

Pupil Premium Strategy Statement Draft

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) 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	Information
School name	Corpus Christi Catholic Primary School
Number of pupils in school	434 (inc 30 nursery children)
Proportion (%) of pupil premium eligible pupils	33% (137 children)
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	November 20 th 2022
Date on which it will be reviewed	January 1 st 2022
Statement authorised by	Kevin Shakespeare
Pupil Premium lead	Kevin Shakespeare
Governor / Trustee lead	Jessica Weeks

Funding overview

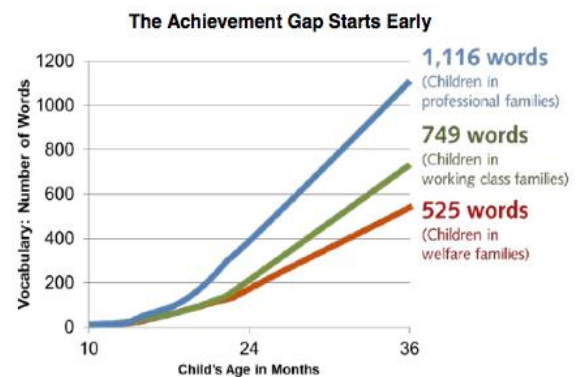
Detail	Amount
Pupil Premium funding allocation this academic year	137 @ £1385 = £189,745 1 @ £320 = £320 1 @ £2410 = £2410
Recovery Premium funding allocation this academic year	£17690
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£2,000
Total budget for this 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	£192,475

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as Corpus Christi is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages their academic, physical and spiritual growth.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that these start from a very early age (see Word exposure graph). Even more worrying is the impact COVID has had on making disadvantaged children even more disadvantaged as shown by the growing gap at KS2 SATS (Disadvantaged Gap Index growing by 0.28 from 2019). Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:



For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, High-quality teaching is at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. This year, we have placed increased emphasis on the overlap between SEN and PP and are therefore placing the EEF 'Five-a-Day' principle as the key teaching and learning tool. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantaged children have the most access and opportunity to fulfil and experience the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Communication skills	On entry to school, pupils are displaying low levels of communication and lack of oracy skills. Many struggle to articulate emotions and access learning effectively.
2	Limited use of vocabulary and love for reading	A reasonable proportion of pupils have limited understanding of Tier 2 words and lack fluency in reading. As a result, outcomes are lower in reading and writing which can impact on the joy of reading.
3	Attendance and punctuality	Attendance and punctuality of some families have deteriorated over the recent years causing significant lost learning for some pupils.
4	Lack of social skills, self -confidence and ability to be independent	There has been an increase in pupils being anxious and displaying low confidence and resilience when faced with challenges. This has a negative impact on their learning and social interactions.
5	Parental engagement	Parent engagement across the school is mixed with a significant number of disadvantaged parents not actively engaging with school events. This continues to limit the opportunities for disadvantaged pupils to consolidate learning at home and celebrate their work.
6	Recover any lost learning	Analysis of RWM outcomes show that there is still a proportion of pupils who have gaps in their learning

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2022- 2023	
Intended outcome	Success criteria
Language skills and use of vocabulary among disadvantaged pupils will be improved	<ul style="list-style-type: none"> Assessments and observations indicate improved oral language. This is validated through triangulating with other sources of evidence. Including engagement in lessons, book look and formative assessments.
Provide resources and training to ensure that phonics is taught effectively	<ul style="list-style-type: none"> Assessments, along with observations and evidence in books, will reflect the successful application of phonic knowledge in reading and writing.
The use of vocabulary among the disadvantaged will support closing the gaps across the curriculum	<ul style="list-style-type: none"> Formative and summative assessments will demonstrate improved application of skills, knowledge and retention of prior learning Attainment gap in RWM to reduce between disadvantaged and non-disadvantaged pupils in in year data
Work with parents to increase levels of engagement at home and school	<ul style="list-style-type: none"> Increase percentage of disadvantaged parents positively engaging with school through attendance to workshops, parent consultations, reading opportunities and completion of homework
Improve attendance and punctuation of disadvantaged pupils to reduce lost learning time	<ul style="list-style-type: none"> Attendance of disadvantaged pupils to be within 1% of non disadvantaged pupils across the year Lates of disadvantaged pupils to account for no more than 40% of the overall lates across the year
To improve social skills, self -confidence and ability for disadvantaged pupils to learn more independently	<ul style="list-style-type: none"> Qualitative data from pupils and parents will demonstrate sustained improved wellbeing Evidence of greater self-regulation with lessons and around the school Improved achievement for disadvantaged pupils

