

Possible barriers to educational success:

- Using the Income Deprivation Affecting Children Index (IDACI) we know 80% of all of our children live in the top 20% most deprived areas in England
- The key factors that affect our families are Employment (93% of families are in the top 2 deciles) and Health (79% of families are in the top 2 deciles).

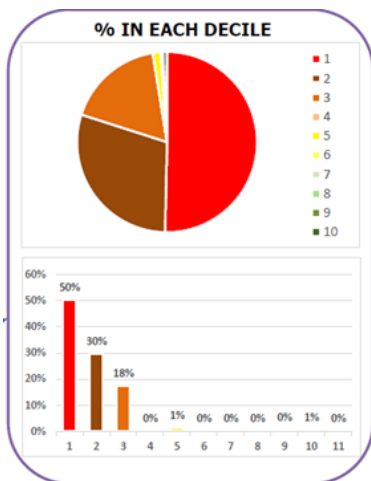
Indicators that affect the Employment Deprivation Domain are:

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

- 68% 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.
- Currently on roll – 236
 - EAL – 161 (68%) (Nursery 47%, Reception 70%)
 - Pupil premium – 108 (86%)
 - SEN – 29 (18%)
- Historically, the children with English as an additional language were predominantly of Bangladeshi heritage, however of the 63% EAL, 32% are of Bangladeshi heritage, with the remaining 31% coming from other countries, including Eastern Europe.
- We continue to have children within school who are vulnerable and display some challenging behaviour and this has an impact on the resources across school.
- The number of families claiming pupil premium has declined - for example 63% of children were eligible for PP in 2017, reducing to 45% in Sept 2020.
- IDACI: 80% of children live in deciles 1 and 2 (the top 20% of deprivation)
- IDACI: the key deprivation indicators for our catchment are income, health and employment
- 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.
- The school also takes families who are refugees from around the world



Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	127	46%	1344
	6% to 10%	1643 to 3284	11	4%	2608
2	10% to 15%	3285 to 4927	74	27%	4431
	16% to 20%	4928 to 6568	7	3%	5957
3	20% to 25%	6569 to 8211	42	15%	7889
	26% to 30%	8212 to 9853	6	2%	9183

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. 46% of pupils in the school fall under this classification compared to 26% nationally.

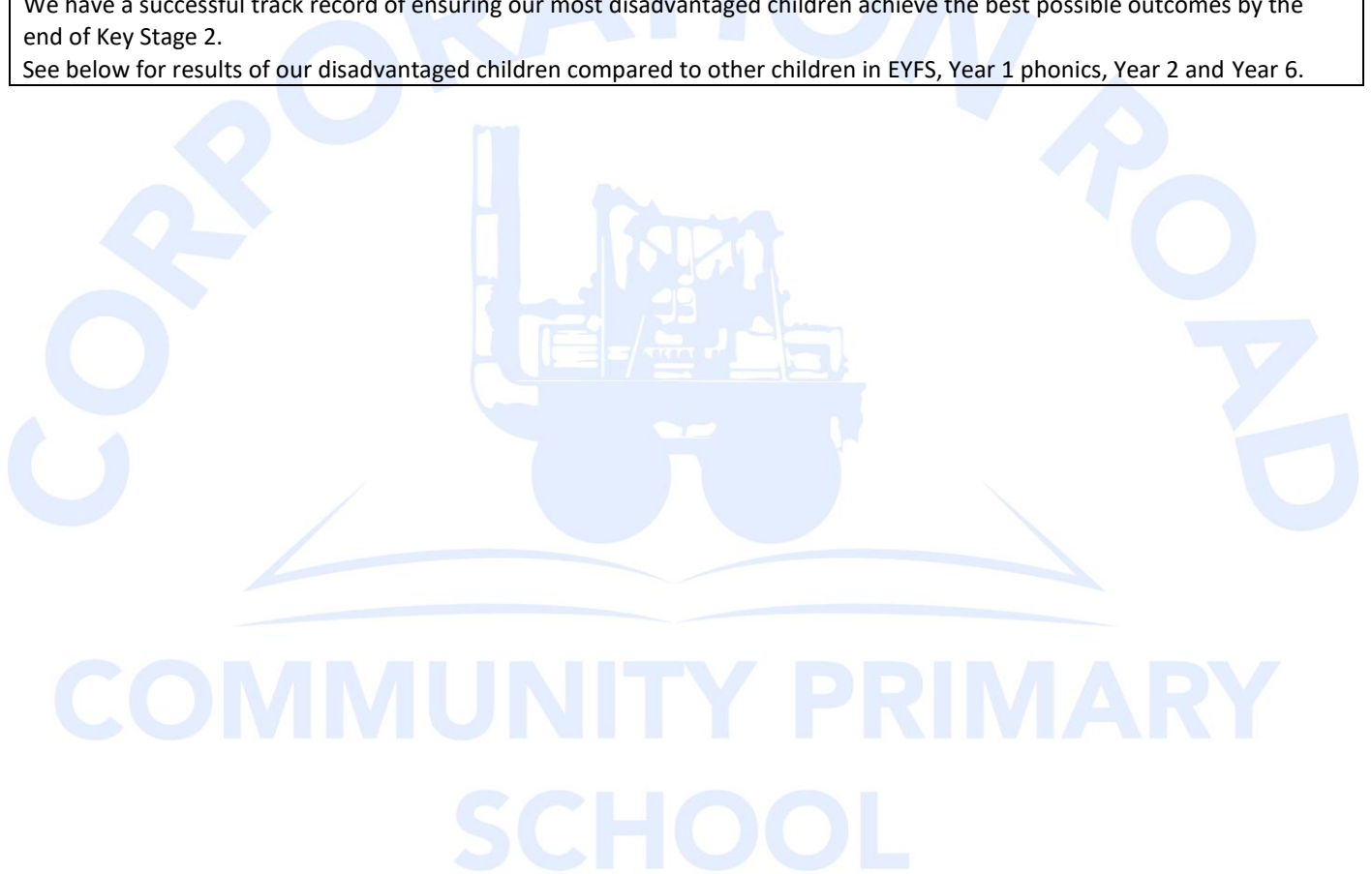
At Corporation Road Community Primary School we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

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 results of our disadvantaged children compared to other children in EYFS, Year 1 phonics, Year 2 and Year 6.

