

Pupils Premium Strategy

This statement details our school's use of pupil premium 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 on pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	41.7% (108 children)
Academic year/years that our current pupil premium strategy plan covers.	2024 – 2205
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mark Dipple
Pupil Premium Lead	Alice Sowerby
Governor / Trustee Lead	Chris Archer

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,840
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	£159,840

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Corporation Road Community Primary School, all children matter. 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 to support our disadvantaged pupils and help them overcome any barriers to learning they face, in order to fulfil their potential.

We aim to ensure that every child leaves our school excited about learning and determined to succeed. We want to equip them with confidence, knowledge and skills that will enable them to thrive in their future lives and contribute positively to the society in which they live. Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners.

We believe that the development of the whole child is key. We therefore do not target this additional funding purely at academic performance.

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.
- Ensuring children have experiences.

What are your ultimate objectives for your disadvantaged pupils?

- A higher proportion of disadvantaged pupils pass the phonics screening check.
- A higher proportion of disadvantaged children pass the Key Stage 2 Reading SATs.
- Disadvantaged children receive a good after school club offer which develops their talents and interests in school and the wider community.
- Disadvantaged children have an attendance in line with national average.

Challenges

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

Challenge Number	Detail of Challenge
1	A significant percentage of pupils live in some of the most deprived areas of 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 screening check with last year’s results (73%) being below national average.
5	Disadvantaged attendance last year was 91% compared with 93% non-disadvantaged.
6	23 % of our PP children are SEN (25 out of 108).
7	67% of our PP children are EAL (72 out of 108).

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
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To improve Phonics results for disadvantaged children.	A higher proportion of disadvantaged pupils to pass the Phonics Screening Check at least in line with national average.
To improve end of Key Stage 2 Reading results for disadvantaged children.	A higher proportion of disadvantaged children to pass the KS2 Reading SATs at least in line with national average.
To ensure high quality first teaching is consistent across school.	Teaching overtime improves and children's progress is sustained in Reading.
To implement a curriculum that ensures essential knowledge is retained and learning is built upon prior to knowledge effectively.	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 pupils.	Disadvantaged children's attendance at least in line with national average of disadvantaged children.
Pupil premium children will have the same access to any enrichment activity and receive a good after school club offer which develops their talents and interests in school and the wider community. Money will not be a barrier to attending any event.	A high proportion (80%) of disadvantaged 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. Pupils' attendance of trips, residential and after school clubs will be tracked.

Activity in This Academic Year

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

Teaching (for example CPD, recruitment and retention)

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 non-disadvantaged children making the required academic progress.	Research shows that retrieval has significant impacts on pupils: to help transfer knowledge to the long-term memory, and help with schema building; to support the working memory and reduce cognitive load.	2, 4
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.	The EEF states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds.	4

Little Wandle training for all staff.	Ofsted have identified how the Little Wandle programme has supported schools to develop a love of reading, ensure decodable texts are well-matched to children's developing phonics knowledge and to ensure that early reading is prioritised.	4
High quality and regular CPD for gaps identified by staff.	As stated in the EEF Framework, research states that high quality teaching can narrow the disadvantage gap' and 'effective professional development plays a crucial role in improving classroom practice and pupil outcomes'.	2, 3, 4

Target Academic Support (for example tutoring, one-to-one support structure interventions)

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
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
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
Reading Plus	A study has found that students who engaged in Reading Plus showed significantly greater improvements in reading proficiency than did control students who received other	2

	types of targeted reading instruction... The results of this study qualify Reading Plus for the ESSA 'Strong' category."	
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Wider Strategies (for example related to attendance, behaviour, well-being)

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Attendance: Review the attendance strategy to ensure there is a robust and clear plan for non-disadvantage children whose attendance becomes a concern.	The Government states 'for the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.	5
Attendance: Attendance Superstars Programme	The Government states 'that a way to manage and improve attendance effectively is to develop and maintain a whole school culture that promotes the benefits of high attendance'.	5
Attendance: Making attendance of pupil premium children a priority to SLT (through including it on the agenda of fortnightly inclusion meetings where persistently absent or low attending PP children are identified), teachers (through identifying whole class attendance to be shared with parents), parents (through letters and pastoral phone calls) and pupils (through a clearly displayed whole class attendance points system).	The Government states 'the most effective schools consistently promote the benefits of good attendance at school and make schools a place pupil want to be, set high expectation for every pupil, communicate those expectations clearly and consistently to pupils and parents.	5
Well-Being: ELSA	The EEF framework states 'the average impact of successful social and emotional learning interventions is an additional four months progress over the course of a year.	5
Well-Being: Regulation Rooms	The EEF framework states 'self-regulation is important for other outcomes such as behaviour' and 'the average impact of successful self-regulation strategies is an additional three months progress over the course of a year. Furthermore, self-regulation strategies are linked to the PSED in Early Years.	5, 6

Well-Being: Appointment of a Pastoral Lead	Research states that an effective pastoral manager is the person who is the link between school and home, supporting children and their families through difficult periods. Due to the fact, fundamentally, their role is to remove barriers for the most vulnerable children to enable them to access their education, without being disadvantaged in relation to their peers.	5,6
Personal Development: Year 2 and 4 progression of experiences	EEF states that 'on average, pupils who participate in adventure learning interventions make approximately four additional months progress.	1
Personal Development: Year 6 residential activity so that children can experience outdoor education and have experiences that they would not normally have.	There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	1

In regards to last year's target that a higher proportion of EYFS and KS1 disadvantaged pupils achieve expected outcomes and fulfil their potential, 43% of disadvantaged children had a good level of development across all Early Learning Goals. This was below the national average of 67%. Furthermore, in regards to last year's target of 'a higher proportion of disadvantaged children pass the phonics screening check', 73% of disadvantaged Key Stage 1 children passed their phonic screening check. Although this was below the national average (80%) by 7%, it had increased by 19% from the previous year (54%). In regards to last year's target of 'children with multiple needs make the required progress', although progress was slightly below good progress.

Throughout of the year, analysis of class data identified any PP children who did not make progress and some interventions were put into place to ensure children closed the gap between themselves and their peers. PP children were identified in pupil progress meetings and a tracking system for foundation subjects was put into place to identify children who were not making good progress in non-core subjects, the reason as to why they were not making good progress and what intervention was going to be put into place to ensure their gaps were addressed. Furthermore, to ensure 'disadvantaged children receive a well-sequenced and thought out curriculum which improves aspirations, depends learning and gives the children a love of learning', a pupil premium tracker was created to track and monitor engagement in extra-curricular activities and experiences. Furthermore, a Careers Curriculum from Early Years to Year 6 was implemented.