Address gaps in learning to ensure that a greater proportion of disadvantaged pupils are working at ARE	<ul style="list-style-type: none"> ○ Observation of quality first teaching and improved outcomes in books ○ Pupil progress meetings ○ Targeted interventions In-class focus groups ○ Additional parental support
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Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Behaviour for learning is at least consistently good in all year groups.	<ul style="list-style-type: none"> ○ Analysis of behaviour points in arbor demonstrate a reduction term on term in negative behaviour points with an increase in positive recognition. ○ Observations show high levels of engagement from disadvantaged children in lessons from across the breadth of the curriculum.
<p>All pupils achieve at least national average for phonics screening check</p> <p>All pupils are fluent readers that are engaged and have embedded love of reading</p>	<ul style="list-style-type: none"> ○ All pupils to achieve 100% pass rate in phonics screening check (including disadvantaged) ○ Reading attainment for disadvantaged pupils is inline or above national ○ Pupil voice evidences that the large majority of disadvantaged pupils enjoy reading
<p>Outcomes in writing across the school are at least inline with national outcomes</p> <p>End of year writing outcomes for all year groups will show an improvement and</p>	<ul style="list-style-type: none"> ○ Evidence of the use of higher level vocabulary is evident in writing. ○ All pupil writing outcomes are improved with disadvantaged pupils broadly inline with non-disadvantaged pupils
Increased attendance and punctuality of all pupils	<ul style="list-style-type: none"> ○ There will be minimal difference between disadvantaged and non-disadvantaged pupils' attendance and punctuality ○ School's attendance will be in line or above national

Disadvantaged pupils display more self-confidence and the ability to work independently	<ul style="list-style-type: none"> ○ Staff are confident in being effectively supporting pupils to regulate their behaviour ○ Pupil voice, exit interviews general feedback will show that most pupils are more confident and secure in their learning
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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 (e.g. CPD)

Budgeted cost: £65,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training and resources	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2 £6500 £4866.00 books RWI training, RWI resources, parent workshops
Maths No Problem training and resources	Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)	6 £6000 Books, TA support, maths review, maths hub.
Improve outcomes in writing including oral communication	Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 £1000 Staff training & Resources, Neli,

To improve social skills, self-confidence and ability to be learn more independently	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4 £7020.00</p> <p>1x day a week of SH</p> <p>Delivery of interventions to support emotional wellbeing</p>
Reading staff training	<p>Evidence continues to show that reading is central to unlocking all learning. Specific strategies have been selected using the EEF framework.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 £3000</p> <p>Staff meeting, reading reviews, half termly SLT</p>
Reading resources	<p>Research from the National Literacy Trust shows that 1 in 8 disadvantaged children do not have access to books at home creating a barrier to reading and vocabulary acquisition</p> <p>Education Recovery National Literacy Trust</p>	<p>2 £5000</p> <p>Replenish library and outside development</p>
Quality First Teaching and Support	<p>Evidence shows that high-quality first hand teaching has the biggest impact on raising outcomes</p> <p>Education Endowment Foundation</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4 and 6</p> <p>£15800 and £1000 1x day of UPS 1 and AP, Behaviour programme training</p>
Training on recall and retrieval facts	<p>Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. On going professional development for all teaching staff and access to a coach (as well as a mentor for ECT's and trainees) will promote and sustain high quality based around Rosenshine Principles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2 and 4 £3000 and £7500</p> <p>Academy contribution for training</p>
SEND training	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4 £3000 and £6532</p> <p>provision mapping, mini-hub planning, PP/SEND target pupils</p> <p>SENCO ½ day per week</p>