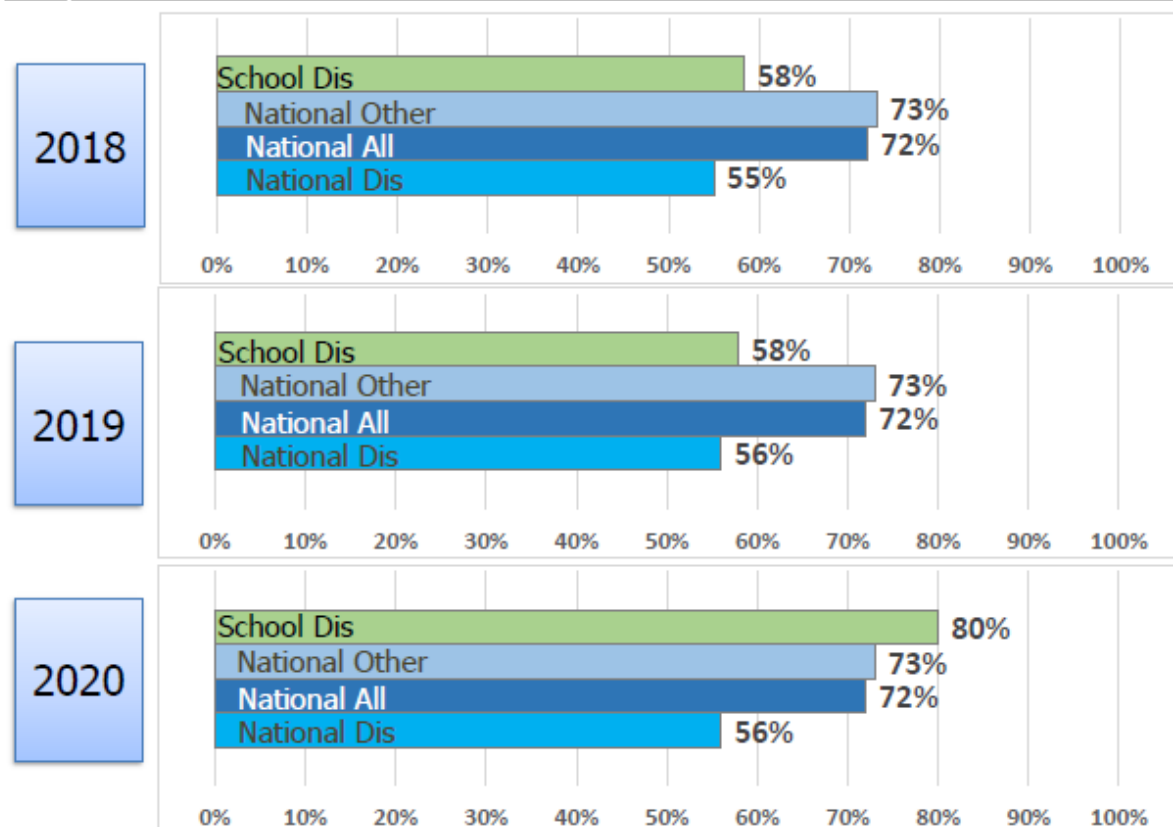




EYFS 2018-2020 - Disadvantage Analysis by Gender

EYFS 2018-2020 - Good Level of Development Analysis & Three Year Average

GLD	2018			2019			2020			3YR Avg			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. Pupils	15	14	29	18	16	34	14	13	27	47	43	90	
SCH DIS	School Dis	7	5	12	11	8	19	5	5	10	23	18	41
	SEN	3	1	4	1	0	1	0	0	0	4	1	5
	EAL	1	2	3	5	8	13	5	1	6	11	11	22
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
GLD	School Dis	42.9%	80.0%	58.3%	54.5%	62.5%	57.9%	80.0%	80.0%	80.0%	56.5%	72.2%	63.4%
	Nat Other	67%	80%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP Sch Dis vs Nat Other	-24.1%	0.0%	-14.7%	-12.5%	-17.5%	-15.1%	13.0%	0.0%	7.0%	-10.5%	-7.8%	-9.6%
	Nat All Pupils	63%	78%	72%	63%	78%	72%	63%	78%	72%	63%	78%	72%
	Nat Dis	47%	64%	55%	48%	64%	56%	48%	64%	56%	48%	64%	56%



