Corinthian Community Primary School Pupil Premium Strategy Statement – 26/27

This statement details our school's use of pupil 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
School name	Corinthian Community Primary School
Number of pupils in school	294 (October 2026)
Proportion (%) of pupil premium eligible pupils	45.2% (133/294 - October 2026)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	April 2027 July 2027 November 2027
Statement authorised by	Headteacher: Jemma Cliffe
Pupil premium lead	Deputy Headteacher: Claire Davies
Governor / Trustee lead	Dave Cadwallader

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,740.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£205,740.00

Part A: Pupil premium strategy plan

Statement of intent

At Corinthian Community Primary School, we believe firmly in our vision of 'Achievement for All', which sits at the heart of our Pupil Premium spending. When writing our statement, we have used the following guidance: https://educationendowmentfoundation.org.uk/using-pupil-premium

We will consider the challenges faced by disadvantaged pupils and our activity outlined in this statement is intended to meet their needs. High-quality teaching remains at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged gap and at the same will benefit the non-disadvantaged pupils in our school.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand the needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of PPG, instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas with a particular focus on teaching.

1. **Teaching**

Investing in high-quality teaching, for example:

- training and professional development for teachers;
- recruitment and retention;
- support for teachers early in their careers.

2. **Targeted academic support**

Additional support for some pupils, focused on their specific needs, for example:

- one-to-one tuition;
- small groups tuition;
- speech and language therapy.

3. **Wider approaches**

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs;
- counselling to support emotional health and wellbeing;
- help with the cost of educational trips or visits.

Our main objectives are to ensure that:

- early identification of need is robust;
- PPG reaches the pupils who need it most;
- high-quality teaching and learning is the most important factor in ensuring achievement for all children;

- targeted academic support is provided for pupils not making the expected progress;
- non-academic barriers to attainment, including attendance, behaviour and wellbeing are identified;
- we close the word gap by improving Oracy and literacy skills;
- the progress of disadvantaged pupils has a high profile in school.

Strategies

- **Identifying need**: Staff will assess the progress of PP pupils regularly. Pupils will be consulted and asked how they feel they are progressing and if there are any areas in which they feel they need additional support. Baseline measures will show starting points to show the impact of support and/or interventions.
- **Identifying barriers to learning**: We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data from 2025/26 indicates that attendance among disadvantaged pupils was 4.7% lower than for non-disadvantaged pupils. 29.5% of disadvantaged pupils have been 'persistently absent' compared to 7.6% of their non-disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families. These can be affected by home circumstances including poor routines (impact on attendance and punctuality), lack of boundaries, parent mental health and wellbeing, cost of living and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Staff, parent and pupil self referrals for pastoral support remain high. A high number of pupils currently require additional support with social and emotional needs. *(Observations, dialogue with parents, EHAT assessments)*
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. *(Wellcomm assessments and Reception Baseline data)*

4	On entry to Reception last academic year, 83% of our disadvantaged pupils arrived below age-related, compared to 61% of other pupils.
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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
Increased rates of attendance and punctuality.	Overall attendance in line with NA (NA currently 96%). Gap between disadvantaged and others does not widen (currently approx. 4%). PA for all pupils remains broadly in line with NA and the gap between disadvantaged and others continues to fall (currently 14%).
Improved attainment and progress in Early Years	Reception children will make good progress in all areas of learning and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children. % PP children reaching GLD will be at least national.
Improved outcomes in Phonics	Achieve above NA expected standard in the PSC and demonstrate an upward trend for disadvantaged pupils. % PP children at ARE will be at least national.
Increase in overall attainment in Reading at the end of KS2	The attainment gap will narrow between disadvantaged and non-disadvantaged pupils. %PP children at ARE will be at least national.
Increase in overall attainment in Writing at the end of KS2	The attainment gap will narrow between disadvantaged and non-disadvantaged pupils. %PP children at ARE will be at least national.
Increase in overall attainment in Maths at the end of KS2	The attainment gap will narrow between disadvantaged and non-disadvantaged pupils. %PP children at ARE will be at least national.
Increase in overall attainment of RWM (combined measure) at the end of KS2	The attainment gap will narrow between disadvantaged and non-disadvantaged pupils.

