



Pupil Premium Impact Report

Spring 2021

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 2021.

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	42%	58%	13%	0%	42%	52%	8%	0%	40%	60%	1%	0%
PP	39%	61%	11%	0%	46%	54%	7%	0%	39%	61%	1%	0%
Non-PP	46%	54%	16%	0%	51%	49%	10%	0%	42%	58%	1%	0%
EAL + PP	39%	61%	11%	0%	47%	53%	6%	0%	33%	67%	2%	0%
EAL + non-PP	51%	49%	14%	0%	56%	44%	9%	0%	42%	58%	1%	0%

The data is low due to teachers being cautious with their assessments. As the children came back from lockdown we decided that due to the pace of remote learning and coverage, staff were wary of moving children on. Children will make accelerated progress in the summer term.

PP children are achieving broadly in line with the school average. In reading, more PP children are 'on track' than non-PP although more non-PP, are 'at' than PP children. This is the same for writing, but for maths the same percentage of children are 'at'.

For children who are PP+EAL, they outperform children with EAL who are not PP in the 'on track' category but not in the 'at' category but this gap is small.



Gap decrease (from end of previous year)

Gap increase (from end of previous year)

RECEPTION

Reception PP(6) Non PP(21)	Group	R Entry Exp (17) 40-60=		Autumn Exp (18) 40-60+		Spring Exp (19) ELG-		Summer Exp (20) ELG	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
READ	PP	14.7	-2.3	16.8	-1.2	18.3	-0.7		
	Non PP	13.8	-3.3	16.6	-1.4	17.5	-1.5		
	Gap	-0.92		-0.23	↑	-0.83	↑		
WRIT	PP	14.8	-2.2	16.8	-1.2	17.7	-1.3		
	Non PP	13.8	-3.3	16.4	-1.6	17.0	-2.0		
	Gap	-1.08		-0.43	↑	-0.67	↑		
Number	PP	14.8	-2.2	16.7	-1.3	17.8	-1.2		
	Non PP	13.7	-3.4	16.3	-1.8	17.3	-1.8		
	Gap	-1.18		-0.42	↑	-0.58	↑		

Summary

PP children outperform non-PP children and the gap increased slightly in the spring term. Children are still working below ARE. School have deployed extra adult support to the EYFS team in order to help them deliver extra speech and language (NELI) interventions in order to ensure children have the best start to their school careers.



Gap decrease (from end of previous year)

Gap increase (from end of previous year)

YEAR 1

Year 1 PP(11) 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			20.5	-1.5				
	Non PP	18.5	-1.5			20.3	-0.7			20.3	-1.7				
	Gap	-0.64				-0.22	↑			-0.12	↑				
Writing	PP	18.9	-1.1			20.4	-0.6			20.4	-1.6				
	Non PP	18.5	-1.5			20.3	-0.7			20.3	-1.7				
	Gap	-0.36				-0.17	↑			-0.03	↑				
Maths	PP	19.1	-0.9			20.7	-0.3			20.5	-1.5				
	Non PP	18.5	-1.5			20.5	-0.5			20.4	-1.6				
	Gap	-0.58				-0.17	↑			-0.10	↑				

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. All children are working below ARE and this gap between where the children are, and where they should, be has increased this year. School have funded an extra teacher and extra teaching assistants have been deployed to support children and deliver targeted intervention 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(20) 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	-1.2			22.8	-1.3			22.8	-2.2				
	Non PP	21.7	-1.3			23.0	-1.0			23.2	-1.8				
	Gap	-0.10				0.25	↑			0.40	↑				
Writing	PP	21.5	-1.5			22.4	-1.6			22.4	-2.6				
	Non PP	21.6	-1.4			22.8	-1.3			22.9	-2.1				
	Gap	0.15				0.35	↑			0.54	↑				
Maths	PP	21.5	-1.5			23.3	-0.8			23.5	-1.6				
	Non PP	21.5	-1.5			23.6	-0.4			23.6	-1.4				
	Gap	0.03				0.38	↑			0.18	↑				

Summary

In Year 2 non-PP children out performed PP children. Children are working below ARE. Both Year 2 classes have a Level 3 TA to support with teaching and leading small group teaching in order for the children to make rapid and sustained progress.