KEY STAGE ONE PHONICS YEAR ONE

Corporation Road Primary

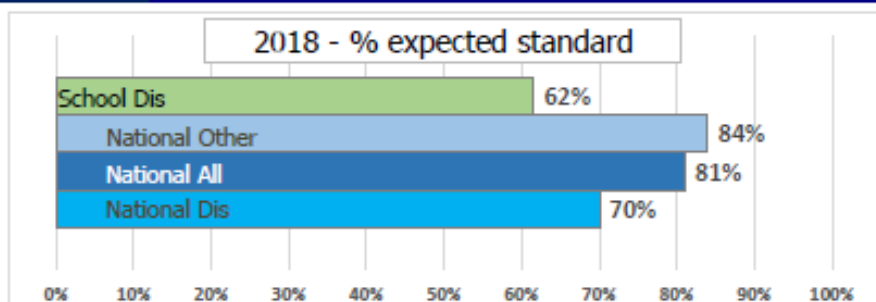
* 2020 Non-official due to Covid19



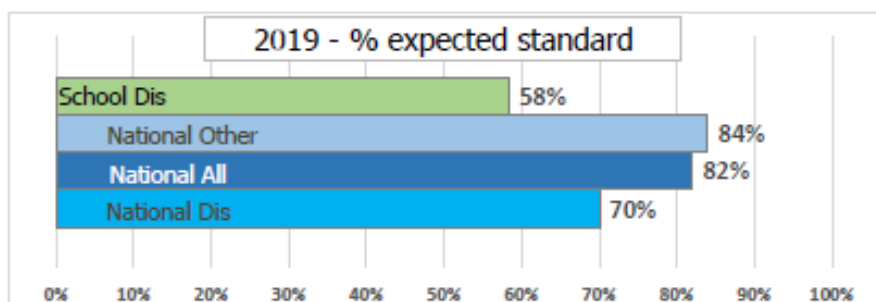
School Disadvantaged vs National - Phonics Screening 2018-2020 - Three Year Average

Corporation Road Primary		2018			2019			2020*			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	17	15	32	15	13	28	21	18	39	53	46	99
School Dis Cohort	School Dis	8	5	13	7	5	12	11	10	21	26	20	46
	SEN	1	0	1	2	2	4	1	2	3	4	4	8
	EAL	3	2	5	1	3	4	5	10	15	9	15	24
	LAC	0	1	1	0	0	0	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	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	50.0%	80.0%	61.5%	42.9%	80.0%	58.3%	63.6%	80.0%	71.4%	53.8%	80.0%	65.2%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other	-31.0%	-7.0%	-22.5%	-38.1%	-8.0%	-25.7%	-17.4%	-8.0%	-12.6%	-27.2%	-7.7%	-18.8%
	National All Pupils	78%	85%	81%	79%	86%	82%	78%	85%	82%	78%	85%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	66%	76%	71%	65%	75%	70%