	%PP children at ARE will be at least national.
Staff will appropriately assess pupils in order to identify gaps and next steps.	Within lessons, children will access learning and will make progress (evident in books, pupil voice, lesson visits and data tracking). %PP children will be at least national in RWM combined.
Emotional wellbeing and behaviour support for pupils and families	Children demonstrate increasing resilience. Children settle quickly into school/lessons and disruptions are a rarity. Reduction in incidents for those children receiving 1-1 emotional wellbeing intervention.
Staff are confident when supporting the emotional needs of pupils.	Children are settled within school. Attendance will improve across school. There will be fewer disruptions within lessons.
Increased confidence and opportunity to develop Oracy and Spoken Language skills.	Assessments and observations indicate improved oral language and language comprehension among disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality research-based training training package, particularly for ECTs to ensure quality first teaching in every classroom. Staff accessing REMAT CPD. Weekly staff meeting for all teaching staff. Weekly CPD (particularly around pedagogy) for HLTAs and LSAs.	DfE: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. 1. Teaching Investing in high-quality teaching, for example: ● training and professional development for teachers	

	● recruitment and retention ● support for teachers early in their careers	
Coaching will become an integral part of professional development. It will model good practice, develop pedagogy and upskill teaching staff. The use of quality feedback will improve pupils' attainment. Teachers will be clear on their own next steps and pupils' progress will be monitored continuously. Teachers will have time to review and monitor their practice, developing quality first teaching for all. Teachers will have adequate release time to provide or be provided with high quality feedback.	The EEF toolkit outlines that feedback adds 6 months progress. Metacognitive strategies add 7 months and an increase in attainment.	3, 4, 5
Develop subject leadership further so that the curriculum meets the needs of all learners and subject knowledge develops, meaning that children receive high quality first teaching. We will release subject leaders to support class teachers with subject knowledge and pedagogy. Subject leaders and SENDCOs will liaise to develop subjects. Subjects leaders, alongside leaders, will continuously evaluate the impact of their subject on disadvantaged pupils.	Curriculum knowledge will mean teaching is strong. Teachers will make informed pedagogical choices within lessons to ignite the learning of all. Subject leaders will know about the impact on disadvantaged pupils through clear monitoring.	3, 4, 5
Through the use of a DfE approved phonics scheme (RWI), leaders and teachers will continue to prioritise early reading teaching so that all children leave KS1 as competent readers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Enhancement of our maths curriculum planning and teaching in line with DfE and EEF guidance. Teachers to be released to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence:	5

	Improving Mathematics in Key Stages 2 and 3	
The ShREC approach is an evidence-informed framework developed by the Education Endowment Foundation (EEF) and the East London Research School. Designed to be embedded into everyday early years practice, it gives educators four memorable strategies to turn routine moments and play into high-quality, language-rich interactions: share attention, respond and conversation.	Oral language interactions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions | Teaching and Learning Toolkit | EEF	

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

Budgeted cost: £145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm - The Wellcomm Intervention is a programme for children in Early Years. The programme involves and trained teaching assistant providing short small-group and individual teaching sessions. The ShREC approach is an evidence-informed framework developed by the Education Endowment Foundation (EEF) and the East London Research School. Designed to be embedded into everyday early years practice, it gives educators four memorable strategies to turn routine moments and play into high-quality, language-rich interactions: share attention, respond and conversation. 'Pegs to paper' is a structured, multi-sensory early years intervention programme designed to build the physical, cognitive, and language foundations required for handwriting.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions | Teaching and Learning Toolkit | EEF	3
RWI 1:1 (fast-track tutoring) - Children who are behind age-related expectations will have targeted reading interventions to improve reading ability. Their progress will be monitored during each session.	The average impact of reading comprehension strategies is an additional 6 months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully	3, 4

	tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. Phonics | Teaching and Learning Toolkit | EEF	
Interventions in reading, writing and mathematics - Children who are behind age-related expectations will have targeted interventions to close gaps and raise attainment. - Numberstacks - Fresh Start - Century Tech	EEF identified the importance of assessment (Improving mathematics in Early Years and KS1) to be able to identify what the children need as a next step. One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	3, 4, 5
Purchase of diagnostic assessments and QLA. Training for staff to ensure assessments are interpreted and administered correctly. - NFER - Star Reader Use of Insight Tracker to track data and monitor attainment and progress for vulnerable groups.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	
Specific, tailored SEMH interventions based on the needs of individual children, e.g. sensory circuits, Lego Therapy, social stories, emotional literacy, trauma informed approaches, ZoR, daily check-ins with PA children.		

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

Budgeted cost: Salary costs £10,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officers will be utilised to ensure that children are in school and that PAs are supported (through the support, support, challenge model). Attendance is tracked and children are in school every day.	Research shows that children need to be in school every day to achieve. This will also support with emotional wellbeing.	1, 2

