardson	16	10	62.5%
<b>Craft Club Y3/4</b> Run by Miss Richardson	14	6	42.85%
<b>Violin and Viola Lessons</b> Offered by Durham Music Service	3	3	100%