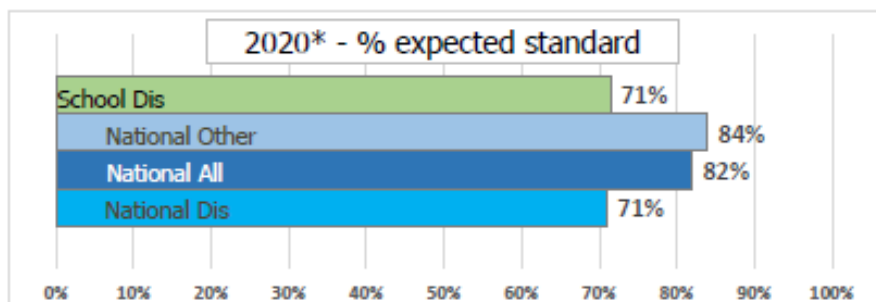
2018

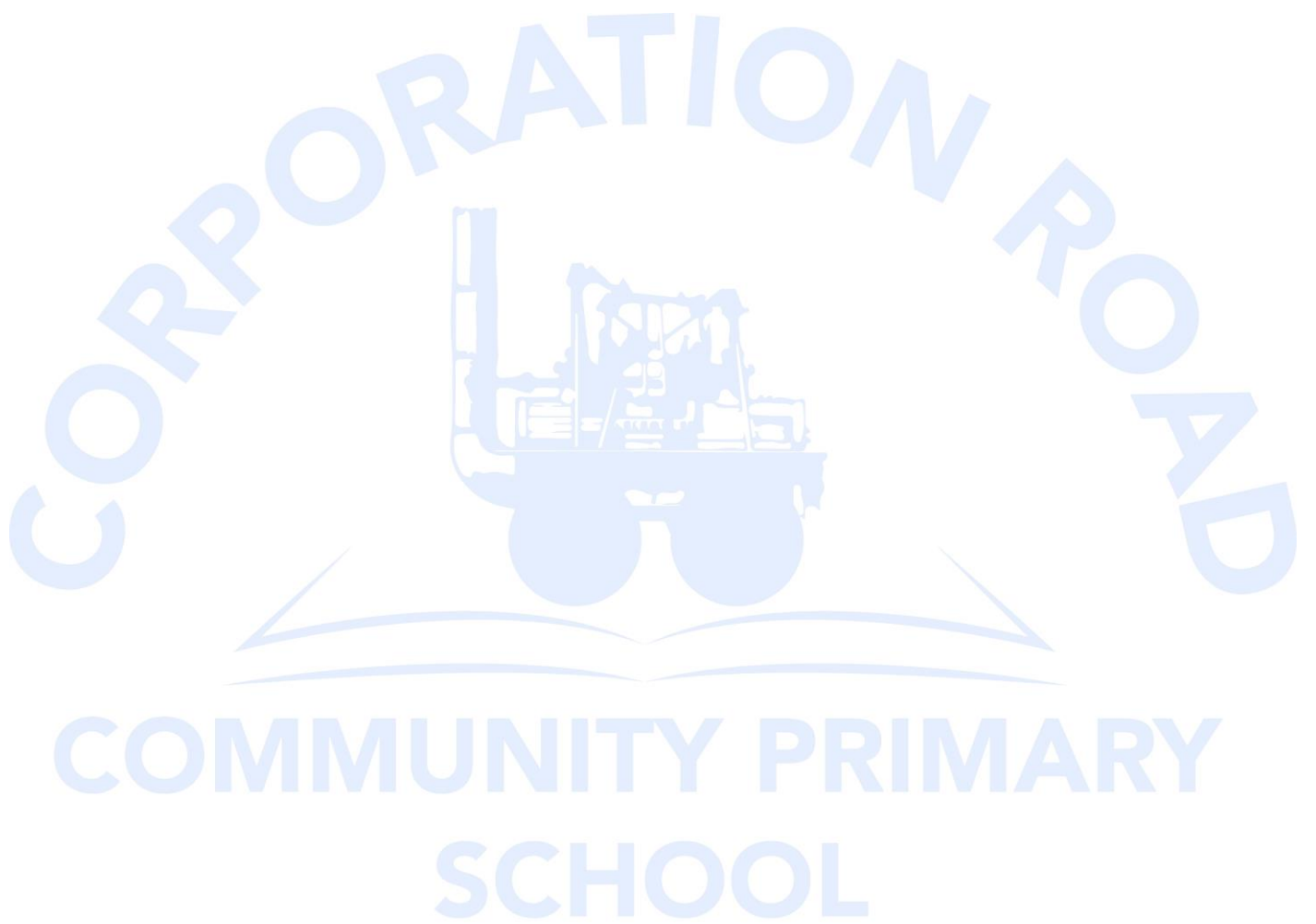


2019



2020*





KEY STAGE 1 2018-2020

Corporation Road Primary



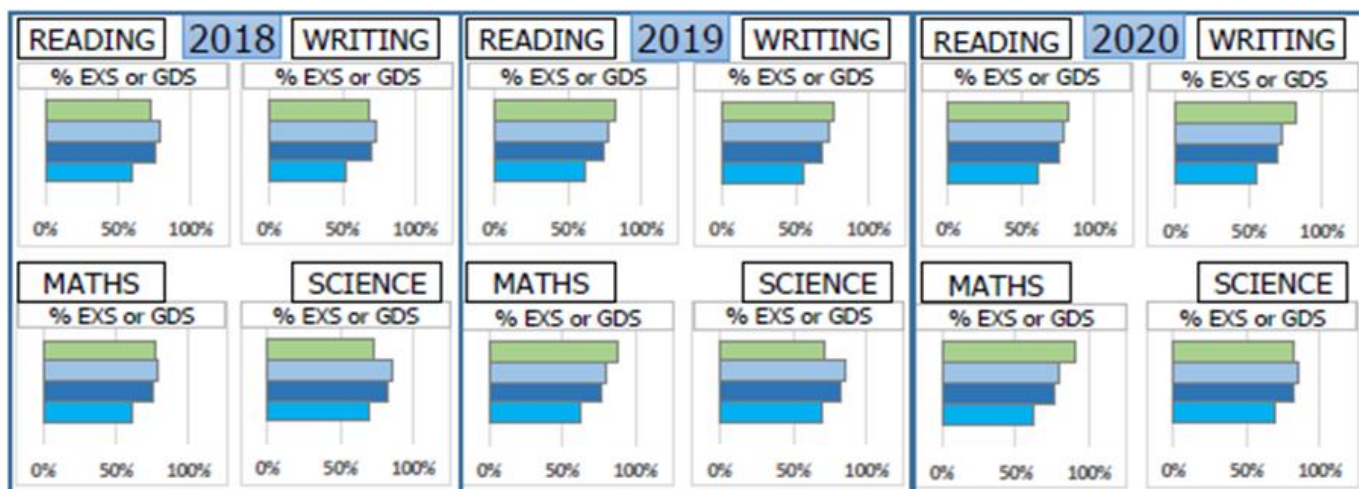
School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

* 2020 Non-official due to Covid19

PERFORMANCE DATA		2018			2019			2020*			3yr avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pupils		18	17	35	19	17	36	13	13	26	50	47	97
School Dis Cohort	Disadvantaged	10	12	22	11	6	17	4	7	11	25	25	50
	SEN	3	0	3	1	0	1	1	2	3	5	2	7
	EAL	6	6	12	5	2	7	1	4	5	12	12	24
	LAC	0	0	0	0	1	1	0	0	0	0	1	1
READ TA	School Dis	60%	83%	73%	73%	100%	82%	75%	86%	82%	68%	88%	78%
	National Other	74%	82%	78%	75%	82%	78%	75%	82%	78%	75%	82%	78%
	GAP School Dis vs National Other	-14%	1%	-5%	-2%	18%	4%	0%	4%	4%	-7%	6%	0%
	National All Pupils	71%	80%	75%	71%	79%	75%	71%	79%	75%	71%	79%	75%
	National Dis	55%	66%	60%	57%	67%	62%	57%	67%	62%	56%	67%	61%
WRIT TA	School Dis	50%	83%	68%	64%	100%	76%	75%	86%	82%	60%	88%	74%
	National Other	66%	79%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP School Dis vs National Other	-16%	4%	-5%	-3%	20%	3%	8%	6%	9%	-7%	8%	1%
	National All Pupils	63%	77%	70%	63%	76%	69%	63%	76%	69%	63%	76%	69%
	National Dis	45%	61%	53%	47%	62%	55%	47%	62%	55%	46%	62%	54%
MATHS TA	School Dis	60%	92%	77%	82%	100%	88%	75%	100%	91%	72%	96%	84%
	National Other	77%	80%	79%	78%	80%	79%	78%	80%	79%	78%	80%	79%
	GAP School Dis vs National Other	-17%	12%	-2%	4%	20%	9%	-3%	20%	12%	-6%	16%	5%
	National All Pupils	75%	77%	76%	75%	77%	76%	75%	77%	76%	75%	77%	76%
	National Dis	59%	63%	61%	61%	64%	62%	61%	64%	62%	60%	64%	62%
SCI TA	School Dis	60%	83%	73%	64%	83%	71%	75%	86%	82%	64%	84%	74%
	National Other	83%	87%	85%	83%	88%	85%	83%	88%	85%	83%	88%	85%
	GAP School Dis vs National Other	-23%	-4%	-12%	-19%	-5%	-14%	-8%	-2%	-3%	-19%	-4%	-11%
	National All Pupils	80%	85%	83%	80%	85%	82%	80%	85%	82%	80%	85%	82%
	National Dis	65%	73%	69%	67%	74%	70%	67%	74%	70%	66%	74%	70%



