



Pupil Premium Impact Report

Autumn 2020

COMMUNITY PRIMARY
SCHOOL

Context of the school

Number on roll: 248 (December 2020), 229 +19 in Nursery

Number of pupils eligible for Pupil Premium: 123

Percentage of pupils eligible for Pupil Premium: 46%

Amount of Pupil Premium allocated: £164,090

Please refer to the school's Pupil Premium Impact Report 2019-2020 for a detailed overview of expenditure (available on the school website: <https://corporationroadschool.co.uk/pupil-sport-premium-information/>)

Impact

The following table reports on the attainment of pupil premium children in Year 1 to Year 6, as compared to their non-pupil premium peers. This is data for the end of the spring term 2019.

Key:

Below – pupils working below expectation, e.g. end of spring term in Y2 'Below' is a 1+ or lower

On track – pupils working just below raised expectation and on track to meet expected end of key stage standards (i.e. 100+ Y6 SATs score), e.g. end of spring term in Y2 'On track' is a 2-

At – pupils who are currently working at new raised expectation, e.g. end of spring term in Y2 'At' is a 2=

Exceeding – pupils working above the new raised expectation, e.g. end of spring term in Y2 'Exc' is a 2+ or higher

Attainment of all children across Year 1 to Year 6

	Reading				Writing				Maths			
	Below	On track or higher	At or higher	Exc	Below	On track or higher	At or higher	Exc	Below	On track or higher	At or higher	Exc
All	8%	92%	51%	0%	8%	92%	46%	0%	4%	96%	60%	1%
PP	11%	89%	56%	0%	10%	90%	48%	0%	6%	94%	48%	0%
Non-PP	6%	94%	45%	0%	7%	93%	44%	0%	2%	98%	60%	1%
EAL + PP	9%	91%	56%	0%	8%	92%	50%	0%	6%	94%	67%	2%
EAL + non-PP	7%	93%	40%	0%	9%	91%	41%	0%	3%	97%	60%	1%

There are small variances between the number of PP children who are on track and not across the three subjects. For PP children with EAL, these children outperform EAL children who are not PP.

PP children out perform Non-PP children apart from maths where there is a 12% gap between children who are working at. Staff will be made aware of this fact and closer monitoring of the PP children in maths will be undertaken in the Spring term. Pupil Progress meetings will highlight this fact and staff will be made aware of the progress of PP children in their class. From this, intervention groups will be made to close this gap.

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

RECEPTION

Reception PP(6) Non PP(20)	Group	R Entry Exp (17) 40-60=		Autumn Exp (18) 40-60+		Spring (19) ELG-		Summer Exp (20) ELG	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
READ	PP	14.7	-2.3	16.8	-1.2				
	Non PP	13.8	-3.3	16.6	-1.4				
	Gap	-0.92		-0.23	↑				
WRIT	PP	14.8	-2.2	16.8	-1.2				
	Non PP	13.8	-3.3	16.4	-1.6				
	Gap	-1.08		-0.43	↑				
Number	PP	14.8	-2.2	16.7	-1.3				
	Non PP	13.7	-3.4	16.3	-1.8				
	Gap	-1.18		-0.42	↑				

Summary

PP children outperform non-PP children and the gap has decreased slightly, they still outperform non-PP children in all subjects.

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

YEAR 1

Year 1 PP(9) Non PP(18)	Group	Y1 Baseline Exp (20) ELG / R+		Autumn 1 Exp (20.5)		Autumn 2 Exp (21) 1-		Spring 1 Exp (21.5)		Spring 2 Exp (22) 1=		Summer 1 Exp (22.5)		Summer 2 Exp (23) 1+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	19.1	-0.9			20.6	-0.4								
	Non PP	18.5	-1.5			20.3	-0.7								
	Gap	-0.64				-0.22	↑								
Writing	PP	18.9	-1.1			20.4	-0.6								
	Non PP	18.5	-1.5			20.3	-0.7								
	Gap	-0.36				-0.17	↑								
Maths	PP	19.1	-0.9			20.7	-0.3								
	Non PP	18.5	-1.5			20.5	-0.5								
	Gap	-0.58				-0.17	↑								

Summary

PP children are out performing non-PP children. The gap has decreased but PP children out perform or are broadly similar in all subjects.

