

2021-2024 Pupil Premium Grant (PPG) 3 Year Plan

Corsham Regis Primary Academy



1. Summary information					
School	Corsham Regis Primary Academy				
Average annual PPG budget	£75,000				
Estimated number of pupils 2021-22	166	Estimated number of pupils 2022-23	158	Estimated number of pupils 2023-24	143
Approximate % of pupils eligible for PPG	30%				
Headteacher	Mrs Abby Symons	Pupil Premium Link Governor	Alan Brown	Chair of Governors	Mr Chris Denton

2. Our strategy
<p><u>Rationale</u></p> <p>Corsham Regis has historically had a larger than average proportion of pupils eligible for the Pupil Premium Grant.</p> <p>When PPG pupils enter Reception, our assessments have typically shown that they have less oral language and phonic skills than their non-PPG other pupils. Consequently, this impacts negatively on their progress in reading and writing in subsequent years.</p> <p>Attainment for this group of pupils is often low in core subjects at the end of Key Stage 1 and, with many parents and carers choosing to keep their child out of school during the COVID 19 pandemic in 2020, it is anticipated that this trend will continue if not worsen. This impacts negatively on pupils' achievement as they make the transition into KS2.</p> <p>We are also aware from our observations of pupils eligible for the PPG that many have limited life experiences, which disadvantages them in terms of their wider knowledge, skills and understanding compared to their peers.</p> <p>Since our last Ofsted inspection in March 2018, which rightly identified attendance of eligible pupils as an area of concern, Corsham Regis has been working with parents and carers and professionals to improve this. This strategy is managed by our Senior Teacher Leading Inclusion and requires dedicated time to implement. We recognise and understand that poor attendance reduces pupil access to complete teaching sequences and results in gaps in their learning. This has been heightened by lockdown and the COVID 19 crisis.</p> <p>An increasing number of our pupils display poor mental health and well-being, which is also the case for their parents. This has a detrimental effect on pupils' behaviour, their academic progress and that of their peers.</p>

Finally, there is an wider trend of low parental engagement from pre-school parents in supporting children at home so that many are not school ready. Further up the school, pupils do not receive the regular support with homework that consolidates learning and improves fluency and recall, ie reading and multiplication facts.

Our desired outcomes for the next three years

It is our intention to use the PPG to reverse typical trends in low pupil achievement for those entitled to it by:

- Improving their oral language skills
- Accelerating their acquisition of phonics skills
- Raising their attainment in Reading, Writing and Mathematics by adopting best practice in teaching and learning
- Increasing their attendance
- Improving their mental health

How we plan to achieve this

An evidence-informed approach gives us the best chance of maximising impact. We will continue to use guidance from the Educational Endowment Foundation (EEF) Teaching and Learning Toolkit and our evaluations of interventions we implement to achieve this. This can be best be presented broadly under 3 headings.

Improving Teaching & Learning across the whole school:

Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared is essential to achieving this. We will use part of the funding to provide opportunities for staff professional development, including working alongside outstanding practitioners

Pupil assessment and feedback can help teachers determine how to most effectively support their pupils. Investing in an outstanding diagnostic testing and teaching assessment resource is crucial for teachers and other school staff to provide effective teaching and learning. Assessments will be used to identify particular areas where pupils do not grasp or retain key concepts whilst ensuring that new material taught builds on secure foundations. This data will then be used to identify pupils who would benefit from additional catch-up support.

Targeted Support:

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.

To be most effective, creating a three-way relationship between the intervention teacher / teaching assistant, class teacher and pupils is essential, ensuring that intervention support is focused on the areas where pupils would most benefit from additional practice or feedback. Research shows that tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is necessary.

In order to support pupils who are furthest behind, structured interventions delivered one to one or in small groups with a particular focus on improving literacy and numeracy, as well as other aspects of learning, such as behaviour or pupils' social and emotional needs will be used. Follow up assessments will be used to ensure that support is well-targeted and to monitor pupil progress.

Wider strategies:

Parents play a key role in supporting children to learn at home and ensuring good attendance. It is therefore essential that Corsham Regis and families continue to work together. Our Senior Teacher Leading Inclusion will continue to support families in this way.

We will also use the funding to provide our eligible pupils with enrichment activities in and outside the classroom.

