

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Corpusty Primary School</b>
Number of pupils in school	<b>26</b>
Proportion (%) of pupil premium eligible pupils	<b>31%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2022-2023</b>
Date this statement was published	<b>31<sup>st</sup> December 2022</b>
Date on which it will be reviewed	<b>1<sup>st</sup> September 2023</b>
Statement authorised by	<b>Mrs J Lound – Head of school</b>
Pupil premium lead	<b>Mrs E Bournier - Assistant Headteacher</b>  <b>Mrs B Khan – Disadvantaged Lead</b>
Governor / Trustee lead	<b>Mr T Robinson – Chair of Governors</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6 925
Recovery premium funding allocation this academic year	£ 2 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 8 925
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## 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 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"> <li>Formative assessments show progress being made within and across lessons and interventions.</li> <li>Summative assessments show good progress.</li> <li>Pupils achieve in line with national expectations or above.</li> </ul>
Disadvantaged children achieve expected outcomes or higher at the end of Key Stage 2 in reading, writing (including grammar, punctuation and spelling) and maths.	<ul style="list-style-type: none"> <li>Formative assessments show progress being made within and across lessons and interventions.</li> <li>Pupils achieve in line with national expectations or above.</li> <li>Pupils are on track to achieve end of Key Stage expectations by the end of the year.</li> </ul>
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"> <li>Formative and summative assessment through pupil voice, parent survey, observations show impact.</li> <li>Behaviour records evidence impact.</li> <li>Higher attainment and progress can be seen through pupil work and assessments.</li> <li>Higher levels of engagement seen with breadth of curriculum.</li> <li>Increased resilience observed in pupils.</li> </ul>
Pupils understanding of the world beyond the village is broadened and deepened.	<ul style="list-style-type: none"> <li>Pupil voice shows increased knowledge.</li> <li>Confidence and resilience observed to have improved through pupil voice, parent survey and observations.</li> </ul>

	<ul style="list-style-type: none"><li>• Pupils are making good progress across the curriculum.</li></ul>
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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: £2 804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics CPD, including release time for teachers to observe good practice, and resources. (£150 training and resources, £112 TA time for training, £440 teacher release time)	EEF research shows the strong impact a focus on phonics can have on closing the gap: <a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	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. (£440)	EEF research shows the strong impact of a focus on oracy, metacognition and reading comprehension: <a href="https://educationendowmentfoundation.org.uk/Reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/Oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/Metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 3
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. (£900)	Evidence from the EEF about the effectiveness of a focus on reasoning and metacognition shows impact: <a href="https://educationendowmentfoundation.org.uk/Improving-Numeracy-and-Literacy-in-Key-Stage-1">Improving Numeracy and Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/Metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> Further evidence from the EEF for the impact of mastery learning: <a href="https://educationendowmentfoundation.org.uk/Mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	2

Curriculum materials providing effective and ongoing CPD for teachers across the breadth of the curriculum, promoting & enabling parental engagement and homework too. Including: Cornerstones, White Rose materials, Sum Dog, Spelling Shed, Times Table Rock Star. (£762)	<p>The EEF toolkit shows the impact of teacher professional development has a strong impact on quality first teaching and therefore outcomes: <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF toolkit is clear as to the impact of parental engagement and homework: <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4 490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Top up to tutoring through the National Tutoring Programme. (£756)	EEF research shows impact of one to one tutoring and small group tutoring: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2
Subsidise the costs of social and emotional interventions (in addition to PATHs), including play therapy through YMCA, lego therapy, mentor meeting focussing on achievements and informal target setting and 'golden groups'	EEF research shows the impact of SEL interventions in addition to strong school programme: <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> As well as the impact of self regulation and metacognition, this being the focus in the mentor meetings: <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	3, 1 & 2
Subsidise the costs of targeted, small group and 1:1 phonics interventions.	EEF research shows the strong impact a focus on phonics can have on closing the gap: <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2
Subsidise the costs of targeted, small group and 1:1 reading comprehension interventions and groups focussing on oracy.	EEF research shows the strong impact of a focus on oracy and reading comprehension: <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 4

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

Budgeted cost: £1 640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of trips and visits (including ensuring pupils are appropriately equipped for activities)  (£1 640)	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 make the most of all learning opportunities.	4 , 1, 2 & 3

**Total budgeted cost: £8 934**



## 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.

As a result of our pupil premium activity (and Recovery Premium spend) last academic year, and despite the continued impact of lost learning due to high absence rates due to COVID-19, each of our disadvantaged pupils made progress and were significantly impacted by our plan.

The pupil premium strategy has been vital for working to try to stop the gap widening and for closing the gap, which has broadened due to the effects of COVID on education.

In 2021-2022 our disadvantaged pupils made good progress from their starting points even where they may not have reached the expected standard at the end of the key Stage in all cases.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

In addition to provision which is supported by the pupil premium grant, some of our disadvantaged pupils have also benefitted from a COVID Recovery programme run by Verbatim focussing on building resilience to help pupils to 'bounce back' post –COVID. Further to this, we were greatly blessed as a school community by the provision of 'Fuel Boxes' from a local charity delivering a box of ingredients and recipes to families during lock down to promote wellbeing through cooking together. These additions, paired with our pupil premium plan, enabled for the very best outcomes despite a challenging year which was greatly impacted by the pandemic.