KEY STAGE 2 2018-2020

Corporation Road Primary

Disadvantaged Analysis (vs National)

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

PERFORMANCE DATA		2018			2019			2020*			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Expected Standard													
No. of pupils		15	14	29	15	16	31	27	18	45	57	48	105
School	Disadvantaged	10	3	13	10	10	20	16	10	26	36	23	59
Disadvantaged pupils characteristics:	SEN	2	1	3	0	0	0	3	0	3	5	1	6
	EAL	2	0	2	7	6	13	5	5	10	14	11	25
	LAC	0	1	1	0	0	0	0	0	0	0	1	1
SPaG* TEST	School Dis	60%	33%	54%	80%	90%	85%				70%	77%	73%
	National Other	79%	86%	82%	79%	86%	83%	79%	86%	83%	79%	86%	83%
	GAP School Dis vs National Other	-19%	-53%	-28%	1%	4%	2%				-9%	-9%	-10%
	National All	73%	82%	78%	73%	83%	78%	73%	83%	78%	73%	83%	78%
	National Dis	62%	73%	67%	62%	73%	67%	62%	73%	67%	62%	73%	67%
READ TEST	School Dis	80%	0%	62%	70%	50%	60%	81%	60%	73%	78%	48%	66%
	National Other	77%	84%	80%	77%	84%	78%	77%	84%	78%	77%	84%	79%
	GAP School Dis vs National Other	3%	-84%	-18%	-7%	-34%	-18%	4%	-24%	-5%	1%	-36%	-13%
	National All	72%	79%	75%	69%	78%	73%	69%	78%	73%	70%	78%	74%
	National Dis	60%	69%	64%	60%	69%	62%	60%	69%	62%	60%	69%	63%
MATHS TEST	School Dis	80%	0%	62%	80%	90%	85%	81%	60%	73%	81%	65%	75%
	National Other	81%	81%	81%	81%	81%	84%	81%	81%	84%	81%	81%	83%
	GAP School Dis vs National Other	-1%	-81%	-19%	-1%	9%	1%	0%	-21%	-11%	0%	-16%	-8%
	National All	75%	76%	76%	78%	79%	79%	78%	79%	79%	77%	78%	78%
	National Dis	63%	65%	64%	63%	65%	67%	63%	65%	67%	63%	65%	66%
WRIT TA	School Dis	90%	67%	85%	80%	80%	80%	81%	60%	73%	83%	70%	78%
	National Other	78%	88%	83%	78%	88%	83%	78%	88%	83%	78%	88%	83%
	GAP School Dis vs National Other	12%	-21%	2%	2%	-8%	-3%	3%	-28%	-10%	5%	-18%	-5%
	National All	72%	84%	78%	72%	85%	78%	72%	85%	78%	72%	85%	78%
	National Dis	60%	75%	67%	60%	75%	68%	60%	75%	68%	60%	75%	68%
RWM** TEST (Read / Maths) TA (Writ)	School Dis	70%	0%	54%	70%	50%	60%	81%	60%	73%	75%	48%	64%
	National Other	67%	74%	70%	67%	74%	71%	67%	74%	71%	67%	74%	71%
	GAP School Dis vs National Other	3%	-74%	-16%	3%	-24%	-11%	14%	-14%	2%	8%	-26%	-6%
	National All	61%	68%	64%	61%	68%	64%	61%	68%	64%	61%	68%	64%
	National Dis	46%	55%	51%	46%	55%	51%	46%	55%	51%	46%	55%	51%

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Areas of school we will focus on to improve outcomes:

We have identified five 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, maths and phonics
- Support for the well-being of our children, including a child's social 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.
- Support for developing the environment across school to ensure children: have access to a library and books to promote a 'love of reading', are able to access an environment and curriculum which inspires learning and the love of reading

Number of pupils and pupil premium grant (PPG) received

Number on roll:	236
Number of pupils eligible for PPG:	108
Percentage of pupils eligible for PPG:	46%
Amount of PPG received:	£164,090

Support for Learning

Evidence and rationale (Based on research)

- The EEF states that 'Feedback studies tend to show very high effects on learning when feedback is given to the learner or teacher about the learner's performance relative to learning goals or outcomes'
- The EEF states that 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress
- The EEF states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'
- EEF report states that 'on average, early years' interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.'
- The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'
- The EEF states 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.'
- The EEF states that 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'

Target	Cost	Pupil Premium	Summary	Outcome
High adult/ pupil ratio	1x teachers M2 £34602	46% Pupil Premium = £15917	<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
Employ extra TA support	1 x Level 2 =£27144	46% Pupil Premium = £12486		

