

Pupil Premium Strategy Statement - Corporation Road Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	40.6%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025 April 2026 July 2026
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	£166,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£166,965
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil Premium Strategy Plan

Statement Of Intent

At Corporation Road Community Primary School, all children matter. At Corporation Road we aim to prepare our children for the next stage of their lives and the world of work that awaits them; to appreciate and promote equality and diversity and to be healthy; hard-working citizens representing fundamental British Values and our school virtues.

Corporation Road Community School is a truly special place. The notion that we have a school that develops children in to more than a 'set of results' is the bedrock of our vision and ethos. Our school aims to develop children in to 'good citizens', who will go on to do 'great things'. Developing children's character, through positive attitudes, resilience, respect, kindness and care are central to daily life at Corporation Road. Our intention is that all pupils, irrespective of their background or the barriers they face, achieve their full potential. Our objective 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 as we feel that building self-esteem, resilience, personal attributes and confidence amongst young people is vital for their personal development and is likely, in turn, to impact upon academic performance.

We aim to ensure that every child leaves our school excited about learning and determined to succeed. We want to equip them with the confidence, knowledge and skills that will enable them to thrive in their future lives and contribute positively to the society in which they live.

At Corporation Road Community 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. Our intent is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. As a result of this, our strategy reflects the desire for quality first teaching for all children.

Pupil Premium funding at Corporation Road Community Primary School is allocated following annual analysis of the most significant barriers to disadvantaged pupils' learning. This, in turn, identifies priority groups and individuals.

We use research-based evidence to inform our decisions on pupil premium spending – for example, by using research and evidence from the Education Endowment Foundation. Furthermore, in line with DfE guidance, we take a three-tiered approach to our pupil premium strategy which involves: whole school development of high-quality teaching, targeted academic support and wider strategies.

The three key principles of our strategy are ensuring: all children feel safe and secure in school; all children have experiences; and all children achieve academically and pastorally.

Challenges

This details the key challenges to achievement that we have identified 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 and have limited parental engagement and access to resources.
2	Disadvantaged pupils have limited life skills and cultural experiences beyond their home life and immediate community.
3	Some disadvantaged pupils also have additional barriers, such as English As An Additional Language, which impacts on pupils in terms of their attainment and progress, particularly in reading at all stages of their school life (GLD - Word Reading, Phonics and KS2 Reading SATs).
4	The attendance of pupils in receipt of pupil premium is below that of their peers.

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
To increase the level of parental engagement amongst pupils who are in receipt of pupil premium.	Disadvantaged parental engagement will be in line with their Corporation Road peers.
Children in receipt of pupil premium funding 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, trip or residential.	<p>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.</p> <p>Disadvantaged children will access enhanced curriculum opportunities at least in line with their Corporation Road peers.</p> <p>Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.</p>

<p>To improve attainment and progress in reading at all stages (word reading, phonics and KS2 SATs) for those in receipt of pupil premium funding and with English As An Additional Language.</p>	<p>Disadvantaged children, with EAL, in EYFS will achieve Word Reading GLD in line with their national peers.</p> <p>Disadvantaged children, with EAL, will achieve in line with their national peers in the Year 1 Phonics Screening Check.</p> <p>Disadvantaged children, with EAL, at the end of KS2 will achieve results in line with their national peers for reading.</p> <p>The majority of disadvantaged children will make at least the expected progress across the curriculum</p>
<p>To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees.</p>	<p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding.</p> <p>To reduce the number of children in receipt of pupil premium being classed as persistent absentees.</p>

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)

Budgeted cost: £46,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers to receive high quality CPD, such as the Lingfield Education Teaching Compass, in relation to developing evidence-based teaching strategies and pedagogy focusing on active engagement of</p>	<p>The EEF 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'.</p> <p>Effective Professional Development EEF</p>	<p>3</p>

pupils ensuring retention of key information and foundational skills.		
All teachers have access to a high-quality coaching programme (Lingfield Education Teaching Compass) led by SLT focusing on developing specific and agreed teaching strategies aligned to the school's 'best practice' teaching principals.	<p>As stated by the EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p><u>1. High-quality teaching EEF</u></p>	3
An appointed and trained compass ambassador to implement the Lingfield Education Teaching Pass.		3
Reviewing our curriculum approach to ensure that key concepts and foundational skills are revisited as appropriate. This is to ensure that key learning is built upon strong foundations in order to support disadvantaged children making the required academic progress.	<p>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.</p> <p><u>The power of retrieval practice – Collins</u></p>	3
A commitment to a whole school reading strategy with a clear, consistent programme of synthetic phonics for pupils. Children will also have access to a wide range of phonetically decodable books to ensure children are reading the correct texts.	<p>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.'</p> <p><u>https://educationendowmentfoundation.org.uk/early-years/more-than-just-phonics</u></p>	3
Ensure the consistent teaching of Phonics	Ofsted have identified how the Little Wandle programme has supported schools to	3

through Little Wandle and training for new staff.	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. <u>Our impact Letters and Sounds</u>	
CPD for all staff in regards to reading, for example witnessing best practice in: Fluency Blast, Little Wandle and Lingfield Education Trust Reading Curriculum.	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'. <u>Effective Professional Development EEF</u>	3

