



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	Corbridge C of E First School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (2021 – 2022)	2021 – 2022 academic year
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Jennifer Ainsley
Pupil premium lead	Louise Storey
Governor / Trustee lead	Alistair Jenkins / Ruth Symes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,245
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,435

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	Varied learning experiences throughout COVID home learning time.
4	Social and emotional factors relating to mental health and development of age appropriate interaction skills – readiness to learn.
5	Attendance and punctuality.
6	Factors relating to early childhood experiences or trauma.

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.	% of disadvantaged pupils reaching expected standard or above in line with non-disadvantaged.
For all disadvantaged pupils to make good or better progress.	Good or better progress for all disadvantaged pupils.
Disadvantaged pupils have excellent SEMH support so they are ready to learn.	Increased pupil access to quality first teaching and whole class engagement and good or better progress for disadvantaged pupils.
Disadvantaged pupils reach the expected standard in the Phonics Screening Check	85% pass rate in the Yr 1 / 2 phonics screening check (PSC).
Disadvantaged pupils reach the expected standard in the Multiplication Times table Check	75% pass rate in the Yr 4 multiplication tables check (MTC).

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Reading whole school Literacy initiative (£3000)	Additional 6 months progress on average (EEF PP toolkit 2021).	1/2/3
Read Write Inc phonics (£2000)	Additional 5 months progress on average (EEF PP toolkit 2021).	1/2/3
Commando Joes (£2000)	Improved scores on 7 traits for successful learners (Theory of Change DFE study – Youth Endowment Fund 2020).	4/5/6
Retention EYFS / Literacy (£5,000)	Highly effective practitioners share best practise to ensure quality first provision as a core offer for all (EEF research – ‘great teaching is the most important lever schools have to improve outcomes for their pupils.’).	1/2/3
SMHL (Senior Mental Health Lead) (£5000)	Additional 4 months progress on average (EEF PP toolkit 2021).	4/5/6

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor support and resources and coordination (£3500)	Additional 4/5 months progress on average (EEF PP toolkit 2021).	1/23

School Led Tuition and resources (£1000)	Additional 4/5 months progress on average (EEF PP toolkit 2021).	1/2/3
Teaching assistant interventions (£6,000)	Additional 4 months progress on average. (EEF PP toolkit 2021).	1/2/3/4/6
Assessment and baselining materials (£500)	Accurate entry and exit levels for intervention supports progress measures and feeds into assess/plan/do/review model – evidence based approach.	1 and 2
Banded Books– fluency and comprehension (£2000)	Additional 6 months progress on average. (EEF PP toolkit 2021).	1/2/3
Peer tutoring initiative (£1000)	Additional 5 months progress on average. (EEF PP toolkit 2021).	1/2/3/4

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

Budgeted cost: £5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of social, emotional, mental health and wellbeing support/intervention – Emotional Literacy and THRIVE approach (£3000)	Additional 4 months progress on average. (EEF PP toolkit 2021).	4/5/6
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).	4/5/6
Sensory Processing in the Classroom training and resources (£1500)	Support for sensory processing, co-ordination and regulation benefits learning, cognition and emotional wellbeing. (DFE 2017 SEN Support – A Rapid Evidence Assessment).	4/6
ASD early identification training (£200)	Early identification/intervention of ASD improves the child’s chances of good overall development – mentally, emotionally, physically and cognitively	4/6

	(Autism Spectrum Disorder Foundation).	
Funding towards extra curricular learning and additional opportunities (£500)	Participation boosts self esteem and well being. (Parent/staff/pupil voice CFS 2018 – 2021)	4/5/6

Total budgeted cost: £36,700

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.

Key Actions

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.

Personalised home learning intervention packages and 1 to one virtual support during school closures.

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

30 iPads purchased with supporting apps to enhance provision across the curriculum.

Personal targets in place and good progress measured against SMART steps.

Fine motor skills development program in place throughout school.

iPad motor skills apps and resources purchased – clear progress in handwriting in children involved and seen throughout curriculum.

Staff KS team moderation and sharing of excellent marking/feedback practise.

Positive Impacts:

- Progress of PP children in reading/writing in line with non PP in years 1-4. (Pupil Progress Meeting records).
- Pupil premium children made personal optimal progress based on overcoming barriers where possible.
- Increased EYFS attainment in Physical Development.
- Increased motivation and a positive impact on pupil self-esteem through successful handwriting.

Key Actions

THRIVE staff training delivered. THRIVE practitioner delivered 1:1 THRIVE across the school staff and pupil voice positive on impact of THRIVE.

Intervention and close working with wide range of outside professionals – e.g. School Health, PMH, Early Help Team, Health Visitors, CYPS, NCC SEND EWB teachers, SALT, Epilepsy Nurse, NHS paediatricians, Social Care, OT services, Physio Therapy. Achieved through the

development of the leadership role undertaken by the Senior Mental Health Lead, (SMHL)

Positive Impacts:

- highly motivated skilled staff enabling children to access each day with success and overcome barriers to learning which enabled optimum personal Pupil Premium progress.
- Pupils positive about school and accessing whole school and personalised provision leading to readiness to learn and positive rates of progress.
- Well informed support plans and in school strategies have led to Pupil premium children achieving both personal and academic targets.

Thrive impact in raising engagement in class and access of QFT

Key Actions

Access to swimming, school sports clubs, music specialist tutoring subsidised for PP children to enable barriers to enhancement opportunities to be removed.

Positive Impacts:

- Raised self-esteem and positive impact on pupil mental health.
- Personal achievement goals met.

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