Ensure that Pupil Premium children are identified on all documents that monitor performance	Leadership time cover costs HLTA x 39 afternoon sessions = £1,520 Level 3 x 39 afternoon sessions = £1342	46% Pupil Premium = £1316	<ul style="list-style-type: none"> Tracking system to develop Pupil Progress meetings analysis from SIMS Termly monitoring built into team and staff meetings 	<ul style="list-style-type: none"> Senior staff cohort data indicates regular and routine monitoring of pupils learning and progress Pupil Progress evaluations of underachieving pupils list to be produced for each class Pupil progress reports identify next steps to support cohorts of children Data analysis comparing PP and peers shows gap is narrowing PP figures compare favourably to National figures for all children
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children	cover costs 2x Level 3 x 21hrs = £1342	46% Pupil Premium = £617	<ul style="list-style-type: none"> Tracking system and analysis information to insure all data is clear Data used at pupil Progress meetings identifies Pupil Premium group 	<ul style="list-style-type: none"> Data / Pupil Progress monitoring and work scrutinies planned for Comparing Pupil Premium and peers shows gap is narrowing at both expected and higher levels
Attendance of Pupil Premium is in line with or better than the National average	1 day Deputy Headteacher £13156	46% Pupil Premium = £6052	<ul style="list-style-type: none"> HLTA to track attendance, 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
Secure regular and high quality additional support for PP children across school Interventions across school	10% of teaching assistant and support assistant salaries = £28,244	46% Pupil Premium = £12922	<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 planning</i> 	<ul style="list-style-type: none"> Interventions across school / Must Moves As a result, their attainment is at least at Age Related Expectations (ARE) and they make good progress.
ELSA intervention training, Lexia software (English support) and a Level 3 TA to run both courses	£200 for ELSA, £1392 for Lexia and Level 3 TA every afternoon £6708 = £8,300	46% Pupil Premium = £3818	<ul style="list-style-type: none"> ELSA and Lexia run every afternoon The emotional health and wellbeing of children involved improves 	<ul style="list-style-type: none"> Children can access the English curriculum appropriate to their age Identified pupils make good progress Children can regulate their emotions and cope with different situations better
Y6 Interventions	4 teachers £30 per week x 20 weeks = £2400	56% of Year 6 are Pupil Premium = £1104		<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 £3887	53% of Year 6 are Pupil Premium = £1788	<ul style="list-style-type: none"> Whole class intervention and SATs support for all Y6 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	£4000 £200 per day x 20 weeks (1 day per fortnight)	46% Pupil Premium = £1840	<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
Educational Psychologist	£5,000	46% Pupil Premium = £2300	<ul style="list-style-type: none"> Additional EP support Identified pupils with SEN across the school 	<ul style="list-style-type: none"> Improved strategies for teaching and learning which improve attainment and/or progress of identified pupils
Subtotal:		£60230		

Support for Social and Emotional Development Evidence and rationale (Based on research)

- The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.

Target	Cost	Pupil Premium	Summary	Outcome
High adult/ pupil ratio	2 x teacher M2 £70104*	46% Pupil Premium = £32247	<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	46% Pupil Premium = £460	<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	46% Pupil Premium = £3220	<ul style="list-style-type: none"> Identified children receive bespoke intervention September 2019 – September 2020 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.
Chapters Counselling service for individual pupils.	Supervision costs for x 4 staff =£80 per week x 39 = £3120 staff cover costs x 5 days = £645 Total = £3,765 Additional Counsellor £120 per day x 7 = 840	46% Pupil Premium = £1732 £384	<ul style="list-style-type: none"> Identified children receive bespoke intervention September 2019 – September 2020 Reviewed half termly Staff are supported with the many challenges of school life Additional support for delivering the Darlington Education Psychologist service Recovery Curriculum 	<ul style="list-style-type: none"> Pupils are more able to focus on learning and, as a result, attainment and / or progress improves. Children's well-being needs are met. Children's self-esteem and confidence is raised. Staff health and well-being needs are met. Good attendance of staff.
Ensure that Pupil Premium children are strategically managed CPOMS Pupil voice Tracking system Team meetings Staff bespoke CPD	£3947 CPD training costs	46% Pupil Premium = £1816	<ul style="list-style-type: none"> Weekly checks to ensure that the behaviour and welfare of Pupil Premium children are enabling them to be ready to learn 	<ul style="list-style-type: none"> Personal Development, Behaviour and Welfare provision meets children's needs and enables them to be successful in the classroom and around the school
CPOMS tracking system	CPOMS yearly cost £1074	46% Pupil Premium = £494	<ul style="list-style-type: none"> Behaviour and welfare of Pupil Premium children are tracked and monitored enabling them to be ready to learn 	<ul style="list-style-type: none"> Pupil Premium are safe. Children well-being and safety is met ensuring they have a positive behaviour and attitude to learning and they are ready to learn.
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 £4160.00	46% Pupil Premium = £1914		<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 coaches	1 session per week £25 x 32 = £800	46% Pupil Premium = £368	<ul style="list-style-type: none"> Coaches support small groups of children modelling high expectations and good manners Children have access to sporting activities and team activities building on their skills to work together. 	<ul style="list-style-type: none"> Children are energised and ready for learning. Children's health and well-being needs are met. Children have a positive image and good self-esteem.

