



Pupil Premium Strategy Statement

Corvedale Church of England (Aided) Primary School

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	Corvedale Church of England (Aided) Primary School & Nursery	
Number of pupils in school	75	
Proportion (%) of pupil premium eligible pupils	8.1%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years	
Date this statement was published	May 2022	
Date on which it will be reviewed	May 2023	
Statement authorised by	Jonathan Brough	
Pupil premium lead	Headteacher	
Governor / Trustee lead	David Hedgley	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4150
Recovery premium funding allocation this academic year	£ 1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 5150

Part A: Pupil premium strategy plan

Statement of intent

It is our intention at Corvedale Primary School to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We strive to understand every child's strengths and needs, making the best use of time and resources to move learning forwards.

Through an exciting and creative curriculum that takes account of the whole child we aim to give our pupils the knowledge and skills which fosters a lasting enjoyment of learning and to become responsible citizens now and in the future.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our principles and approach will be as follows:

- High quality teaching will be our priority
- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and acting swiftly
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Risk of pupils in receipt of PPG in making less than expected progress than their peers with similar starting points in maths, reading and writing.
2	Gaps in reading, writing, maths and phonetical knowledge as a result of Covid-19 and the enforced school closures.
3	Emotional vulnerability of children in receipt of pupil premium
4	Additional costs limits access to extra-curricular opportunities e.g. clubs, visits
5	Parental engagement to promote positive attitudes towards learning Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the other pupils receive at home.

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
Improved outcomes in RWM Combined	The percentage of pupils who attain ARE RWM at the end of KS2 is at least in line with national disadvantaged and moving closer to national non-disadvantaged figures
Improved outcomes in Reading	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading is above national Progress measures between KS1 and KS2 in Reading are above national for disadvantaged pupils
Improved outcomes in Writing	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Writing is above national Progress measures between KS1 and KS2 in Writing are above national for disadvantaged pupils
Improved outcomes in Mathematics	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Mathematics is above national Progress measures between KS1 and KS2 in Mathematics are above national for disadvantaged pupils
Improved outcomes in EYFS	Majority of disadvantaged pupils in EYFS achieve GLD
Improved outcomes in the Year 1 Phonics Screening Test	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer
Ensure all pupils have access to school visit to enrich their curriculum, increase first hand experiences and remove the potential cost barrier.	A greater portion of children eligible for PPG will participate in opportunities to engage in chosen clubs, extra-curricular activities, visits and residentials Pupils will be able to talk about variety of opportunities offered.
Raise self-esteem of pupils and confidence.	Confident, happy children.
Children with SEND who are eligible for PPG make good progress from their starting points.	Support is in place for multi-disadvantaged children, who are then making expected or better progress.
Promote feelings of trust, confidence, pride, friendship as part of social emotional development.	All pupils feel safe and happy at school maintaining a positive attitude towards their learning, with positive relationships with peers and all adults in school

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach ARE	Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. This has been successful in the past. Use of TAs enabled higher adult to pupil ratios within classes to support teaching and learning	1, 2
Use of Accelerated reader	Support from evidence from the EEF Education Endowment Foundation. AR allows for targeted book recommendations to ensure children are working within their ZPD – articles online help children who are unenthusiastic about books in other forms.	1, 2, 3, 5
Use of Times Table Rock Stars	Effective use and outcomes of TTRS reported by other schools	1,2, 5

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1to1 and small group teacher led provision following termly progress review	This has worked well in addressing gaps in 2021-22 Some children would benefit from targeted support to catch up and 'close the gap'	1, 2

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

Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
No charge for children in receipt of PPG for extra-curricular activities, if requested	EEF research indicates outcomes have been identified in English, maths and science learning. On average greater effects have been identified for younger learners.	3, 4
Financial assistance towards the cost of visits and trips especially residential visits for children in receipt of PPG	Widespread evidence on positive impact on self-esteem.	3, 4

Total budgeted cost: £ 31,200

Detail	Amount
Pupil premium funding allocation this academic year	£ 4,150
Recovery premium funding allocation this academic year	£ 1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget available for this academic year	£ 5,150
Budgeted costs:	
Teaching	£5,000
Targeted academic support	£2,500
Wider strategies	£1,200
Total budgeted cost	£8,700
Overspend (to be met from school budget)	£3,550

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.

Many of our pupils particularly KS2 did not fully engage with the remote learning offered during lockdown. We provided a mixture of live lessons and activities using our digital platform. On return to school many children had difficulty readjusting to school life and our end of term assessments using standardised tests (NFER) showed that many children's standardised scores were lower than previous tests.

As evidenced in schools across the country school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements.

Our assessment and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils by providing alternative curriculum activities including art and outdoor activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.