Targeted academic support

Budgeted cost: £70,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups	Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2 £6000 Release time for AH ½ day
Additional intervention therapy support	Interventions and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2, 4 and 6 £26500 (£15000 Therapy sessions in school – 6x 3TA ½ sessions weekly) (£11500-Catch-Up Homework club staff)
Specific diagnostic assessments and support for reading and writing	Specific diagnostic online work is proven to close attainment gaps and raise engagement and confidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 6 £5000 Training and completion of assessments
Use of PIXl assessments, analysis and therapies	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	2, 6 £2,565 and £3000 (pixl) and pupil progress meetings termly, therapies

Remote online learning for maths and reading catch up	Pupils receiving third space intervention from third space learning made 7 months' progress in 14 months Rising Stars. The move to Bedrock programme for homework will allow pupils to be supported ad work tailored to their needs. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	6 £10000 Bedrock, TTRS and Third Space
Delivery of Fresh Start and precision teaching to support struggling readers	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Fresh Start EEF (educationendowmentfoundation.org.uk)	2, 6 £3948 £1000 SLT monitoring
Speech and Language support and staff training	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2, 6 £3,996, £8000 and £200 for makaton training, speech and language and TA support

Wider strategies

Budgeted cost: £56,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club offer	Free school breakfast improves children's attendance, learning and behaviour in the classroom. It creates an inclusive environment that boosts wellbeing. Let's close the educational opportunity gap #TooHungryToLearn Magic Breakfast	3 £4000 (£3000 50% of catering costs for bagels £500 25% of bagels for Summer term) £500 Fruit

Opportunities for enrichment and increased cultural capital	<p>Outdoor Adventure Learning and enrichment activities might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4 £25000 (£5000 Trips subsidised £2320.00 Additional after school clubs Music tuition £5,920 £6,850 – e-vouchers)</p>
Parental engagement and workshops	<p>Parental engagement to support students progress and attainment both academically and pastorally. Pastoral and leadership team to support with parents evenings, workshops or personalised meetings</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5 £5000 SLT time Staff time, home visits</p>
Supporting challenging behaviours	<p>Evidence demonstrates that disadvantaged pupils are more at risk of being suspended or excluded from school. The school caters for a number of pupils who present challenging behaviours.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4 £16,650 50% costing for Pastoral Lead</p>
Attendance and punctuality	<p>School works closely with Attendance and Welfare Officer to ensure rigorous systems are in place to challenge and support identified families.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>3 £2750 50% of attendance officer £3500 Pastoral ½ per day and SLT weekly meeting</p>

Total budgeted cost: £192,231

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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure all disadvantaged pupils recover any lost learning at an increasing rate	<ul style="list-style-type: none"> Termly pupil progress meetings to identify additional one to one tutoring and attendance to class booster sessions Use of diagnostic assessments to assess next steps in learning and targeted interventions through pixel therapies 	<ul style="list-style-type: none"> Number of pupils on catch up list has been reduced Combined RWM for KS2 outcomes were above national and LA for disadvantaged 	<ul style="list-style-type: none"> Data analysis suggests some strong individual progress. However, general progress of disadvantaged pupils has been lower than expected with the gap widening in RWM
Ensure all PP pupils pass phonics screening check and are engaged in reading	<ul style="list-style-type: none"> Identified staff have received required RWI training to deliver high quality teaching of phonics Additional interventions provided for those who did not pass screening 	<ul style="list-style-type: none"> 74% of disadvantaged pupils in Year 1 passed screening compared to 88% of non-disadvantaged pupils (Romero 70% and nat 76%) Including retakes, 75% of disadvantaged pupils in Year 2 have passed the screening check compared to 98% of non-disadvantaged pupils 	<ul style="list-style-type: none"> Although outcomes for disadvantaged are close to national (76%) analysis has shown there is further work to ensure the most vulnerable disadvantaged pupils are further supported.
Increase the level of attendance and punctuality to reduce disruption to learning	<ul style="list-style-type: none"> Pastoral Lead works closely with the Attendance Officer to monitor persistent absence and lates Profile of good attendance and punctuality is regularly highlighted and communicated to parents, staff and pupils Support and challenge provided to families 	<ul style="list-style-type: none"> Overall attendance for the school in 21-22 was 94.5%. Disadvantaged attendance was 92.8% compared to non-disadvantaged 95.4% 	<ul style="list-style-type: none"> School attendance was above national for 21-22 as was attendance for PP pupils compared to national. However, we recognise as a school there is still much to do to improve this to ensure PP pupils attendance is at least inline with Non-PP.
Ensure the social, emotional well-being of PP pupils is nurtured and developed	<ul style="list-style-type: none"> Pastoral Lead and SENDco have attended regular meetings and training to effectively use outside agencies to support vulnerable families All staff have received high quality SEND training to enhance quality first teaching in the classroom and additional support and interventions All PP children have access to LM, Boomerang, Rainbows, friendship groups as required 	<ul style="list-style-type: none"> Pupil and parent voice highlights importance of the network of support External agencies celebrate the additional support provided by the school Provision mapping shows a high number of disadvantaged pupils access additional support 	<p>This is having high impact on wellbeing of both disadvantaged and non-disadvantaged pupils across, although this needs more capacity to meet the increased mental and wellbeing needs of the pupils.</p>

