

Pupil premium strategy statement – Great Corby Primary School

This statement details our school's use of pupil premium (and recovery 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	98
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Reviewed and amended Nov 2023
Statement authorised by	Kirsty Fox and The Board of Trustees
Pupil premium lead	Kirsty Fox
Trustee lead	J Winder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,260.00
Recovery premium funding allocation this academic year	£ 2,000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 13,260.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, leave Great Corby School as confident; well-rounded individuals who have the key skills to be successful.

We use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decision made around the usefulness and implementation of different strategies.

The focus of this strategy is to identify areas of controllable challenge which affect our disadvantaged pupils, pin-point achievable goals and regularly review the effectiveness of our approaches in order to achieve them. Our approach will be responsive to collective challenges and individual needs. It will be driven by regular diagnostic assessment and informed by all staff. Through careful spending of our Pupil Premium allocation we aim to do the following for our disadvantaged children:

- fulfil their academic potential;
- raise their aspirations and self-esteem;
- support them pastorally.

This is underpinned by the principle belief that all children can achieve great things when we set high expectations for them.

We are passionate about children's social and emotional growth and the development of positive mental health. We believe that all children should be offered opportunities to ensure that they leave our school having a life-long passion for learning with high aspirations for their future. We achieve this through an approach that has high quality teaching at it's heart, with a focus on the areas of learning in which our pupils require the most support. We provide strong pastoral support for all families. This strategy is integral to our plans for a brave and broad curriculum with recovery for all pupils, notably through the whole school and targeted approaches we use.

High quality teaching

- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils
- Professional development to support the implementation of evidence-based approaches
- Mentoring and coaching for teachers
- Recruitment and retention of teaching staff
- Technology and other resources to support high quality teaching and learning



Targeted academic support

- One to one, small group or peer academic tuition
- Targeted interventions to support language development, literacy and numeracy
- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions

Wider strategies

- Supporting pupils' social, emotional, and behavioural needs
- Supporting attendance
- Extracurricular activities
- Extended school time
- Breakfast clubs and meal provision
- Communicating with, and supporting, parents

For further support and resources search "EEF Pupil Premium"

Challenges

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

Challenge number	Detail of challenge
1	To raise the attainment of our disadvantaged children in reading, writing (including Speech and Language) and maths.
2	Pupils' well-being/pastoral care has suffered as a result of the time lost from education
3	The rural location which impacts on access to public services, clubs and events outside of school.

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
To raise the attainment of our disadvantage children.	<ul style="list-style-type: none"> •Percentage of children in reading, writing and maths meeting expected attainment level or expected progress level will increase
All children’s emotional needs are met swiftly; with targeted action plans and compassion by all staff.	<ul style="list-style-type: none"> •Pupil voice implies children know who to turn to when they have an emotional need. • Parent voice shows that they trust and are happy to work with school when their child has an emotional need. • All staff know and understand how to help with emotional needs or who to ask for help with emotional needs of the children. • Children who need further support regulating their emotions have a 6-week bespoke programme with the school’s trained ELSA. •Develop an environment suitable for nurture/ELSA sessions. • Children Mental Health Champions are developed in school to support understanding and peers.
A programme of enrichment activities that align with the wider curriculum will be developed	<ul style="list-style-type: none"> •Evaluate the current curriculum offer and identify opportunities to enrich the children’s experiences. •Provide memorable experiences that stand alone from the curriculum offer

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: £ 2,775.00

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Professional development: half termly coaching, subject leader release time, CPD from The Princess Trust Institute, £2,775.00</p>	<p>The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching 24 scheduled release days & CPD opportunities.</p>	<p>1</p>
<p>KS2 Support Staff organised to allow for additional support within all mixed-age KS2 maths lessons. (No cost)</p>	<p>EEF: Making Best Use of Teaching Assistants (2nd November, 2021) 'If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p>	<p>1</p>
<p>Embed the use of CUSP curriculum materials in all year groups for history, geography and science. EEF</p>	<p>Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson.</p>	<p>1</p>
<p>Provide CPD for staff around metacognition and self-regulation strategies.</p>	<p>EEF Metacognition & Self-regulation Some necessary components for successful metacognitive strategies might include explicit teaching of metacognitive strategies.</p>	<p>1</p>

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

Budgeted cost: £8,840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily one-to-one and small group tuition in phonics £1,140</p>	<p>EEF Phonics -An important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Should be explicit and systematic and matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes) EEF Small group tuition Low attaining pupils particularly benefit from small group tuition.</p> <p>EEF research states that groups of three are likely to maintain high impacts with good value for money. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>1</p>
<p>1:1 same-day intervention—Linked to gaps or misconceptions identified in lessons or formative assessment tasks, for specific pupils. £4,560</p>	<p>EEF</p> <p>Tuition is most likely effective if it is targeted at pupils’ specific needs. This requires sensitive and ongoing diagnostic assessment, such as quizzing, questioning, or a judicious use of curriculum assessments during tutoring sessions. Using timely diagnostic assessment can ensure that tutoring is targeted in the following ways:</p> <ul style="list-style-type: none"> • Addressing specific pupil misconceptions • Adjusting the level of challenge or activities • Ensuring specific concepts or topics are retaught as necessary • Realigning curriculum materials in the medium and longer term 	<p>1</p>

<p>Small group and 1-1 Speech and Language Therapy £2,000.00 (£2,200.00 subsidised by the school)</p>	<p>EEF states that Using data to identify your school's priorities requires careful planning. Schools are data-rich environments but, given the finite capacity of school leaders, it can be tempting to 'cherry pick' data that confirms 'hunches' about how best to proceed.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,785.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support as a universal offer and developing the environment.</p>	<p>Trained ELSA support assistant and ELSA network: How can the Emotional Literacy Support Assistant 3 6 developing environment. £500 (ELSA) programme be used to support children and young people post-lockdown? The ELSA programme is a tailored intervention designed to support the social emotional and mental health needs of children and young people. It is typically delivered by school support staff trained in relevant psychological theory. As yet, there is a lack of research on how the recent Coronavirus lockdowns have</p>	<p>2&3</p>

	<p>impacted on the way in which ELSA is delivered. This study aims to address this gap in the literature and also explores the support ELSAs themselves receive in their role</p>	
<p>Strategic analysis of the wider curriculum to identify enrichment opportunities for all pupils</p>	<p>All pupils have equal access to a range of curricular and extra-curricular experiences and residential opportunities</p> <p>Staff will organise a range of day visits and residential visits and visitors to enrich and enhance curricular.</p> <p>The daily experience of a PP child in school will be enhanced through access to quality books through our school library and/or technology (when needed)</p>	4