



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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	Corbridge C of E First School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 academic year
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Suzanne Hart (Head teacher)
Pupil premium lead	Louise Storey
Governor / Trustee lead	Ruth Symes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,980
Recovery premium funding allocation this academic year	£2900
School Led Tutoring Grant	£3564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,444

Part A: Pupil premium strategy plan

Statement of intent

At Corbridge Church of England First School our intention is to provide an inspirational and inclusive teaching and learning environment in which all pupils can ‘Be the best they can be!’ Through the use of the pupil premium grant and recovery premium funding we aim to accelerate progress and raise attainment for disadvantaged children and their peers. We prioritise inclusive, quality first teaching and learning for all as our core provision with high quality intervention to support this. A key principle is to ensure well-being and readiness to learn in order to narrow learning gaps. We recognise that good mental health is the foundation of all achievement in school. An important contributing factor to the raising of attainment and progress rates lies within removing social, emotional and environmental barriers to learning.

Our Priorities

- Ensuring all pupils receive quality first teaching in each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Ensuring financial barriers do not prevent disadvantaged pupils experiencing enhancement opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment than non-disadvantaged pupils.
2	Gaps in key knowledge from previous year groups.
3	Social and emotional factors relating to mental health and readiness to learn.
4	Factors relating to early childhood experiences or trauma.
5	SEND

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 narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	8% Increase in number of PP premium children achieving EXS/GDS
For all disadvantaged pupils to make good or better progress.	Good or better progress for all disadvantaged pupils.
Disadvantaged pupils have excellent EWMH (Emotional Wellbeing and Mental Health) support so they are ready to learn.	Disadvantaged pupils are better able to access quality first strategies through improved engagement due to EWMH needs being met.
Disadvantaged pupils reach the expected standard in the Phonics Screening Check	100% pass rate in the Yr 1 / 2 phonics screening check (PSC) 1/1 pupils.
Disadvantaged pupils reach the expected standard in the Multiplication Times table Check	80% pass rate in the Yr 4 multiplication tables check (MTC) 4/5pupils.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics (£2000)	Additional 5 months progress on average. (EEF PP toolkit 2022)	1/2/5
Retention Teaching Deputy/ Literacy/EYFS (£8000)	Highly effective practitioners in place in classrooms to ensure quality first teaching is universal core offer for all (EEF research – ‘great teaching is the most important lever schools have to improve outcomes for their pupils’)	1/2/5
Retention of SMHL (Senior Mental Health Lead) (£5000)	Additional 4 months progress on average. (EEF PP toolkit 2022)	3/4/5
Improving Writing Action plan (£2000)	Additional 4 months progress on average. (EEF PP toolkit 2022)	1/2/5
Maths CPD and resources- Dyscalculia training and CDM (concept development model) (£1000)	Additional 4 months progress on average. (EEF PP toolkit 2022)	1/2/5

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

Budgeted cost: £15,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor support and resources and coordination (£8400)	Additional 4/5 months progress on average. (EEF PP toolkit 2022)	1/2/3/4/5

School Led Tuition and resources (£2376)	Additional 4/5 months progress on average. (EEF PP toolkit 2022)	1/2/5
Teaching assistant interventions – pre teaching/Maths CDM/phonics/reading (£4000)	Additional 4 months progress on average. (EEF PP toolkit 2022)	1/2/5
Assessment and baselining materials – Salford Reading and Sandwell Maths assessments (£500)	Accurate entry and exit levels for intervention supports progress measures and feeds into assess/plan/do/review model – evidence based approach.	2
Banded Books– fluency and comprehension (£500)	Additional 6 months progress on average. (EEF PP toolkit 2022)	1/2/5

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

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of social, emotional, mental health and wellbeing support/intervention – Friends Resilience and Emotional Literacy approach. (£6000)	Additional 4 months progress on average. (EEF PP toolkit 2022)	3/4
Attachment difficulties and sensory provision training and resources (£1500)	“Secure attachment relationships correlate strongly with higher academic attainment, better self-regulation, well-being and social competence!” (Attachment aware schools project 2015) .	3/4
Peer Massage training (£500)	Peer massage: enhances attentiveness, enhances social interaction, reduces anxiety and stress hormones and boosts self esteem. (Research from ‘Story Massage’ organisation).	3/4
Funding towards extra curricular learning and	Participation boosts self esteem and well being.	3

additional opportunities (£1500)	(Parent/staff/pupil voice CFS 2018 – 2021)	
Growth Mindset Training (£500)	“A growth mindset has been linked with better life long outcomes, test results and self esteem through to high school and beyond.” (Third Space Learning)	3/4/5

Total budgeted cost: £43,776

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.

Attendance of PP children was 97% - above non PP and national average

95% of PP children made good or better progress in writing (all children 93%) – evidence to support impact of Academic Mentor’s main focus on writing tuition.

80% pass rate for PP in Year 1 phonics check.

Vulnerable learners supported by outside professionals from 13 specialisms – teams around families in place and highly effective.

Academic mentor provided highly effective 1:1 and small group tuition – curriculum specific and also to support vulnerable learners with SEMH/motor skills/sensory difficulties.

Buddy system initiated effectively to support SEMH and break down barriers to learning.

Considerable development in SEMH provision leading to a graduated approach to supporting learners thoroughly embedded graduated approach.

SLMH role developed to actively remove barriers to learning and co-ordinate SEMH provision.

Support staff used very effectively to give value for money and maximum impact.

Support for parents evolved – SEND cake and coffee events/parent workshop ‘Supporting Your Child With Their Emotional Wellbeing’

Highly effective SGT (small group tuition in place throughout school. Highly skilled teachers and support staff deliver specific teaching to close gaps and extend learning for more able.

High quality small group phonics in place across EYFS and in KS1

Externally provided programmes (N/A)

Programme	Provider

Service pupil premium funding (optional)

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