Work with EWO to improve attendance. Home visits carried out for any unauthorised absences. Early Help assessments carried out to support with improving attendance and punctuality. Use of Arbor and Insight Tracker to produce analysis of attendance. Reports shared with parents/carers. Weekly meetings with HT and attendance team. Attendance incentives - Atten-Dance disco - Random Raffles	Working together to improve school attendance.	
School, family and attendance officer will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing, meetings, workshops and ensure parents have the support they need to help their children.	The EEF toolkit shows that parental engagement has a positive impact on average 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 2, 3
School, family and attendance officer will work with children in a targeted way through Evolve Intervention and other targeted interventions to improve emotional wellbeing so children are able to learn and achieve.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1, 2, 3, 4, 5
Prove a wide variety of enrichment experiences for all pupils to inspire and motivate learners to engage with the curriculum. Target disadvantaged and SEND pupils. Increased access to specialist sports activities, e.g. judo, gymnastics Target at disadvantaged and SEND pupils. Outdoor learning sessions to develop engagement and participation. Strengthen links between the outdoor environment and the school curriculum. Provide opportunities for all age groups to develop the skills and values required to be a good citizen. Sessions with behaviour support (MJ) to promote resilience, confidence and self-esteem in a non-threatening environment.	Some pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help strengthen pupils' knowledge and understanding of the wonder world. Research for the EEF has found a link between enrichment and higher attainment in reading and maths.	

Total budgeted cost: £ 201,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

Teaching

- Monitoring of teaching shows that teaching across school is improving.
- Staff were supported by members of SLT to upskill and develop their teaching practice.
- Effective pupil progress systems in place to monitor the attainment and progress of pupils.
- Effective tracking of disadvantaged pupils in place.
- Subject leaders have attended REMAT network training to further develop their subject and have provided updates. The curriculum is beginning to meet the needs of all learners.
- x2 members of SLT have successfully completed NPQH
- x1 teacher successfully completed NASENCO
- x3 ECTs successfully completed Year 1 of ECT programme, x1 close to complete Year 2.
- Read Write Inc Consultancy supports the assessment and tracking of phonics across school. RWI monitoring and coaching has improved teaching and phonics outcomes.

Target academic support

- Effective pupil progress systems in place to monitor the attainment and progress of pupils.
- Effective tracking of disadvantaged pupils in place.
- Read Write Inc Consultancy supports the assessment and tracking of phonics across school. RWI monitoring and coaching has improved teaching and phonics outcomes.
- Interventions and targeted support is in place and are promptly reviewed - Wellcomm, Numberstacks, Fresh Start, 1:1 phonics intervention.

Wider strategies

- Rigorous attendance procedures in place to ensure families are supported.
- Attendance and punctuality are monitored daily. Support is given to families to improve their child's attendance, including meetings, follow-up phonecalls, home visits, referrals to other services, positive parenting, EHAT assessments.
- Staff received training and support from SIL and REMAT.
- Pastoral support is given at the time of need, depending on the need.
- Services to support families are signposted.
- Workshops and meetings have been positively received by parents/carers.

Outcomes 2025-26

In Reception, 86% (55% national) of disadvantaged pupils achieved a Good Level of Development (GLD) compared to 75% (77% national) of non-disadvantaged pupils.

In Year 1, 73% (68% national) of disadvantaged pupils achieved the expected standard in the Phonics Screening Check (PSC) compared to 93% (86% national) of non-disadvantaged pupils.

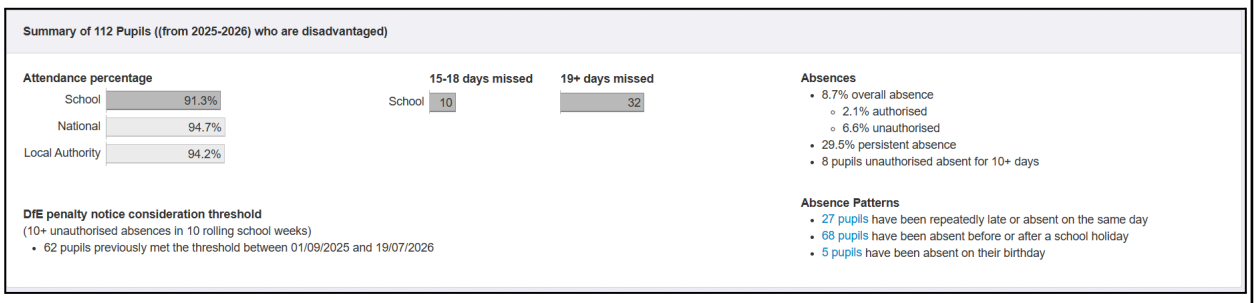
At the end of KS2:

24% (49% national) of disadvantaged pupils met the expected standard at RWM combined.

47% (63% national) of disadvantaged pupils achieved the expected standard or above in Reading.

35% (62% national) of disadvantaged pupils achieved the expected standard or above in maths.

35% (60% national) of disadvantaged pupils achieved the expected standard in writing.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Century Tech	
Wayground	
RWI Development Programme	Ruth Miskin
Fresh Start	
NumberStacks	
Wellcomm	
TTRS	Maths Circle
Pegs to Paper	
ShREC training	
Attendance incentives Discos	

Random raffle	
NFER	
Star Reader	Renaissance
Insight Tracker	
Play Therapy	

Useful links:

Teaching and Learning Toolkit (EEF)

Using Pupil Premium: Guidance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.