After school coaches	1 session per week £30 x 32 = £960	46% Pupil Premium = £442	<ul style="list-style-type: none"> Children have access to sporting activities and the chance to learn skills linked to different sports. Children can participate in different sports any 'talented' pupil premium can be identified. 	<ul style="list-style-type: none"> Children's health and well-being needs are met. Children have a positive image and good self-esteem. Any talented children can be identified.
Coaching session once per term for staff.	1 session per term £30 x 3 = £90	46% Pupil Premium = £41	<ul style="list-style-type: none"> Promotion of Staff health and well-being to maintain good attendance of staff. Good attendance ensures consistency of staff and consistency to the children's education. Staff supported and team ethos is maintained. 	<ul style="list-style-type: none"> Staff needs- health and well-being are met. Staff morale increased / positive health and well-being. Good attendance of staff and consistency of teaching and learning.
Breakfast Club	Cooks £823, 1 x CSA (1 hr each morning) = £2,289 1 x HLTA (1 hr each morning) = £3,789 Milk = £507 Total = £7408	62% of children in Breakfast Club are PP = £4,593	<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 2X CSA + ESOL 2 evenings refugee English (classroom rent) Caretaker extra hours.	2x Support assistants, 3 days a week = £10,302 + £11, 144 Room hire £18 per hour £18 x 2 x 39= £1404 £12.21 x1hr x 39= £476 Total = £23,326	(66/139 children are EAL and PP) 47%= £10,963	<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	£3000	46% Pupil Premium = £1380	<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	£2000	46% Pupil Premium = £920	<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
After school coaches a session for girls.	1 session per week £30 x 39 = £1170	47% Pupil Premium = £538	<ul style="list-style-type: none"> Coaching sessions for girls to promote a positive self- image, good mental health and wellbeing and raise their self-esteem. 	<ul style="list-style-type: none"> Girl's self-image and self-esteem is raised. Children well-being and safety is met ensuring they have a positive behaviour and attitude to learning and they are ready to learn.
YMCA youth club – Caretaker extra hours.	£12.21 x1hr x 39= £476	£219		<ul style="list-style-type: none"> Children are provided with a safe space and a support network. Children well-being and safety is met ensuring they have a positive behaviour. Adults provide good role models to the children.
CPOMS tracking system	CPOMS yearly cost £1074*	46% Pupil Premium = £494*	<ul style="list-style-type: none"> Behaviour and welfare of Pupil Premium children are tracked and monitored enabling them to be ready to learn 	<ul style="list-style-type: none"> Pupil Premium are safe. Children well-being and safety is met ensuring they have a positive behaviour and attitude to learning and they are ready to learn.

Half-Termly behaviour and attendance rewards, visits, experiences	£8000	46% Pupil Premium = £3680	<ul style="list-style-type: none"> Children are rewarded for their consistent good attendance and behaviour Children access a wide range of experiences within and outside of school 	<ul style="list-style-type: none"> Attendance and punctuality improve for identified children. As a result attainment and or progress improve too Children feel a sense of belonging and as a result their confidence and self-esteem improve
Extra-curricular activities for LAC child	Maths tutoring Extra-curricular activities	£2000	<ul style="list-style-type: none"> Child to learn the piano to support her development and her expressed interest. Meeting child's well-being needs. 	<ul style="list-style-type: none"> Child learns the piano. Positive self-esteem and self-image.
Refugee support	1 Level 3 TA 1 day per week	£6003	<ul style="list-style-type: none"> Refugees who are new to the country receive some support in how the school system works in this country. They attend lessons and learn about routines in school. 	<ul style="list-style-type: none"> Refugees are more confident in going to primary or secondary school
Sub-total:		£41661	*This cost is in the PP report twice, as it is relevant to two different areas, but has only been added once to the total	

Support for the Curriculum

Evidence and rationale (Based on research)

- The EEF States that 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'
- Youth Sport Trust for Stockton identify that ;21% of Y6s are overweight'
- The EEF States that 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a 'wilderness' setting.' and 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'

Target	Cost	Pupil Premium	Summary	Outcome
Educational whole school trip to Saltburn subsidised	£1,500	46% Pupil Premium = £690	<ul style="list-style-type: none"> Whole school trip to Saltburn trip is accessible to all children 	<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. As a result relationships among children and staff are improved, resulting in improved attainment and/ or progress.
Visits and visitors used to enrich the curriculum	Pupil Premium budget to subsidise costs of trips £ 6000	46% Pupil Premium = £2760	<ul style="list-style-type: none"> Pupil premium funding is used to enrich the experiences of the children 	<ul style="list-style-type: none"> All children access a wide range of visits and visitors to enhance their curriculum Children have access to real-life experiences Children experience the curriculum in context
Individual subsidy for residential trip	Year 6 trip to Carlton outdoor adventure centre paid for by school £ 2992	46% Pupil Premium = £1376	<ul style="list-style-type: none"> All children have access to a residential in their final year at Primary School to develop a range of life-long learning skills 	<ul style="list-style-type: none"> All children can access a weekend residential which enables them to develop and use a range of skills and provides them with an opportunity to build effective and sustainable relationships with the teaching team and their peers

Purchase and use technology to increase the quality of learning in lessons Purchase of kindles to be used in school	Times Table Rock Stars Purchase additional ICT equipment to meet the needs of the curriculum = £13,000	46% Pupil Premium = £5980	<ul style="list-style-type: none"> Children have access to quality ICT resources. The computing curriculum is taught effectively. Children have the relevant skills to enable them to make good progress. 	<ul style="list-style-type: none"> Children make good and better progress in computing (ICT). Children have the confidence and skills to make effective transitions- between key stages and from Primary to Secondary education. Pupil premium children have access to quality resources. Children understand how to stay safe whilst using computing equipment.
Ensure pupil progress meetings identify, monitor and track progress and attainment of pupil progress children. Tracking System Anthony Conlin	£1000	46% Pupil Premium = £460		<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	46% Pupil Premium = £20240	<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 – cover costs = £2012	46% Pupil Premium = £926	<ul style="list-style-type: none"> Awe and Wonder Day 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 SIMS and Cornerstones used to assess the foundation subjects	£6000	46% Pupil Premium = £2760	<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
Quality CPD for all staff where relevant	Cover costs-supply- £120 x 8 = £960 Staff cover = £1032 CPD £1000 Total =£2992 Red Hall Development of all staff within school. Joy Frost Development of leaders.	46% Pupil Premium = £1376	<ul style="list-style-type: none"> Staff have access to relevant and quality CPD. Staff needs are developed to ensure they are confident in their practice. Development of all staff within school- develop shared links and shared practice between schools. Develop the leaders within school 	<ul style="list-style-type: none"> Teachers are inspired and plan lessons that are engaging and address the children's next steps for learning. Children make good and better progress across the curriculum. Staff needs are met; they feel developed and supported in the development of their practice. Leaders are confident and are supported in the development of their roles.