Increase enhanced opportunities for pupils to experience the full Romero Child Charter	<ul style="list-style-type: none"> ○ All pupils actively participated in the majority of child charter ○ Additional enrichment was provided to support recovery targets ○ Enrichment opportunities have been increased to meet the interests of disadvantaged pupils and provide cultural capital experiences following restrictions being lifted 	<ul style="list-style-type: none"> ○ Most disadvantaged pupils fully engaged in the Romero Child Charter ○ Analysis of registers show an improved uptake from disadvantaged pupils 	<ul style="list-style-type: none"> ○ Audit of Romero Child Charter demonstrated that most disadvantaged pupils were able to fully participate in pledge ○ Despite, covid restrictions, disadvantaged pupils actively engaged in a wide range of enrichment opportunities
Ensure that parents can engage with all aspects of school life	<ul style="list-style-type: none"> ○ Remote and face to face parent workshops were held throughout the year ○ Opportunities for social events were timetabled across the year ○ Pastoral and SENDco held drop in sessions to meet the needs of parents 	<ul style="list-style-type: none"> ○ Following lifting of restrictions parental engagement in school led events has decreased with generally less than 30% of disadvantaged pupils parents attending any educational focused event. 	<ul style="list-style-type: none"> ○ Our overall analysis suggests that levels of engagement with parents has not returned back to pre-pandemic and continues to effect disadvantaged pupils more significantly.

Externally Provided Programmes

Programme	Provider
Maths No Problem	Maths No Problem
Read Write Inc	Oxford University Press

Service Pupil Premium funding (if applicable)

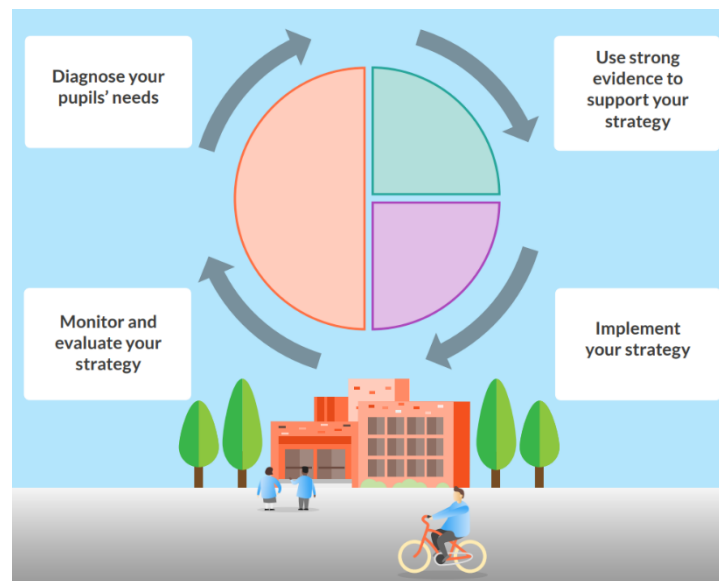
For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

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

Monitoring, Evaluating and Making Better



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk))

With the movement towards a more stable period of education in relation to COVID, we have placed increased emphasis on our three year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3 year cycle.