

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Corporation Road Community Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	48% (106 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Rebecca Pavey
Pupil premium lead	Gareth McManus
Governor / Trustee lead	Neil Kang-Scarth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,328
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£173,858

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is the support our disadvantaged pupils and help them overcome any barriers to learning that they face in order to fulfil their potential.

- **What are your ultimate objectives for your disadvantaged pupils?**
 - A higher proportion of EYFS and KS1 disadvantaged pupils achieve expected outcomes and fulfil their potential.
 - A higher proportion of disadvantaged children pass the phonics screening check.
 - Children with multiple needs make the required progress.
 - Analysis of class data identifies any PP children who have not made progress and interventions are put in place to ensure children close the gap with their peers.
 - Disadvantaged children receive a well sequenced and thought out curriculum which improves aspirations, deepens learning and gives the children a love of learning.
- **How does your current pupil premium strategy plan work towards achieving those objectives?**
 - At Corporation Road Primary School, everything we do for the children is rooted in research and leaders seek out best practice from a variety of sources to ensure that the school is providing the very best education we can for our pupils.
- **What are the key principles of your strategy plan?**
 - Ensuring all children feel safe and secure in school.
 - All children achieve academically and pastorally
 - Children receive a curriculum that is bespoke for them.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Significant percentage of the population live in some of the most deprived areas in the town. (46% of school population live in the 5% most deprived areas in Darlington)
2	There is a gender gap between boys and girls with PP boys performing below disadvantaged national
3	Through observations, assessments and discussions with staff, speech and language skills are lower than normal across school.
4	Through assessments, observations, and historical data, children do not achieve as well in the phonics screen check. (58% disadvantaged passed in 2019 and 67% disadvantaged in 2021).

5	Disadvantaged attendance last year after lockdown was 93% compared with 95.7% non-disadvantaged last year. 21% of disadvantaged children are classed as persistently absent compared with 16% of non-disadvantaged.
6	56% of our SEN are PP (23 out of 41)
7	37% of our EAL children are PP (62 out of 166)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Implement a curriculum that ensures essential knowledge is retained and learning is built upon prior knowledge effectively.	There is clear evidence that the gap between boys and girls has been narrowed
Improved speech and language skills.	Assessments and classroom observations will indicate that speech and language skills have improved in disadvantaged pupils. This will be triangulated with books and formative assessments.
To improve quality first teaching	Teaching over time improves and children's progress is rapid and sustained. Children will remember more which will allow them to make links easier within their learning.
Disadvantaged children attend school regularly and there is no gap between disadvantaged and non-disadvantaged.	Disadvantaged children attend in line with national averages and persistently absent PP children receive intervention to ensure there are no clear gaps in learning.
PP children will have the same access to any enrichment activity and money will not be a barrier to attending any event.	All children in school will go on trips or residential. Any equipment needed will also be purchased or hired to ensure children have the correct equipment to enjoy the activities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reviewing our curriculum approach to ensure that key concepts are revisited as appropriate. This is to ensure that key learning is built upon strong foundations in order to support children making the required academic progress.	The EEF states that 'School closures are likely to reverse progress made to narrow the gap in the last decade'. Catch-up provision, including assessment of lost learning and targeted support, will be essential.	2,3,4,6,7
A commitment to a whole school reading strategy with a clear, consistent programme of synthetic phonics for our pupils. Children will also have access to a wide range of phonic decodable books to ensure children are reading the correct texts at home.	The EEF states that 'Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.	2,3,4,6,7
Review of the writing approach the school current undertakes. This includes the writing cycle and planning approach as well as the feedback that is given.	The EEF states that 'There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	2,3,4,6,7
High quality and regular CPD using Walkthrus books and resouces for all teaching staff and teaching assistants who cover classes.	EEF recommened guidance states that 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'	2,3,4,6,7
Individual instructional coaching for staff	Ambiton institute states that 'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.'	2,3,4,6,7

