



Corvedale Church of England (Aided) Primary School

Pupil Premium Statement 2021-22

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per Free Schools Meals (FSM) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done. At Corvedale Primary School we currently have 7% of pupils receiving free school meals or have been eligible in the past 6 years (FSM 'Ever 6'). We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We pay careful consideration to how we spend our allocation as we are conscious that due to our low numbers of children eligible for Pupil Premium, these children could be easily identified by their peers or members of the school community, impacting on their confidence and self-esteem. Although the pupil premium money is aimed at narrowing the gap and eliminating social disadvantage for pupils in receipt of free school meals, provision may encompass other pupils if this is deemed to be appropriate.

1. Planned expenditure					
Academic year		2021-2022			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Small group literacy support in class – teacher led or using TAs Use of volunteers in school to hear targeted children read.	Increased Reading and writing ability for pupils eligible for PP will be in line with their peers – closing the attainment gap.	Utilise PP to promote long term change which will help all pupils including: Phonics Reading comprehension strategies High quality feedback Small group tuition / intervention	Highly trained and experienced TAs and Teachers (Intervention) funded sessions and support Feedback from children and Parents	JB	Termly target reviews

TA Support consistently available in each class to meet student needs and support those below expected levels.	Raising achievement and reducing gaps in key curriculum areas.	Providing skilled Teaching Assistants within each classroom to support additional requirements of those currently achieving below expected levels ensures all needs can be met and quality teaching is consistently available to all students.	Experienced Teaching Assistants to support intended outcomes. Training, review and planning with teaching and support staff to ensure consistent	JB	
Total budgeted cost					£7,500
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
1 :1 Tuition for students below expected levels in Year 6 All pupils make at least good progress in all areas of the curriculum	To target pupils who have the greatest gap to national data. To increase the % of pupils achieving age in English and Maths/Reading and Writing.	Providing specific targeted support to reduce the attainment gap. Pupils of below expected achievement levels taught in 1:1 groups maintain focus on intended outcomes – This situational teaching allows for further time, support and reasoning / rationale to cover areas of curriculum to meet desired outcomes (not necessarily available in whole class scenario). All pupils make at least good progress in all areas of the curriculum.	1:1 Interventions to be carried out by experienced teacher and regularly reviewed. Children supported and regularly assessed. Feedback from Intervention and families	JB	Half Termly Review with termly assessment to

Provision of specialist equipment and subscriptions such as: - Access to appropriate technology - Additional Books - Contribute	Accelerate the progress of this group of pupils to increase the % of children achieving year group expectations. Reduce attainment gaps.	Consolidation of skills to enhance learning. Better pupil progress in areas such as mental arithmetic using creative subscriptions. Raise attainment in calculation by supporting regular use of resources. All pupils able to access appropriate homework.	Monitored progress in books and assessments. Review homework completion and standards. Regular assessments and KIRF checks.	JB	Continually monitored and reviewed.
Total budgeted cost					£5,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Subsidising the cost of School Visits and after School Clubs	To ensure all pupils have access to school visit to enrich their curriculum, increase first hand experiences and remove the potential cost barrier.	All children to gain from out of school educational visits. Spiritual, Moral, Social and Cultural development is nurtured to enrich personal development across the whole curriculum without financial or situational barriers. Promotion of broader experiences and equal opportunities for disadvantaged families.	All eligible families offered funding support and encouraged to liaise with school to support extra-curricular opportunities.	JB	After visits, with termly review of impact.
Provision of Uniform	Raise self-esteem of pupils and confidence. Confident, happy children.	All pupils to feel included/part of school 'family' when uniform is worn. Focus on learning is easier met when social emotional concerns regarding appropriate uniform are eased.	Eligible students monitored, with reminders to families regarding support available. Ensure families know point of contact to arrange collection.	JB	Annual Review of provision.

Access to pastoral support and specialist extra-curricular teaching. (e.g. Music Lessons)	<p>Creativity nurtured.</p> <p>Promoted Feelings of trust, confidence, pride, friendship as part of social emotional development.</p>	<p>Social-emotional development, increasing ability to understand the feelings of others, control their own feelings and behaviours, and build stronger relationships with peers.</p> <p>Promotion of feelings of trust, confidence, pride, friendship, affection and humour through music lessons, or pastoral support - reducing potential social barriers or lack of opportunity incurred from disadvantaged backgrounds.</p>	Regular monitoring. Review and Feedback with appropriate professional leadership.	JB	Annual Review.
Total budgeted cost					£2,300

As eligible Pupil Numbers are small, all the above figures need to be interpreted with a degree of caution and all totals are approximated.