Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year's 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	160
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers	2026 – 2027 academic year
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
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	£13,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13,540

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 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. We aim to adapt and enable the whole curriculum so it is accessible for all and create a strong sense of belonging to support motivation and emotional safety in the school environment to enable progress.

Our Priorities

- Ensuring all pupils receive quality first teaching in each and every 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 S.E.M.H is well supported so pupils are able to access learning.
- Creating a strong sense of belonging for all children in school.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional factors relating to mental health and readiness to learn.
2	Lower attainment than non-disadvantaged pupils - particularly in reading and writing.

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 in writing.	Increase in the number of disadvantaged children achieving EXS or above in reading and writing.
For all disadvantaged pupils to make good or better progress.	Good or better progress for all disadvantaged pupils.
To further improve PP pupils' automatic recall and application of key number facts, spelling patterns and handwriting skills, ensuring that strong foundations support achievement, confidence and independence across the curriculum.	Pupils demonstrate increased fluency and automaticity in age-related number facts. Handwriting is consistently well-formed and legible. High frequency words are spelt correctly.
Disadvantaged pupils have good S.E.M.H (social, emotional and mental health) support so they have the opportunity to be ready to learn.	Disadvantaged pupils are better able to access quality first strategies through improved engagement due to S.E.M.H needs being met. Measured through staff, parent and pupil voice, CPOMS records and Boxhall Profiling.
Disadvantaged pupils continue to have excellent attendance.	PP attendance remains at over 93% and is in line with that of non PP pupils.
Disadvantaged pupils reach the expected standard (mean average) in the Multiplication Times table Check.	100% of PP pupils to reach mean average score in the Yr 4 multiplication tables check (MTC).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics Vertical groupings across school as part of core quality first provision (£3000)	Additional 5 months progress on average. (EEF PP toolkit 2026)	2
Recruitment and Retention of Reading lead/EYFS lead (£2000)	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
Foundational skills curriculum. (£1000)	Based on proven methodology - strategies that have had measured impact in other schools.	2

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

Budgeted cost: £5240

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMHL (Senior Mental Health Lead) role in school -breaking down barriers so academic learning can be accessed. (£1500)	Social and Emotional learning - additional 3 months progress on average. (EEF PP toolkit 2026)	1,2
Academic Mentor 1:1 and small group support (£2000)	Additional 4/5 months progress on average. (EEF PP toolkit 2026)	1,2

Teaching assistant interventions – pre teaching/Maths CDM/phonics/fine motor skills/spelling (£1500)	Additional 4 months progress on average. (EEF PP toolkit 2026)	2
Peer tutoring (£240)	Additional 6 months progress on average. (EEF PP toolkit 2026)	2

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of social, emotional, mental health and wellbeing support/intervention – TalkAbout Sensory diets/CBT approach. (£2000)	Social and Emotional learning - additional 3 months progress on average. (EEF PP toolkit 2026)	1,2
Funding towards extra curricular learning and additional opportunities (£300)	Participation boosts self esteem and well being. (Parent/staff/pupil voice CFS 2019 – 2026)	1,2

Total budgeted cost: £13,540

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 2025 to 2026 academic year.

PP data not comparable with non PP data/past PP data due to small PP numbers/reduction in percentage of PP children alongside differing pupil profiles of children leaving/entering the PP register.

Attendance of PP learners in 2025 / 2026 - 93.83 % (non PP 94.92)

2026 - Year 4 multiplication check - Mean average all pupils = 23.05% (40% 25/25). Pupil Premium mean average = 24.5% (50% 25/25)

2026 - 94.1% of pupils passed phonics screening check

High impact of metacognition staff training through development of provision in school and through staff and pupil voice.

Teaching and learning is good or better across school.

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 utilised effectively to support SEMH and break down barriers to learning.

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

SLMH in role to actively remove barriers to learning and coordinate impactful SEMH provision.

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

Support for parents evolved – 'teams around the family' set up and range of sign posting e.g Tanga Club/ASD drop in sessions/Supporting Your Child With Their Behaviour.

Highly effective 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 school.

Proportional representation - PP and Vulnerable children are well represented across school in their attendance of clubs/wrap around, school councils and student leadership roles.

Due to low PP numbers, further information regarding specific data can be discussed with Mrs Hart or Miss Storey.

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