

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Corpusty Primary School
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mrs J Lound – Head of school
Governor / Trustee lead	Mr T Robinson – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8 730
Recovery premium funding allocation this academic year	£ 2 000
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	£10 730

Part A: Pupil premium strategy plan

Statement of intent

Corpusty Primary School's vision to be: **'A safe and happy learning community where everyone is supported and motivated to reach their full potential'** is the ultimate objective for all pupils, but especially and including our disadvantaged pupils. Our ultimate objective is that our disadvantaged pupils will make rapid progress and achieve in line with or above national expectations at every stage of their education whilst at Corpusty, equipping them for successful, happy futures in their next stage of education and for life.

Our primary strategy is based on providing high quality teaching which closes attainment gaps across the curriculum for both disadvantaged pupils and the broader pupil population within the school. This primary strategy is strengthened further by more specific, individual and group interventions based on areas for development in our disadvantaged pupils as well as other pupils. The strategy is further strengthened by the use of The National Tutoring Programme and the Recovery Premium enabling targeted tutoring for some of our pupils.

Additionally, our pupil premium strategy recognises the distinct context of our school: a small, rurally isolated community. We recognise the importance of having a broad range of life experiences on which new learning can be related to and understood. With this in mind, a key part of our strategy includes the supporting of children to be able to engage in a broad range of experiences and trips through the 'Corpusty Passport'.

Our approach is based on educational research showing effective strategies for impact on learning, paired with a detailed understanding of the individual needs of our disadvantaged pupils (and broader school population). Our approach is based on a belief that all children can achieve well at school whether disadvantaged or not and prioritises timely and swift interventions paired with quality teaching more generally.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that some of our disadvantaged pupils are not making expected progress with reading.
2	Assessments and observations show that some of our disadvantaged pupils are not on track to make at least expected outcomes at the end of Key Stage 1 & 2 in maths, reading and writing.

3	Assessments and observations show that some of our disadvantaged pupils have social and emotional needs which need addressing to enable them to access the curriculum fully and make progress they are capable of.
4	Observations and discussions show that some of our disadvantaged children are rurally isolated, limiting their life experiences which has been observed to impact on levels of confidence and an understanding of the world to link new learning to.

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
All disadvantaged pupils are making good progress with reading.	<ul style="list-style-type: none"> Formative assessments show progress being made within and across lessons and interventions. Summative assessments show good progress. Pupils achieve in line with national expectations or above.
Disadvantaged children achieve expected outcomes or higher at the end of Key Stage 1& 2 in reading, writing (including grammar, punctuation and spelling) and maths.	<ul style="list-style-type: none"> Formative assessments show progress being made within and across lessons and interventions. Pupils achieve in line with national expectations or above. Pupils are on track to achieve end of Key Stage expectations by the end of the year.
Social and emotional needs are met and no longer causing a barrier to accessing the full curriculum, learning effectively and lacking confidence.	<ul style="list-style-type: none"> Formative and summative assessment through pupil voice, parent survey, observations show impact. Behaviour records evidence impact. Higher attainment and progress can be seen through pupil work and assessments. Higher levels of engagement seen with breadth of curriculum. Increased resilience observed in pupils.
Pupils understanding of the world beyond the village is broadened and deepened.	<ul style="list-style-type: none"> Pupil voice shows increased knowledge. Confidence and resilience observed to have improved through pupil voice, parent survey and observations.

	<ul style="list-style-type: none">• Pupils are making good progress across the curriculum.
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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: £6 704

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing phonics training in Read, Write, Ink. (Teacher and Teaching Assistant release time £ 360)	EEF research shows the strong impact a focus on phonics can have on closing the gap: Phonics EEF (educationendowmentfoundation.org.uk)	1 & 2
CPD focussed on reading comprehension, metacognition and oracy, including release time for teachers to observe good practice and engage in guided planning, delivering and evaluating of sessions. (£460)	EEF research shows the strong impact of a focus on oracy, metacognition and reading comprehension: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1 & 2
CPD to develop maths subject lead and teacher subject knowledge further in mathematics – including attendance at Maths Mastery CPD and especially use of CPA approaches and reasoning. Including release time for teachers to observe good practices and resourcing. (£460)	Evidence from the EEF about the effectiveness of a focus on reasoning and metacognition shows impact: Improving Numeracy and Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Further evidence from the EEF for the impact of mastery learning: Mastery learning EEF (educationendowmentfoundation.org.uk)	2

<p>Curriculum materials providing effective and ongoing CPD for teachers across the breadth of the curriculum, promoting & enabling parental engagement and homework too.</p> <p>Including: Cornerstones, White Rose materials, Pathways to Write Sum Dog, Spelling Shed, Times Table Rock Star.</p> <p>(£1 172)</p>	<p>The EEF toolkit shows the impact of teacher professional development has a strong impact on quality first teaching and therefore outcomes: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF toolkit is clear as to the impact of parental engagement and homework: Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1 & 2
<p>Subsidise increase in PPA (planning, preparation and assessment) time for all teachers to aid teacher retention.</p> <p>(£3 295)</p>	<p>A broad range of educational research shows the powerful impact a teacher has on learning outcomes for pupils, including John Hattie 2003 'Teachers Make a Difference; what is the research evidence?'</p>	1, 2 & 3
<p>Purchase of SCARF PSHE and RSE to support Social and emotional need further.</p> <p>(£90)</p>	<p>Evidence from the EEF Toolkit shows the effectiveness of this as an action: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Thrive Lead Practitioner - cost of release time.</p> <p>(£ 507)</p>	<p>Evidence from the EEF Toolkit shows the effectiveness of this as an action: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>This will further enable parental engagement and consistency between home and school: Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Continued professional development on quality teaching including: metacognition and explicit instruction and scaffolding. Approach to include peer coaching.</p> <p>(£ 360)</p>	<p>Evidence from the EEF toolkit shows the effectiveness of these approaches: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1 & 2

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

Budgeted cost: £2 024

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the costs of social and emotional interventions including play therapy through YMCA, lego therapy, mentor meeting focussing on achievements and informal target setting. (£1 688)	EEF research shows the impact of SEL interventions in addition to strong school programme: Social and emotional learning EEF (educationendowmentfoundation.org.uk) As well as the impact of self regulation and metacognition, this being the focus in the mentor meetings: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2 & 3
Subsidise strategic teaching assistant deployment to support high quality teaching in mixed aged classes enabling individualised curriculum and enabling maths, phonics and reading interventions. (£336)	EEF evidence shows the impact: Individualised instruction EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1, 2 & 3

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

Budgeted cost: £2 002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of trips and visits (including ensuring pupils are appropriately equipped for activities)	Observations and discussions show that some of our disadvantaged children are rurally isolated, limiting their life experiences which has been observed to impact on levels of confidence and an understanding of the world to link new learning to, limiting their ability to	1, 2, 3 & 4

(£2 002)	make the most of all learning opportunities.	
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Total budgeted cost: £10 730

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 2022 to 2023 academic year.

As a result of our pupil premium activity (and Recovery Premium spend) last academic year disadvantaged pupils made some accelerated progress with the gap being closed.

- Disadvantaged pupils at EYFS all achieved a good level of development, making accelerated progress from a low baseline.
- Where pupils at Key Stage 1 did not meet the end of Key Stage expectations strong progress however was made.
- Pupils' engagement with learning was markedly improved as a result of this pupil premium strategy resulting on significant progress being made across the curriculum.