

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	Corringham CE Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Pupil premium lead	Mrs Esther Watt Jones
Governor lead	Mrs Elaine Fillingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25555
Recovery premium funding allocation this academic year	£1377
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26932

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision

'As an inclusive church school, we strive towards creating a respectful community with welcoming arms. We endeavour to ensure that everyone feels valued. We encourage children to work cooperatively in a caring Christian community, developing their full potential and mutual respect for all. We strive for our children and adults to be resilient to face any challenges, so that through God's love they can make a difference to the world around them.'

Our School Values

Respect, Excellence, Friendship, Trust, Love and Determination

Our School Strapline

... Learning to value ourselves, others and our world...

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for all our pupils.
- In making provision for disadvantaged pupils, we recognise that some pupils who are not in receipt of free school meals are socially disadvantaged.

We reserve the right to allocate the pupil premium funding to support any pupil the school has identified as being socially disadvantaged.

The school recognises that the small numbers of PP in each cohort makes spotting trends difficult. A smaller number also means the outcomes for PP often look significantly better than their peers. It is for this reason that we try to use our support in a wider focus.

Challenges

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

Challenge number	Detail of challenge
1	Small numbers of PP children make it difficult to spot trends
2	Observations and assessments show that many children have been impacted by partial school closures and therefore there are gaps in learning.
3	Attendance and punctuality issues with a small number of families
4	Pupils who have SEN in addition to PP
5	Increase in the number of children having mental health and wellbeing need
6	Lack of enrichment opportunities.

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
<i>Children will make good or better progress in reading.</i>	<ul style="list-style-type: none"> Children will develop a love of reading Younger children will have access to an age appropriate, special place to read and enjoy books.
Children will make good or better progress in English and maths.	<ul style="list-style-type: none"> TAs will work closely with teachers to ensure pupils receive support as needed. Identified pupils will be able to access the interventions required to support their learning as adult:pupil ratio is increased. Identified children will receive quality first teaching in small groups and 1:1 with their teacher during classroom release time and pupils will make good progress.
Children with SEN will make progress in line with non-PP peers.	<ul style="list-style-type: none"> Identified children will receive quality first teaching in small groups and 1:1 with their teacher during classroom release time and pupils will make good progress.
For attendance and punctuality of all our children to be no lower than the attendance of	<ul style="list-style-type: none"> Low attendance will be challenged via letter from the Head Teacher and

non-PP children. For the attendance to be above 96.5%.	<p>attendance will improve for identified children.</p> <ul style="list-style-type: none"> • Pupils who attend the BASE club will be on time to school and not miss learning opportunities.
To achieve improved wellbeing for all our pupils in particular our disadvantaged pupils. Children will be able to enjoy all activities offered at Corringham and engage with the wider life of the school.	<ul style="list-style-type: none"> • Pupil Premium children will be able to engage with the wider life at Corringham. • Children's attendance will improve/remain high as they are happy 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: £14500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a DFE validated Systematic Phonics Programme to secure stronger phonics teaching.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, EEF – Phonics -Toolkit	1, 2, 4
<i>Quality First Teaching – having a TA in each classroom to support QfT</i>	Successful schools emphasise the importance of quality first teaching'. Having additional adult support mean teachers can be where they need to be, focusing on individuals and small groups to meet their needs.	1, 2, 4
<i>Additional TA hours in KS1 and 2 classes to support small group work within the classroom.</i>	Supporting mixed aged classes, TA can support the delivery of the curriculum by allowing small groups to teach.	1, 2, 4
<i>CPD – writing – supporting reluctant writers – all teaching staff</i>	Ensuring all staff have an understanding of supporting reluctant writers.	2, 4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly release time for class teachers to offer quality first teaching/booster sessions for individual and small groups.</i>	Enabling quality first teaching – small groups or individuals are taught directly by the class teacher.	1, 2
<i>Purchase of ability level: content appropriate reading books for lower ability reluctant UKS2 readers.</i>	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	4
<i>Purchase of 4 iPad to support any additional home learning and maintain contact with pupils absent due to covid.</i>	To ensure pupils forced to work from home have access to quality devices and access the live lessons provided by the school.	2
<i>Early Years teachers to participate in the NELI (Nuffield Early Language Intervention) trial to support oral language. Inc EoY review</i>	There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading	1, 2, 4
<i>Accessing STAPs assessments for identified children.</i>	Support from an outside agency in identifying specific barriers to learning and advice on strategies to support the learner will enable all to make at least expected progress.	1, 2, 4

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

Budgeted cost: £6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduce ScholarPack app for attendance so parents are aware of their child's current attendance data.</i>	NFER research (2015) has identified that addressing attendance is a key building block in raising disadvantaged pupils attainment.	3

	By informing parents regularly about attendance you can raise the awareness of poor attendance	
<i>Contribution towards Mental Health lead who works closely with families, leading on counselling and emotional support.</i>	EFF toolkit highlights that offering social and emotional support can boost progress.	3
<i>Access to Educational Psychologist</i>	Support from an outside agency who will be able to meet the needs of identified children as required.	5
<i>Reintroduction of residentials and school visits – support for families</i>	Children exposed to curriculum enhancing trips and visits will have an improved knowledge and understanding of the world.	6
<i>Additional adult for lunchtime support for vulnerable pupils – to introduce games, play alongside</i>	Pupils have been at home and possibly, attached to devices to learn and be entertained. The pupils ability to play together/role play/be imaginative has reduced and so by having additional staff available, allows these children to be supported in their play and therefore reducing negative incidents.	5, 6
<i>TA release time from the classroom so they can work with identified pupils and meet the needs of individuals at point of concern – time in the garden, relaxed environment, calm place to talk</i>	The wellbeing of all children is paramount. Having the ability to offer, at point of concern – a person a child can talk to, in a safe and calm environment is key. Early intervention for these children often results in a lower level of impact to learning, missed school etc.	3, 5
<i>Offer free breakfast club for targeted children to support punctuality.</i>	Children who have eaten well and have good attendance learn well. EFF (2016) found that breakfast clubs that offer meals before school can boost reading, writing and maths results by two months.	3
<i>Development of a small EY/KS1 library for younger children to access nearer their classrooms.</i>	Children will have access to quality reading texts and will develop a love of learning.	6

Total budgeted cost: £ 28100

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Data in July 2022 however shows that:

EYFS: (2)

100% of PP children achieved Good Level of Development. (Compared to 60% rest of cohort)

KS1: (5)

100% of PP children achieved expected or better in Reading. (Compared to 85% rest of cohort).

75% of PP children achieved expected or better in Writing. (Compared to 62% rest of cohort).

75% of PP children achieved expected or better in Maths. (Compared to 77% rest of cohort).

75% of PP children achieved expected or better in Science. (Compared to 85% rest of cohort).

KS2 (4)

100% of PP children achieved expected or better in Reading. (Compared to 100% rest of cohort).

75% of PP children achieved expected or better in Writing. (Compared to 92% rest of cohort).

67% of PP children achieved expected or better in Maths. (Compared to 71% rest of cohort).(3)

Next year, additional actions will include: Extending the Free breakfast places offer, introducing vouchers to support families in buying uniform and paying for trips, maintaining current staffing as the success of this year have shown the strategy is effective, CPD for all staff in relation to the new phonics scheme, using quality first teaching regularly in KS2 to support interventions/small groups. Also need to complete Library & Mental Health lead training,

Externally provided programmes

Programme	Provider
Purple Mash	2Simple
TT Rockstar's	Maths Circle