Regular monitoring of lessons and books with a specific focus on disadvantaged where we look at groups within classes to ensure no gaps occur between disadvantaged and non-disadvantaged.	Anecdotal evidence from senior leaders within the trust show that giving regular, personalised feedback on how to improve teachers' practice is shown to have a positive affect and improves outcomes for children.	2,3,4,6,7
Develop a reading for pleasure culture by taking part in the Open University Reading for Pleasure project.	A number of studies have shown that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark and Rumbold, 2006; Clark and Douglas 2011).	2,3,4,6,7
Creating an environment where speech and language skills are integrated into normal daily practice of the teachers.	According to research by the ICAN charity: The impact of SLCN is well documented in longitudinal studies. Without the right support, SLCN has been shown to affect academic achievement, self-esteem, social acceptance and behavioural or emotional development.	3,4,6,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic deployment of Teaching Assistants to ensure the highest impact.	The EEF states that 'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	2,3,4,6,7
Speech and Language technician coming into school to work with specific children every fortnight and to assess children to identify their need.	Dockrell, J (2007) Raising the Achievements of Children and Young People with Specific Language and Communication Needs states that children are more likely to do well at school when the nature of their SLCN are recognised and understood.	3,4,7
Small group tutoring	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	2,3,4,6,7
1:1 Tutoring. Groups will vary in size depending on the need. Children with specific SEN issues will have 1:1 tutoring.		
Appointment of two L3 TA		2,3,4,6,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review the attendance strategy to ensure there is a robust and clear plan for children whose attendance becomes a concern.	<p>The DfE published research in 2016 which states Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	1,2,5
Fortnightly, half termly and personalised awards for children who have good and improved attendance.	Anecdotal evidence from Head teachers within our Trust state that keeping the rewards short term and personalised to children make them achievable and manageable for children.	5
Year 6 residential/enrichment activities so that children can experience outdoor education and have experiences that they would not normally have.	EEF States that 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a wilderness setting. 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.	1,2
School counsellor support to improve well-being	From our own experiences, children who have worked with our school counsellor have made progress academically and have shown improved mental health.	1,5

Total budgeted cost: £ 180,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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	25%	75%	57%	16%	32%	68%	51%	10%	22%	78%	62%	13%
PP	22%	78%	69%	13%	31%	69%	52%	8%	23%	77%	61%	6%
Non-PP	30%	70%	55%	19%	34%	66%	50%	13%	22%	78%	63%	21%
EAL + PP	22%	78%	61%	14%	25%	75%	56%	8%	17%	83%	69%	9%
EAL + non-PP	32%	68%	51%	18%	35%	65%	48%	13%	24%	76%	64%	21%

This data shows that PP children out perform non-PP children in reading and writing and are 2 percentage points behind in maths.

69% of children are 'At or higher' in reading compared with 55% of non-PP children. 52% of children are 'At or higher' in writing compared with 50% of non-PP. 61% of PP children are 'At or higher' in maths while 63% of non-PP children are 'At or higher'.

PP children with EAL outperform non-PP with EAL in all three subjects as well. Reading is 61% to 51%, writing is 56% to 48% and maths is 69% to 64%.

The place where non-PP children out perform PP children is in exceeding bracket.

Corporation Road Primary



Gap decrease (from end of previous year)



Gap increase (from end of previous year)

RECEPTION










Reception PP(8) Non PP(21)	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	14.6	-2.4	16.9	-1.1	17.9	-1.1	19.5	-0.5
	Non PP	13.7	-3.3	16.6	-1.4	17.1	-1.9	19.5	-0.6
	Gap	-0.83		-0.28	↑	-0.75	↑	-0.05	↑
WRIT	PP	14.7	-2.3	16.9	-1.1	17.4	-1.6	19.1	-0.9
	Non PP	13.7	-3.3	16.4	-1.6	16.9	-2.1	19.4	-0.6
	Gap	-0.98		-0.49	↑	-0.48	↑	0.23	↑
Number	PP	14.7	-2.3	16.7	-1.3	17.7	-1.3	19.4	-0.6
	Non PP	13.6	-3.4	16.2	-1.8	17.3	-1.7	19.4	-0.6
	Gap	-1.08		-0.50	↑	-0.45	↑	0.02	↑

Summary

PP and non-PP children perform similarly in reading and maths. In writing, PP children are on average 0.3 points behind. School 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(12) Non PP(16)	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	19.2	-0.8			20.6	-0.4			20.5	-1.5			22.5	-0.5
	Non PP	18.6	-1.4			20.4	-0.6			20.4	-1.6			22.4	-0.6
	Gap	-0.61				-0.17				-0.12				-0.12	
Writing	PP	19.1	-0.9			20.4	-0.6			20.4	-1.6			22.1	-0.9
	Non PP	18.6	-1.4			20.4	-0.6			20.5	-1.5			22.2	-0.8
	Gap	-0.50				-0.06				0.06				0.13	
Maths	PP	19.0	-1.0			20.6	-0.4			20.5	-1.5			22.3	-0.7
	Non PP	18.6	-1.4			20.5	-0.5			20.5	-1.5			22.5	-0.5
	Gap	-0.38				-0.10				-0.05				0.23	

