

Pupil premium strategy statement 21-22

School overview

Metric	Data
School name	Corsham Regis Primary Academy
Pupils in school	149
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	78,000
Academic year or years covered by statement	2021-2022
Publish date	13 th July 2021
Review date	November 2021
Statement authorised by	Abby Symons
Pupil premium lead	Abby Symons
Governor lead	Alan Brown

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to Covid-19
Writing	N/A due to Covid-19
Maths	N/A due to Covid-19

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	60% (in R, W and M)
Achieving high standard at KS2	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	For HT to take part in 'Making it Happen' PP network meetings and to engage with a Pupil premium review of provision.

Priority 2	For KS1 staff to deliver NELI and to use RWI to teach early phonics
Priority 3	To improve outcomes for Year 4 multiplications tables checker so that all pupils achieve above 20/25
Barriers to learning these priorities address	percentage of persistent absentees and improving early language communication of pupils in KS1
Projected spending	3,450

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve average KS2 Mathematics progress score	July 2022
Phonics	Achieve national average expected standard in Phonics screening	July 2022
Other	Improve attendance of disadvantaged pupils to LA average (98.5%) or at least in line with non-disadvantaged pupils	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	PiXL subscription: Use of the assessment package to identify gaps in curriculum areas for our pupils and resources for teachers to address these
Priority 2	Ensure that all relevant staff have received RWI training. NELI programme x 3 staff trained to deliver the programme. Assessment of all children in RWI to establish a baseline Delivery strategy QFT-Monitoring through termly observations. Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Priority 3	Continue engagement with Mobius Maths Hub and purchase resources to support the teaching of reasoning and problem solving. KS1 Mobius maths strategy- Mastering Number KS1 Maths Hub Mobius work group, x 3 staff members attending training and workshops throughout the year.
Priority 4	Times tables Establish a baseline To use PiXL Strategy for teaching times tables Times table extra-curricular club Investigate the use of /times tables /Rockstars to enthuse children Year 3 and 4 (x4) teachers to attend training 'Being multiplication ready'
Barriers to learning these priorities address	Lower reasoning scores across the school in PiXL and KS end of year tests, compared with arithmetic. QFT of phonics using RWI
Projected spending	42,523

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing profound learning opportunities for all pupils to enrich our curriculum offer
Priority 2	Build on community links and opportunities to engage with The Corsham School to embellish our curriculum
Priority 3	To deliver ELSA to those pupils most in need.
Priority 4	To deliver Thrive sessions
Barriers to learning these priorities address	Improving attendance for our most disadvantaged learners
Projected spending	9,525

Monitoring and Implementation

Area	Challenge	Mitigating action
------	-----------	-------------------

Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and cover provided by senior leaders or external agencies
Targeted support	Ensuring enough non-teaching time for Maths and English leads	Timetabled additional time to be covered by HLTA
Wider strategies	Engaging families facing the most challenges financially and socially	Contributing money towards profound learning experiences for disadvantaged pupils. Involving EWO for support on attendance.

Review: last year's aims and outcomes

Aim	Outcome
Improve the reading comprehension skills of pupils eligible for the PPG	Improvement made term on term for the number of pupils achieving ARE in Reading
Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG	Pupils continuously tracked and evidence seen through planned sequences of learning that teachers are addressing gaps from question level analysis for all pupils. Evidenced in Local Authority Evaluation Day report May 2021
Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum	TAs mainly in class due to Covid-19 restrictions. All children in FS2 assessed using Wiltshire's communication tracker and referrals made to support children early in their primary schooling. Continues to be a focus 21/22
The attendance of pupils entitled to the PPG is at least 95.3%	Attendance of disadvantaged pupils was well below 95.3% largely due to heightened anxiety levels related to the Covid-19 pandemic.
Improve the emotional health and well-being of eligible pupils	99%* of pupils surveyed (153 pupils out of a possible 160) said that they feel safe coming to school and are happy in school.