Academic Year 2021 to 2022	
Strategy – Teaching and Learning	Success criteria
PiXL subscription: Use of the assessment package to identify gaps in curriculum areas for our pupils and resources for teachers to address these	Wildly Important Goals for PPG pupils are achieved in Reading, Writing and Mathematics
Senior Leadership / core subject leader release time: Outstanding teachers (identified through formal drop ins linked to teachers appraisals) work alongside class teachers to improve the pedagogy and implement curriculum improvement plans	The quality of teaching, learning and assessment across the school improves and core strategies intent on improving pupil outcomes are delivered more consistently across the school.
Strategy – Targeted support	Success criteria
Supporting pupils with mental health, behaviour or social and emotional needs: Provide Emotional Literacy Support Assistant, Thrive and Nurture room support to our most vulnerable PPG pupils	There is a reduction in the occurrence of emotional dysregulation in eligible pupils. The emotional health and well-being of eligible pupils continues to improve. Thrive, ELSA and Boxhall profiles show improvements and a positive impact on pupils.
Strategy – Wider strategies	Success criteria
Senior Leadership release time: Attendance and family support strategies implemented by the Senior Teacher Leading Inclusion while working in partnership with other agencies.	Attendance for PPG pupils is 95.75%+
Curriculum Enrichment: Using funding to reduce the cost / remove a barrier to eligible pupil participation in profound learning experiences (trips, clubs and visitors charging a fee)	Pupils from low-income households to have equitable access to the Corsham Regis broad and rich curriculum

Academic Year 2022 to 2023

Strategy – Teaching and Learning	Success criteria
Continued PiXL subscription: Use of the assessment package to identify gaps in curriculum areas for our pupils and resources for teachers to address these	Wildly Important Goals for PPG pupils are achieved in Reading, Writing and Mathematics, with some pupils exceeding these.
Senior Leadership / core subject leader release time - ongoing: Outstanding teachers (identified through formal drop ins linked to teachers appraisals) work alongside class teachers to improve the pedagogy and implement curriculum improvement plans	The quality of teaching, learning and assessment across the school improves and core strategies intent on improving pupil outcomes are delivered consistently across the school.
Strategy – Targeted support	Success criteria
Supporting pupils with mental health, behaviour or social and emotional needs: Provide Emotional Literacy Support Assistant, Thrive and Nurture room support to our most vulnerable PPG pupils	<p>There is a reduction in the occurrence of emotional dysregulation in eligible pupils.</p> <p>The emotional health and well-being of eligible pupils continues to improve.</p> <p>Thrive, ELSA and Boxhall profiles show ongoing trends of improvement and positive impact.</p>
Purchasing technology: Investing in appropriate technology (hardware & software) to help PPG pupils catch up with their peers	Our most vulnerable pupils are provided with the resources to make accelerated progress in core basic skills.
Strategy – Wider strategies	Success criteria
Senior Leadership release time: Attendance and family support strategies implemented by the Senior Teacher Leading Inclusion while working in partnership with other agencies.	Attendance for PPG pupils is 95.85%+
Curriculum Enrichment: Using funding to reduce the cost / remove a barrier to eligible pupil participation in profound learning experiences (trips, clubs and visitors charging a fee)	Pupils from low-income households continue to have equitable access to the Corsham Regis broad and rich curriculum

Academic Year 2023 to 2024	
Strategy – Teaching and Learning	Success criteria
Staff CPD: Use of formative assessment strategies and delivering outstanding education & core subject initiatives	Wildly Important Goals for PPG pupils are achieved in Reading, Writing and Mathematics, with some pupils exceeding these.
Continued PiXL subscription or something more proven: Use of an assessment package to identify gaps in curriculum areas for our pupils and resources for teachers to address these	The quality of teaching, learning and assessment across the school improves and core strategies

	intent on improving pupil outcomes are delivered consistently across the school.
Strategy – Targeted support	Success criteria
Supporting pupils with mental health, behaviour or social and emotional needs: Provide Emotional Literacy Support Assistant, Thrive and Nurture room support to our most vulnerable PPG pupils	<p>There is a reduction in the occurrence of emotional dysregulation in eligible pupils.</p> <p>The emotional health and well-being of eligible pupils continues to improve.</p> <p>Thrive, ELSA and Boxhall profiles show ongoing trends of improvement and positive impact.</p>
Interventions: Specific core subject interventions as recommended by leaders of education and the EEF	Our most vulnerable pupils receive targeted intervention in core subjects and make accelerated progress as a result
Strategy – Wider strategies	Success criteria
Senior Leadership release time: Attendance and family support strategies implemented by the Senior Teacher Leading Inclusion while working in partnership with other agencies.	Attendance for PPG pupils is 96%+
Curriculum Enrichment: Using funding to reduce the cost / remove a barrier to eligible pupil participation in profound learning experiences (trips, clubs and visitors charging a fee)	Pupils from low-income households continue to have equitable access to the Corsham Regis broad and rich curriculum