Summary

PP children out perform non-PP in reading in Year 1. In writing, the gap between PP and non-PP is 0.1 which is the same gap as in the Spring term. In maths PP children are 0.2 points behind non-PP children. Adult support has been deployed in KS1 to ensure children are making progress in their early reading and phonics. This has been targeted for key and has shown that children have made rapid progress in their phonics.

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

YEAR 2

Year 2 PP(22) Non PP(14)	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	-1.2			22.9	-2.1			25.3	-0.7
	Non PP	21.6	-1.4			22.9	-1.1			23.1	-1.9			25.4	-0.6
	Gap	-0.23				0.05				0.22				0.10	
Writing	PP	21.5	-1.5			22.5	-1.5			22.5	-2.5			25.3	-0.7
	Non PP	21.5	-1.5			22.6	-1.4			22.8	-2.2			25.3	-0.7
	Gap	0.00				0.10				0.31				0.00	→
Maths	PP	21.5	-1.5			23.3	-0.7			23.5	-1.5			25.5	-0.5
	Non PP	21.4	-1.6			23.6	-0.4			23.6	-1.4			25.6	-0.4
	Gap	-0.14				0.29				0.10				0.17	

Summary

In Year 2 non-PP children very slightly out performed PP children in Reading and Maths and were on a par with each other in writing. The gap between these two groups is very small or has stayed the same. There is no gap in writing between PP and non-PP children.

Corporation Road Primary

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

YEAR 3

Year 3 PP(14) Non PP(12)	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			26.2	-0.8			26.4	-1.6			27.7	-1.3
	Non PP	24.0	-2.0			25.6	-1.4			25.7	-2.3			26.8	-2.3
	Gap	-0.67				-0.61	↑			-0.68	↓			-0.96	↓
Writing	PP	24.6	-1.4			26.1	-0.9			26.4	-1.6			27.4	-1.6
	Non PP	24.0	-2.0			25.5	-1.5			25.6	-2.4			26.5	-2.5
	Gap	-0.58				-0.57	↑			-0.78	↓			-0.97	↓
Maths	PP	24.9	-1.1			26.4	-0.6			26.4	-1.6			28.1	-0.9
	Non PP	24.3	-1.7			25.8	-1.3			25.8	-2.3			27.8	-1.3
	Gap	-0.58				-0.68	↓			-0.68	↓			-0.32	↑

Summary

PP children out-perform non-PP children and the gap has widened this year in reading and writing. Although the gap has closed slightly between PP and non-PP in maths, PP children still out perform non-PP children.

Corporation Road Primary

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

YEAR 4

Year 4 PP(20) Non PP(17)	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	-1.6			29.1	-0.9			29.5	-1.5			31.3	-0.7
	Non PP	27.3	-1.7			29.3	-0.7			30.1	-0.9			31.2	-0.8
	Gap	-0.12				0.20	↑			0.56	↑			-0.09	↑
Writing	PP	27.4	-1.6			29.1	-0.9			29.2	-1.8			30.7	-1.3
	Non PP	27.1	-1.9			29.4	-0.6			29.6	-1.4			30.6	-1.4
	Gap	-0.32				0.32	↑			0.40	↑			-0.10	↑
Maths	PP	27.6	-1.4			29.4	-0.6			29.4	-1.6			31.4	-0.6
	Non PP	27.5	-1.5			29.8	-0.2			29.8	-1.2			31.4	-0.6
	Gap	-0.14				0.37	↑			0.37	↑			-0.07	↑

Summary

Non-PP children out perform PP children but the gap has become smaller since last year but by a very small amount.

