



Pupil Premium Strategy Statement

Corvedale Church of England (Aided) Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	09/12/25
Date on which it will be reviewed	09/12/26
Statement authorised by	Mr N Davda
Pupil premium lead	Headteacher
Governor / Trustee lead	Mr D Hedgley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,993
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£11,993

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 to foster a lasting enjoyment of learning and desire 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 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
- Responsive to common challenges and individual needs, rooted in robust diagnostic assessment and swift action
- 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 low starting points on entry.
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 parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support other pupils receive at home.
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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 EXS in 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
The percentage of disadvantaged Year 1 pupils who pass the PST is above national disadvantaged and closer	Improved outcomes in the Year 1 Phonics Screening Test
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 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: £6,000

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 EXS	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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 and small group teacher led provision	This has worked well in addressing gaps in previous years. Children may benefit	1 ,2

following termly progress review	from targeted support to catch up and 'close the gap'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,000

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 positive 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 of positive impact on self-esteem	3, 4

Total budgeted cost: £ 12,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our published outcomes at the end of last academic year and our internal end of term assessments (NFER) showed that our attainment and progress scores were broadly at or above the national standard. There is now evidence of an emerging trend that these levels are being sustained over time.

Our assessment and observations indicated that whilst pupil behaviour, wellbeing and mental health still posed a challenge last year, they were much improved on the previous twelve months. We use pupil premium funding to provide wellbeing support for all pupils by providing alternative curriculum activities including art and outdoor activities.

Due to the very small number of pupils who receive PPG funding, to preserve confidentiality, no assessment data will be recorded here.

Pupils received financial support for uniform and educational visits when requested.

Further information

House activities were established in 2014 to improve pupil relationships, particularly between year groups.

The three houses link to the parishes in our catchment area: St Peter's churches in Diddlebury and Stanton Lacy, St Michael's church in Munslow and All Saints in Culmington. The house colours of Purple, Green and White reflect the liturgical colours of the church calendar. Children are divided into each house to give a mix of ages and gender in each.

To foster a sense of community, the reward system of ticks and marbles linked to our school values are totalled for each house. The house with the most marble points each half-term is awarded the house cup with an overall winning house at the end of the year.

The opportunity to work together as a house was introduced through house activities and our annual sports day. These house activities sessions have evolved over the years. In 2024-25, we ran three afternoon sessions each term where all the children were outside enjoying activities such as forest school at Millichope or themes in the school grounds based around our values.

Impact:

Pupil relationships improved and the school has a strong family feel, as noted in our Ofsted report in May 2024. Older pupils enjoy the opportunity to mentor younger pupils. All staff work with all pupils and pupils move around the school for different sessions. This helps new pupils to settle in quickly and to become known by everyone. Pupils chosen to be House Captain or House Rep feel proud to represent their house on the School Council. Staff have noticed that some children displayed more positive attitudes to learning when working in house groups, e.g. willing to take risks, showing greater independence, and being more resilient than would normally be seen in their class group. Children enjoy the opportunity to work in house groups. They do not perceive these sessions to be work but fun.