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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			26.4	-1.6				
	Non PP	24.2	-1.8			25.7	-1.3			25.9	-2.1				
	Gap	-0.54				-0.54	↓			-0.52	↑				
Writing	PP	24.6	-1.4			26.1	-0.9			26.4	-1.6				
	Non PP	24.1	-1.9			25.6	-1.4			25.8	-2.2				
	Gap	-0.54				-0.43	↑			-0.61	↓				
Maths	PP	24.9	-1.1			26.4	-0.6			26.4	-1.6				
	Non PP	24.5	-1.5			25.8	-1.2			25.8	-2.2				
	Gap	-0.46				-0.55	↓			-0.55	↓				

Summary

PP children out perform non-PP children. Staff have been cautious in assessment since children came back after lockdown. Children will make accelerated progress in the summer term.

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

YEAR 4

Year 4 PP(21) 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			29.2	-1.8				
	Non PP	27.2	-1.8			29.3	-0.7			30.1	-0.9				
	Gap	-0.14				0.53	↑			0.87	↑				
Writing	PP	27.4	-1.7			28.8	-1.3			28.9	-2.2				
	Non PP	27.0	-2.0			29.3	-0.7			29.5	-1.5				
	Gap	-0.35				0.58	↑			0.68	↑				
Maths	PP	27.6	-1.5			29.3	-0.7			29.3	-1.7				
	Non PP	27.4	-1.6			29.8	-0.2			29.8	-1.2				
	Gap	-0.12				0.50	↑			0.50	↑				

Summary

Non-PP children out perform PP children. The gap has widened very slightly in the Spring term. Teachers have been cautious with their assessment and children will make accelerated progress in the Summer term.

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

YEAR 5

Year 5 PP(23) 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			33.0	-1.0				
	Non PP	30.3	-1.7			32.5	-0.5			32.7	-1.3				
	Gap	-0.32				-0.23	↑			-0.23	↑				
Writing	PP	30.7	-1.3			32.6	-0.4			32.7	-1.3				
	Non PP	29.9	-2.1			32.5	-0.5			32.6	-1.4				
	Gap	-0.77				-0.14	↑			-0.09	↑				
Maths	PP	30.6	-1.4			32.7	-0.3			32.7	-1.3				
	Non PP	30.8	-1.2			32.5	-0.5			32.5	-1.5				
	Gap	0.18				-0.14	↓			-0.18	↓				

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. Children are working below ARE but teachers were cautious with assessment after coming back from lockdown and children will make accelerated progress in the Summer term.

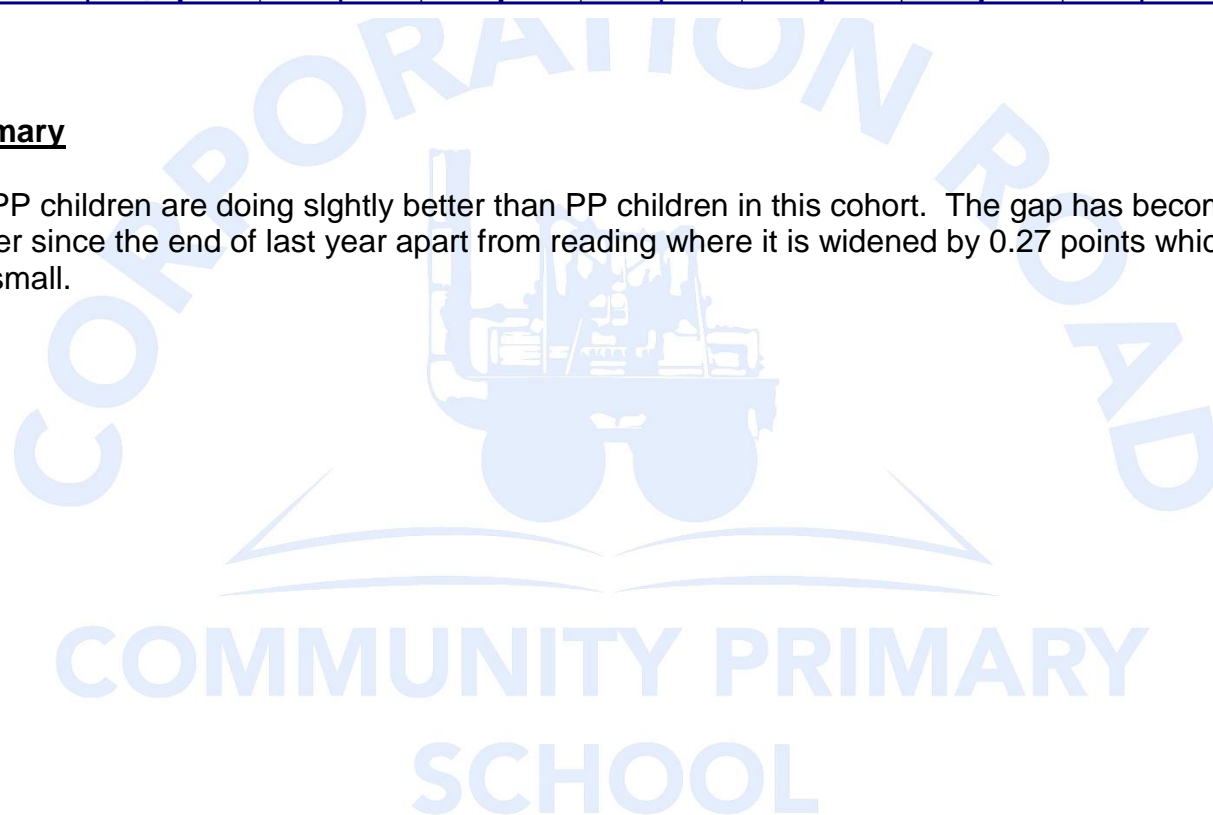
↓	Gap decrease (from end of previous year)
↑	Gap increase (from end of previous year)