Corporation Road Primary

↓	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			34.5	-0.5
	Non PP	30.3	-1.7			32.5	-0.5			32.7	-1.3			34.0	-1.0
	Gap	-0.30				-0.21	↑			-0.23	↑			-0.48	↓
Writing	PP	30.7	-1.3			32.6	-0.4			32.7	-1.3			34.3	-0.7
	Non PP	29.9	-2.1			32.5	-0.5			32.6	-1.4			33.7	-1.3
	Gap	-0.81				-0.12	↑			-0.08	↑			-0.56	↑
Maths	PP	30.6	-1.4			32.7	-0.3			32.8	-1.2			34.5	-0.5
	Non PP	30.8	-1.2			32.5	-0.5			32.5	-1.5			34.1	-0.9
	Gap	0.20				-0.17	↓			-0.22	↓			-0.39	↓

Summary

PP children out perform non-PP children in all subjects and the gap has widened in reading and maths since last year. The gap has closed in writing but PP children still out perform non-PP children.

Corporation Road Primary

↓	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			37.2	-0.8
	Non PP	33.5	-1.5			35.6	-0.4			36.0	-1.0			37.5	-0.5
	Gap	0.38				0.42	↑			0.65	↑			0.30	↓
Writing	PP	33.0	-2.0			35.4	-0.6			35.6	-1.4			37.3	-0.7
	Non PP	33.6	-1.4			35.6	-0.4			36.0	-1.0			37.5	-0.5
	Gap	0.59				0.26	↓			0.42	↓			0.12	↓
Maths	PP	32.8	-2.2			35.2	-0.8			35.2	-1.8			37.2	-0.8
	Non PP	33.8	-1.2			35.6	-0.4			35.6	-1.4			37.5	-0.5
	Gap	0.96				0.42	↓			0.42	↓			0.24	↓

Summary

Non-PP children are doing slightly better than PP children in this cohort. The gap has decreased since the end of last year. PP children have progressed by 37.2 points and non-PP children have made 37.5 points progress in reading. In writing the gap is 0.12 between the two scores and in maths it is 0.24. This gap is quite small and had decreased since the end of last year.

Summer 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	239	94.6	5.4	4.2	-1.2	School	40	16.7	8.7	-8.0	
Boys	128	94.7	5.3	4.2	-1.1	Boys	21	16.4	9.0	-7.4	
Girls	111	94.4	5.6	4.1	-1.5	Girls	19	17.1	8.4	-8.7	
Non Persistent Absentees	199	97.4	2.6	-	-						
Persistent Absentees	40	79.6	20.4	15.9	-4.5						
Non Disadvantaged *	114	95.6	4.4	3.7	-0.7	Non Disadvantaged *	14	12.3	5.8	-6.5	
Disadvantaged *	125	93.5	6.5	5.7	-0.8	Disadvantaged *	26	20.8	16.5	-4.3	
Disadvantaged Boys	58	93.9	6.1	-	-	Disadvantaged Boys	12	20.7	-	-	
Disadvantaged Girls	67	93.3	6.7	-	-	Disadvantaged Girls	14	20.9	-	-	
Non FSM	119	95.7	4.3	3.8	-0.5	Non FSM	14	11.8	6.6	-5.2	
FSM	120	93.4	6.6	6.3	-0.3	FSM	26	21.7	19.2	-2.5	
No SEN	201	94.6	5.4	3.9	-1.5	No SEN	31	15.4	7.2	-8.2	
EHCP/SEN statement	3	91.8	8.2	6.8	-1.4	EHCP/SEN statement	1	33.3	20.0	-13.3	
SEN Support	35	94.3	5.7	5.5	-0.2	SEN Support	8	22.9	14.8	-8.1	

Overall attendance of disadvantaged pupils (93.5%) is below non-disadvantaged (95.6%). This is due to a range of factors such as: families have went to visit relatives in different countries and struggled to come back with transport issues and Covid, confusion with some families in terms of isolating and some fear in the community around Covid and parents not wanting to send their children to school.

The percentage of disadvantaged children who are classed as persistent absentees is 20.8%. This is above national by 4.3%. 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 Summer 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 any school holidays, Darlington Borough Council have reimbursed school for vouchers sent via Wonde. Over the summer school have set up vouchers for £84 per pupil.

All children are offered a breakfast when they arrive at school and PP children receive breakfast food to take home every few weeks. Over the summer this will be sent via Amazon.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not funded by the pupil premium or recovery premium.

- Marking and Feedback will be reviewed and EEF documents such as https://d2tic4wvoliusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf and https://d2tic4wvoliusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf will inform our current practice and a change to our marking and feedback policy will be made in light of these recommendations.
- We will offer a wide range of extra-curricular activities which will boost well-being, give the children opportunities to have experiences that they wouldn't normally have and provide them with life experiences in order to raise aspirations.