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

YEAR 2

Year 2 PP(21) Non PP(16)	Group	End of Y1 Exp (23) 1+		Autumn 1 Exp (23.5)		Autumn 2 Exp (24) 2-		Spring 1 Exp (24.5)		Spring 2 Exp (25) 2=		Summer 1 Exp (25.5)		Summer 2 Exp (26) 2+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	21.8	-1.3			22.8	-1.2								
	Non PP	21.7	-1.3			23.0	-1.0								
	Gap	-0.06				0.19	↑								
Writing	PP	21.5	-1.6			22.4	-1.6								
	Non PP	21.6	-1.4			22.8	-1.3								
	Gap	0.18				0.32	↑								
Maths	PP	21.4	-1.6			23.2	-0.8								
	Non PP	21.5	-1.5			23.6	-0.4								
	Gap	0.10				0.39	↑								

Summary

In Year 2 non-PP children out performed PP children. At the end of last year, the gap was very small and has widened slightly. The numbers are small and two children have left this cohort which has had an impact on the performance. This will be monitored in the Spring term.

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

YEAR 3

Year 3 PP(15) Non PP(13)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=		Summer 1 Exp (28.5)		Summer 2 Exp (29) 3+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	24.7	-1.3			26.3	-0.7								
	Non PP	24.2	-1.8			25.7	-1.3								
	Gap	-0.54				-0.54	↓								
Writing	PP	24.6	-1.4			26.1	-0.9								
	Non PP	24.1	-1.9			25.6	-1.4								
	Gap	-0.54				-0.43	↑								
Maths	PP	24.9	-1.1			26.4	-0.6								
	Non PP	24.5	-1.5			25.8	-1.2								
	Gap	-0.46				-0.55	↓								

Summary

PP children out perform non-PP children. The gap increases in Reading and Maths are small. The gap has closed slightly in Writing.

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

YEAR 4

Year 4 PP(20) Non PP(15)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=		Summer 1 Exp (31.5)		Summer 2 Exp (32) 4+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	27.4	-1.7			28.8	-1.2								
	Non PP	27.2	-1.8			29.3	-0.7								
	Gap	-0.14				0.53	↑								
Writing	PP	27.4	-1.7			28.8	-1.3								
	Non PP	27.0	-2.0			29.3	-0.7								
	Gap	-0.35				0.58	↑								
Maths	PP	27.6	-1.5			29.3	-0.7								
	Non PP	27.4	-1.6			29.8	-0.2								
	Gap	-0.12				0.50	↑								

Summary

Non-PP children out perform PP children. The gap has widened and this is being monitored in school. Children are having targeted intervention, with teaching assistants. This is being done using breakout rooms during remote education lessons by both teachers and teaching assistants. The ratio of pupils to adults is high with class sizes of 21 and with two TAs split across the three classes.

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

YEAR 5

Year 5 PP(22) Non PP(11)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=		Summer 1 Exp (34.5)		Summer 2 Exp (35) 5+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	30.6	-1.4			32.7	-0.3								
	Non PP	30.3	-1.7			32.5	-0.5								
	Gap	-0.32				-0.23	↑								
Writing	PP	30.7	-1.3			32.6	-0.4								
	Non PP	29.9	-2.1			32.5	-0.5								
	Gap	-0.77				-0.14	↑								
Maths	PP	30.6	-1.4			32.7	-0.3								
	Non PP	30.8	-1.2			32.5	-0.5								
	Gap	0.18				-0.14	↓								

Summary

PP children out perform non-PP children. Currently the gap is very small and the gap has decreased in Reading and Writing since the end of last year.

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

YEAR 6

Year 6 PP(26) Non PP(17)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	33.2	-1.8			35.2	-0.8								
	Non PP	33.5	-1.5			35.6	-0.4								
	Gap	0.38				0.42	↑								
Writing	PP	33.0	-2.0			35.4	-0.6								
	Non PP	33.6	-1.4			35.6	-0.4								
	Gap	0.59				0.26	↓								
Maths	PP	32.8	-2.2			35.2	-0.8								
	Non PP	33.8	-1.2			35.6	-0.4								
	Gap	0.96				0.42	↓								

Summary

Non-PP children are doing better than PP children in this cohort. The gap has decreased in Writing and Maths but has got very slightly wider in Reading but only by 0.04 points so extremely small. The gap in maths has closed by 0.54 points which is positive. If this trend continues then PP children should perform at least as well as non-PP children.