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			35.3	-1.7				
	Non PP	33.5	-1.5			35.6	-0.4			36.0	-1.0				
	Gap	0.38				0.42	↑			0.65	↑				
Writing	PP	33.0	-2.0			35.4	-0.6			35.6	-1.4				
	Non PP	33.6	-1.4			35.6	-0.4			36.0	-1.0				
	Gap	0.59				0.26	↓			0.42	↓				
Maths	PP	32.8	-2.2			35.2	-0.8			35.2	-1.8				
	Non PP	33.8	-1.2			35.6	-0.4			35.6	-1.4				
	Gap	0.96				0.42	↓			0.42	↓				

Summary

Non-PP children are doing slightly better than PP children in this cohort. The gap has become smaller since the end of last year apart from reading where it is widened by 0.27 points which is very small.



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

Absence

Click button to include/exclude Reception pupils

EXCLUDED

% of sessions missed

	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	206	95.1	4.9	4.2	-0.7
Boys	108	95.7	4.3	4.2	-0.1
Girls	98	94.4	5.6	4.1	-1.5
Non Persistent Absentees	173	97.4	2.6	-	-
Persistent Absentees	33	82.7	17.3	15.9	-1.4
Non Disadvantaged *	94	94.5	5.5	3.7	-1.8
Disadvantaged *	112	95.6	4.4	5.7	+1.3
Disadvantaged Boys	54	95.4	4.6	-	-
Disadvantaged Girls	58	95.7	4.3	-	-
Non FSM	99	94.6	5.4	3.8	-1.6
FSM	107	95.5	4.5	6.3	+1.8
No SEN	172	95.2	4.8	3.9	-0.9
EHCP/SEN statement	2	89.2	10.8	6.8	-4.0
SEN Support	32	94.9	5.1	5.5	+0.4

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2017/18 National %	Diff +/-
School	33	16.0	8.7	-7.3
Boys	14	13.0	9.0	-4.0
Girls	19	19.4	8.4	-11.0
Non Disadvantaged *	15	16.0	5.8	-10.2
Disadvantaged *	18	16.1	16.5	+0.4
Disadvantaged Boys	7	13.0	-	-
Disadvantaged Girls	11	19.0	-	-
Non FSM	15	15.2	6.6	-8.6
FSM	18	16.8	19.2	+2.4
No SEN	26	15.1	7.2	-7.9
EHCP/SEN statement	1	50.0	20.0	-30.0
SEN Support	6	18.8	14.8	-4.0

Overall attendance of disadvantaged pupils (95.6%) is slightly above non-disadvantaged (94.5%). Our disadvantaged pupils are higher than national disadvantaged by 1.3%.

The percentage of disadvantaged children who are classed as persistent absentees is 16.1%. This is below national by 0.4%. This is high, but COVID and lockdowns have affected attendance with parents being more cautious in the current climate. A number of our families live with vulnerable older relatives, so some families were reluctant to send their children to school so resorted to remote learning.

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 spring term.

Remote Learning

Currently 87% (104 pupils out of 120) of our PP children accessed 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. 33% of our PP children have been given a laptop, this is 39 out of a total of 64 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. ('The Bread and Butter Thing' is a charity that takes short date food from supermarkets that is still useable and sells it on at a heavily discounted price. For £7.50, you get 3 bags of groceries).

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 set these up and they were delivered every Friday. Over half term and Easter children received a voucher through Wonde.

All children are offered a breakfast when they arrive at school and PP children receive breakfast food to take home every few weeks.

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