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

Budgeted cost: £50,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish dynamic small group and individual interventions for identified pupils falling behind in Reading, Writing and Maths - to include speech and language and phonics interventions for pupils with poor oral language and	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. <u>One to one tuition EEF</u>	1,3

communication skills.		
Establish appropriate, attendance keep-up, interventions and learning opportunities for those pupils identified through attendance data.	<p>As stated by the Nuffield Foundation: 'a new study has found that disadvantaged pupils will benefit the most from a catch-up education programme and would be most in danger of falling further behind than their classmates without it.'</p> <p><u>Catch-up education for disadvantaged pupils must not be a one-off intervention - Nuffield Foundation</u></p>	3,4
Strategic deployment of teaching assistants, to ensure the highest impact.	<p>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'.</p> <p><u>Teaching Assistant Interventions EEF</u></p>	3
Establish an impactful, consistent approach to Reading Plus and Fluency Blast interventions for those pupils identified through reading data.	<p>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 types of targeted reading instruction... The results of this study qualify Reading Plus for the ESSA 'Strong' category."</p> <p><u>Reading Plus Rated Strong by Evidence for ESSA Discovery Education</u></p>	3
Establish an impactful tracking system for learners who are EAL and eligible for pupil premium funding and identify those who would benefit from Flash	<p>As stated by School Management Plus: 'Since a school adopted Flash Academy, seventy per cent of their learners progressed by at least one grade and more pupils moved from EAL support into mainstream English groups.'</p> <p><u>https://www.schoolmanagementplus.com/uncategorized/unlocking-potential-how-flashacademy-transforms-eal-learning/</u></p>	3

Academy intervention.		
-----------------------	--	--

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

Budgeted cost: £ £70,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups to be exposed to a programme of culturally enhancing experiences – both within and outside of the classroom, including trips and progressive residential.	EEF states that '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. <u>Outdoor adventure learning EEF</u>	2
A clear 'keep-up' attendance strategy to be implemented and embedded for pupils who miss more than three consecutive school days.	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. <u>Working together to improve school attendance (applies from 19 August 2024)</u>	3,4
Making attendance of children in receipt of pupil premium 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. <u>Working together to improve school attendance (applies from 19 August 2024)</u>	1,4

Access to ELSA, Drawing and Talking Therapy and a CATS Therapist.	<p>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.</p> <p><u>Social and emotional learning EEF</u></p>	2
Access to a physical and sensory regulation room.	<p>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.</p> <p><u>Self-regulation strategies EEF</u></p>	2
A clear tracking system of attendance to after-school clubs, trips, residential and engagement in extra-curricular activities to be implemented and embedded for all vulnerable learners.	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.</p> <p><u>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</u></p>	2
A clear tracking system of parental engagement to be implemented and embedded.	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><u>Parental engagement EEF</u></p>	1

Total budgeted cost: £ 166,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Review
<p>To improve Phonics results for disadvantaged children. (Success Criteria) A higher proportion of disadvantaged pupils to pass the Phonics Screening Check at least in line with national average.</p>	<ul style="list-style-type: none">Disadvantaged pupils passing their Phonics Screening Check at Corporation Road (70%) was 3% higher than their disadvantaged peers nationally (67%).A high proportion (70%) of pupil premium children did pass their Phonics Screening Check; however, this was not in line with their non-disadvantaged peers both in school (85%) and nationally (84%).This could be attributed to the fact we implemented the 'Little Wandle' phonics scheme in September 2024 and moved to a Trust Agreed Reading Curriculum halfway through the academic year. Implementing something new resulted in changes being made, however moving forward both of these schemes remain in place for the next academic year (2025 to 2026) providing an opportunity to embed them.
<p>To improve end of Key Stage 2 Reading results for disadvantaged children. (Success Criteria) A higher proportion of disadvantaged children to pass the KS2 Reading SATs at least in line with national average.</p>	<ul style="list-style-type: none">Disadvantaged pupils passing their KS2 Reading SATs at Corporation Road (63%) was in line (63%) with their disadvantaged peers nationally.Despite being in line nationally with those disadvantaged, they did not perform as well as their non-disadvantaged peers at Corporation Road (100%) or their non-disadvantaged peers nationally (81%).This could be attributed to the fact we implemented a new Trust Agreed Reading Curriculum halfway through the academic year. Implementing something new resulted in changes being

	<p>made, however moving forward the Trust Agreed Reading Curriculum remains in place for the next academic year (2025 to 2026) providing an opportunity to embed it.</p>
<p>To ensure high quality first teaching is consistent across school. (Success Criteria) Teaching overtime improves and children's progress is sustained in Reading.</p>	<ul style="list-style-type: none"> As above.
<p>To implement a curriculum that ensures essential knowledge is retained and learning is built upon prior to knowledge effectively. (Success Criteria) Children will remember more which will allow them to make links easier within their learning.</p>	<ul style="list-style-type: none"> Through collecting pupil voice, it is evident that pupils can recall more from previous topics and make links between their previous and current learning.
<p>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. (Success Criteria) 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.</p>	<ul style="list-style-type: none"> Any equipment needed was purchased or hired for all pupil premium children who attended the residential. Out of the 27 Year 6 pupils entitled to pupil premium funding, 20 attended our multi-day residential to Carlton (74%). It should be noted that for the 7 children who did not attend; it was not due to financial reasons but rather parental or personal choice.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters And Sounds	Little Wandle
Reding Plus	Dreambox Reading
ELSA	ELSA Support