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Autumn Term Attendance 2020-21 – Year 1 to Year 6

% of sessions missed						% of pupils absent for 10% or more sessions				
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-		Pupils	% of cohort	2017/18 National %	Diff +/-
School	203	96.1	3.9	4.2	+0.3	School	26	12.8	8.7	-4.1
Boys	108	96.2	3.8	4.2	+0.4	Boys	11	10.2	9.0	-1.2
Girls	95	95.9	4.1	4.1	+0.0	Girls	15	15.8	8.4	-7.4
Non Persistent Absentees	177	97.7	2.3	-	-					
Persistent Absentees	26	84.8	15.2	15.9	+0.7					
Non Disadvantaged *	93	96.0	4.0	3.7	-0.3	Non Disadvantaged *	10	10.8	5.8	-5.0
Disadvantaged *	110	96.1	3.9	5.7	+1.8	Disadvantaged *	16	14.5	16.5	+2.0
Disadvantaged Boys	54	96.2	3.8	-	-	Disadvantaged Boys	6	11.1	-	-
Disadvantaged Girls	56	96.1	3.9	-	-	Disadvantaged Girls	10	17.9	-	-
Non FSM	99	96.1	3.9	3.8	-0.1	Non FSM	10	10.1	6.6	-3.5
FSM	104	96.1	3.9	6.3	+2.4	FSM	16	15.4	19.2	+3.8
No SEN	171	96.3	3.7	3.9	+0.2	No SEN	21	12.3	7.2	-5.1
EHCP/SEN statement	2	86.6	13.4	6.8	-6.6	EHCP/SEN statement	1	50.0	20.0	-30.0
SEN Support	30	95.8	4.2	5.5	+1.3	SEN Support	4	13.3	14.8	+1.5

Overall attendance of disadvantaged pupils (96.1%) is slightly above non-disadvantaged (96%). Our disadvantaged pupils are higher than national disadvantaged by 1.8%.

The percentage of disadvantaged children who are classed as persistent absentees is 14.5%. This is high but this should drop as the year progresses. If a child is off ill at the beginning of term, then they can be classed as a persistent absentee until their attendance moves above 90% which can take a while. We have seen attendance improve generally throughout the term and the percentage of disadvantaged persistent absentees will drop in the Spring term as children attend school regularly.

If a child is off then a phone call is made. If there is no answer, a member of staff goes and visits for a welfare call to check that everything is ok. These are logged on CPOMS. If a child is absent for a significant length of time or their attendance is dipping then the parent and child have a meeting with the DHT so school can come up with strategies to improve attendance.

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, weekly attendance raffle prizes, Early Help Assessments and the use of fines for unauthorised holidays, where necessary.

Extra-curricular activities did not take place due to Covid-19 during the autumn term.

Remote Learning

Currently 82% (102 pupils out of 123) of our PP children are accessing remote learning at home or in school. This is above the school average of 78%. All the other PP pupils have had regular phone calls to try to support them with remote learning or to offer them places in school. 22% of our PP children have been given a laptop, this is 27 out of a total of 44 laptops.

Data sim cards were sent to our PP families with 30gb of data to help them access remote learning. Families have also sent their details to school in order to get a top up of data. School has sent these details to the DfE in order to support those families.

Free School Meals

All children who are entitled to FSM were offered The Bread and Butter Thing in the first week of the lockdown. In the second week, school purchased food items and made parcels for each child for the second week. The items included in each parcel were: bread, butter, jam, cheese, packet of biscuits, eggs, fresh fruit and vegetables, crisps, milk and cereal. After this week the government reinstated the FSM vouchers which could be sent through Edenred. School has set these up and they will be delivered every Friday. Over half term children will receive a voucher through Wonde.

All children have been offered a breakfast when they arrive at school and PP children will receive breakfast food to take home if they are in school. PP children who are learning remotely will be given food when they come to change their children's books on a Thursday.

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