



Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year's 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	Corbridge C of E First School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 academic year
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Suzanne Hart (Head teacher)
Pupil premium lead	Louise Storey
Governor / Trustee lead	Ruth Symes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

At Corbridge Church of England First School our intention is to provide an inspirational and inclusive teaching and learning environment in which all pupils can ‘Be the best they can be!’ Through the use of the pupil premium grant we aim to accelerate progress and raise attainment for disadvantaged children and their peers. We prioritise inclusive, quality first teaching and learning for all as our core provision with high quality intervention to support this. A key principle is to ensure well-being and readiness to learn in order to narrow learning gaps. We recognise that good mental health is the foundation of all achievement in school. An important contributing factor to the raising of attainment and progress rates lies within removing social, emotional and environmental barriers to learning. We aim to adapt and enable the whole curriculum so it is accessible for all.

Our Priorities

- Ensuring all pupils receive quality first teaching in each and every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Ensuring S.E.M.H is well supported so pupils are able to access learning.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional factors relating to mental health and readiness to learn.
2	Lower attainment than non-disadvantaged pupils - particularly in writing.
3	Gaps in key knowledge from previous year groups.
4	Attendance

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 narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing.	10% increase in number of disadvantaged children achieving EXS or above in writing.
For all disadvantaged pupils to make good or better progress.	Good or better progress for all disadvantaged pupils.
Disadvantaged pupils have good S.E.M.H (social, emotional and mental health) support so they have the opportunity to be ready to learn.	Disadvantaged pupils are better able to access quality first strategies through improved engagement due to S.E.M.H needs being met.
Disadvantaged pupils continue to have excellent attendance.	PP attendance remains at over 93%
Disadvantaged pupils reach the expected standard in the Year 1 phonics check	100% of PP pupils pass the Year 1 phonics check.
Disadvantaged pupils reach the expected standard (mean average) in the Multiplication Times table Check.	PP pupils without significant SEND to reach mean average score in the Yr 4 multiplication tables check (MTC) 5/7 pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (**this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics Vertical groupings across school as part of core quality first provision (£6000)	Additional 5 months progress on average. (EEF PP toolkit 2024)	2,3
Retention Teaching Deputy/ Literacy/EYFS (£6000)	Highly effective practitioners in place in classrooms to ensure quality first teaching is universal core offer for all (EEF research – ‘great teaching is the most important lever schools have to improve outcomes for their pupils’)	2,3,4
Progressive skills and inspiring writing curriculum. (£2000)	Based on proven methodology - strategies that have had measured impact in other schools.	2,3
Metacognition – How Pupils Learn initiative second year. (£1000)	Additional 7 months progress on average (EEF PP toolkit 2024).	2,3
Linking Middle Leaders Training - Literacy Lead. (£1000)	Use of Education Endowment Foundation research evidence on the impact of action research, on approaches to curriculum evaluation and on implementation strategies to apply to strategic working in school.	2,3

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMHL (Senior Mental Health Lead) role in school -breaking down barriers so academic learning can be accessed. (£3000)	Social and Emotional learning - additional 4 months progress on average. (EEF PP toolkit 2024)	1,2,3,4
Teaching assistant interventions – pre teaching/Maths CDM/phonics/reading (£4000)	Additional 4 months progress on average. (EEF PP toolkit 2024)	2,3
Banded Books– fluency and comprehension - resources targeted to interests of disadvantaged KS 2 cohort (£1500)	Additional 6 months progress on average. (EEF PP toolkit 2024)	2,3

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

Budgeted cost: £8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of social, emotional, mental health and wellbeing support/intervention – Friends Resilience/TalkAbout Sensory diets/CBT approach. (£5000)	Social and Emotional learning - additional 4 months progress on average. (EEF PP toolkit 2024)	1,2,3,4
Targeted attendance monitoring and support through TAF's. (£1000)	“Attendance is important to your children’s achievement, wellbeing, and wider development. Evidence suggests that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes” (Gov blog 2023)	4
Peer Massage training (£500)	Peer massage: enhances attentiveness, enhances social interaction, reduces anxiety and stress hormones and boosts self	1,2,3,4

	esteem. (Research from 'Story Massage' organisation).	
Funding towards extra curricular learning and additional opportunities (£1500)	Participation boosts self esteem and well being. (Parent/staff/pupil voice CFS 2019 – 2024)	1,4
Parent workshops - de-escalation, Zones of Regulation Use of a Relational Approach and (£400)	Parental Engagement - additional 4 months progress on average. (EEF PP toolkit 2024)	1,4

Total budgeted cost: £32,900

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 2023 to 2024 academic year.

<p>Attendance - 93.94% attendance for Pupil Premium pupils in 2023 - 2024 (4.54 % higher than national average).</p> <p>2024 - Year 4 multiplication check - Mean average all pupils = 18.1. Pupil Premium mean average for those who could access the check = 19</p> <p>2024 - 100% pass rate for Pupil Premium pupils in phonics screening check</p> <p>End of year one analysis shows high impact of metacognition staff training through development of provision in school and through staff and pupil voice.</p> <p>Teaching and learning is good or better across school.</p> <p>Vulnerable learners supported by outside professionals from 13 specialisms – teams around families in place and highly effective.</p> <p>Academic mentor provided highly effective 1:1 and small group tuition – curriculum specific and also to support vulnerable learners with SEMH/motor skills/sensory difficulties.</p> <p>Buddy system utilised effectively to support SEMH and break down barriers to learning.</p> <p>Continuing development in SEMH provision leading to a graduated approach to supporting learners thoroughly embedded through graduated approach.</p> <p>North of Tyne Mental Health Award achieved and recognised the high level of support for vulnerable learners - Pupil Premium strategy document referenced and praised in award report.</p> <p>SLMH in role to actively remove barriers to learning and coordinate impactful SEMH provision.</p> <p>Support staff used very effectively to give value for money and maximum impact.</p> <p>Support for parents evolved – ‘teams around the family’ set up and range of sign posting e.g Tanga Club/ASD drop in sessions/Supporting Your Child With Their Behaviour.</p> <p>Highly effective small group tuition in place throughout school. Highly skilled teachers and support staff deliver specific teaching to close gaps and extend learning for more able.</p> <p>High quality small group phonics in place across school.</p>
--

Externally provided programmes (N/A)

Programme	Provider

Service pupil premium funding (optional)

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