Develop the outdoor learning environment in the EYFS setting.	Buy furniture, furnishings and outdoor learning resources = £5,000	46% Pupil Premium = £2300	<ul style="list-style-type: none"> The outdoor area is furnished with outdoor quality resources. The outdoor space provides a quality learning environment to ensure good outdoor teaching and learning. The environment will support the delivery of outdoor teaching and learning including Forest School Practice. 	<ul style="list-style-type: none"> The outdoor space is an inspiring and engaging learning environment. Children are inspired by the environment – raising their engagement and developing positive learning attitudes. Children make good and better progress.
Classrooms include a 'reading corner' to inspire, motivate children to read and develop a love of reading across school	13 classes x £500 £6,500	46% Pupil Premium = £2990	<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 talk about the texts they read and they have a positive attitude to reading.
Children are rewarded for their reading through collecting merits and winning prizes	Money for rewards: Books, range of quality texts, book tokens. £3000	46% Pupil Premium = £1380		<ul style="list-style-type: none"> Children inspired to read with reading attainment and achievement increased Children are engaged readers and they make good or better progress.
Children access after school clubs to support their learning Martin Gray *	£3643 cost of 2 teaching assistants for 4 days a week	46% Pupil Premium = £1675	<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
Website costs	Costs to update the website to reflect the new curriculum £2000	46% Pupil Premium = £920	<ul style="list-style-type: none"> Update the website to reflect the re-designed curriculum. Access to curriculum information to support the development of the foundation subject and wider curriculum. Access to resources to support children's learning. 	<ul style="list-style-type: none"> Increased communication with parents. Parents are provided with appropriate resources to support their child(ren)'s learning. Children are motivated and have access to appropriate learning resources.
Forest Schools	2TAs 1 Level 2 = £2714 1 Level 3 for a half day per week = £3042 Resources £5000	46% Pupil Premium = £2648 Resources £2300	<ul style="list-style-type: none"> Forest school resources purchased and set up in EYFS area. Children learn new skills and knowledge 	<ul style="list-style-type: none"> Children will be inspired to learn new knowledge and skills related to the outdoors Attainment and achievement improve and children's social skills, confidence and physical skills will improve.
Ambition Institute training	DHT training and whole staff Training £20,500	46% PP = £9430	<ul style="list-style-type: none"> Teachers to receive personalised training to improve their practice. 	<ul style="list-style-type: none"> As a result of improved teacher practice, outcomes for children will improve and progress will be accelerated.

Resources for classrooms and school	Wall to create extra class space £6636 Flooring £13490 Fabric for board £600 Lights £300	46% PP = 9672	<ul style="list-style-type: none"> Resources to make classroom and school a nicer environment for the children Wall is to make the 'Lighthouse Room' a sealed environment which makes it a better learning space as it stops noise coming in from the corridor. 	<ul style="list-style-type: none"> Classroom provide a nice and relaxed environment, conducive to learning.
Sub-total:		£67235		

Support for the Family				
Evidence and rationale (Based on research)				
<ul style="list-style-type: none"> The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.' 				
Target	Cost	Pupil Premium	Summary	Outcome
Parent group	CAMHS worker £100 day SENCO £100 £200 x 40 = £8000	46% Pupil Premium = £3680	<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 – one morning a week	2 x Support Assistants for one morning a week to support the group 2.5hrs X 39 =£2,383	46% Pupil Premium = £1096	<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/Assistant Head CAMHS Assistant Head Level 3 TA £10,000	46% Pupil Premium = £4600	<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
Half-termly meeting with SLT, L.A. safeguarding lead, Early Help worker	SENCO/Assistant Head CAMHS x £100 = £600 Assistant Head Total = £600	46% Pupil Premium = £504	<ul style="list-style-type: none"> Vulnerable families are regularly monitored by a range of professionals and agencies 	<ul style="list-style-type: none"> Children and families have access to a wide range of agencies with identified support put in place Children less at risk of 'slipping through the net'.
Shooting Stars peer mentor programme	£1500	46% Pupil Premium = £690	<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

Families of Pupil Premium children identified in Early Years and supported where appropriate	HLTA SENCO/Assistant Head CAMHS Level 3 TA £10,000*	46% Pupil Premium = £4600*		<ul style="list-style-type: none"> All children in school including children from vulnerable families are making good or better progress Parents / carers engage early with their child's education
Support to families- food bank food.	TA to share food bank provisions. 1hour per week x 30 = £366	46% Pupil Premium = £168	<ul style="list-style-type: none"> Families are supported to meet the needs of their children during hard financial times. Vulnerable families are monitored. Reduce the stress within families linked to financial crisis 	<ul style="list-style-type: none"> Welfare needs of the families and children are met. Children are engaged and ready to learn. Children make good and better progress.
Support for the family sub-total:	£15338			
Support for learning sub-total:	£60230			
Support for social and emotional development sub-total:	£41661			
Support for the curriculum sub-total:	£67235			
Total:	£184,464			

