

Pupil Premium Strategy Statement Draft

This statement details our school's use of Pupil Premium (and Recovery Premium for the 202 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) 1 - LAC
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	04.12.23
Date on which it will be reviewed	
Statement authorised by	Kevin Shakespeare
Pupil Premium lead	Jessica Walker
Governor / Trustee lead	Jessica Weeks

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	137 @ £1455 = £199,335 1 @ £320 = £320 1 @ £2530 = £202,005
Recovery Premium funding allocation this academic year	
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£202,005

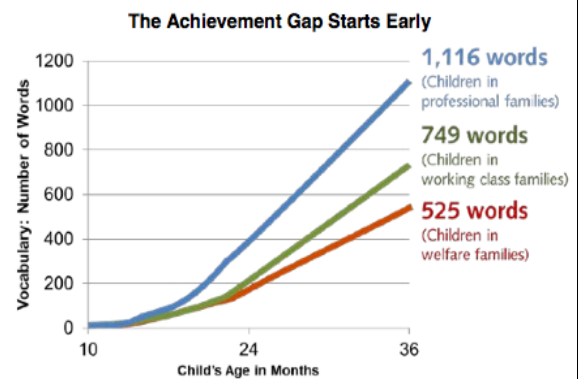
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil Premium Strategy Plan

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 \(educationendowmentfoundation.org.uk\)\)](#)

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 disadvantaged 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	SEMHS – lack of self confidence and ability to regulate emotions.	Staff discussion, learning mentor feedback, pupil progress meetings, Arbor behaviour report
2	Limited writing skills and restricted vocabulary	KS1 and KS2 data, on-going termly assessments and pupil progress meetings.
3	Lack of enrichment and narrow opportunities externally	Romero Child Charter tracking, pupil voice, understanding of contexts in the curriculum
4	Limited language and/or restricted vocabulary	NELI Early years assessment, EYFS data measures, observations throughout the curriculum
5	EAL pupils vocabulary	PP lead identified that many of the PP children who are also EAL are not making the same rate as progress as some of their non-PP peers.
6	Attendance/parental engagement	Attendance report, feedback from Romero attendance officer, pupil progress meetings

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 2023-24	
Intended outcome	Success criteria
Improved self-confidence and understanding of SEMH needs for identified children.	<ul style="list-style-type: none"> ○ All children to have whole class THRIVE sessions to fill SEMH gaps. ○ Thrive practitioners deliver 1:1 and small group Thrive Sessions ○ Children are able to regulate their emotions to enable them to access the curriculum ○ Adults in school to not increased confidence and participation of pupils
Improve writing outcomes for identified children.	<ul style="list-style-type: none"> - Identified Y5/6 pupils will participate in the Brilliant Club and will graduate at Manchester University in February. ○ Writing opportunities such as 500 words competition and Christmas poetry competition given to pupils and supported by English lead. ○ Pupil progress meetings to focus on writing ○ Writing lead to support teachers with planning for high quality writing opportunities there improve end of year data outcomes.
Increase enrichment opportunities	<ul style="list-style-type: none"> ○ All Pupil premium children to be offered one extra-curricular activity (sport, cooking, dance, eco-warrriors etc) free of charge throughout the year.
Improved oracy and use of vocabulary to express thoughts and learning.	<ul style="list-style-type: none"> ○ NELI disadvantaged gap reduced post-intervention period. ○ Improved phonics percentage for PP children ○ Positive 'Voice 21' engagement through Talk Tuesdays for identified PP children
Develop the vocabulary of EAL pupils	<ul style="list-style-type: none"> ○ EAL children have access to Flash Academy to improve speaking, listening, reading and writing skills.
Improved family engagement with learning	<ul style="list-style-type: none"> ○ Increased attendance for PP parents at parents evening, curriculum and learning events.

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

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: £105,000

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 https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	2, 4
Thrive Training and Resources Including Thrive Room	Social and emotional support is proven to support wellbeing of the pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://www.thriveapproach.com/about-thrive/impact-of-thrive/	1
Writing CPD	Evidence shows importance of the link between reading and writing, the key foundations for milestones, the importance of modelling, meta-cognition and planning at all levels. Guidance reports EEF educationendowmentfoundation.org.uk	2,4
To improve social skills, self-confidence and ability to be learn more independently	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1
Oracy Training	Specific speaking and listening programme with case study and trial evidence to show impact on PP cohorts https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf	2, 4

Brilliant Club	14 pupils from Y5 and 6 to take part in the Brilliant Club university programme. Release time for CC to deliver parent workshops etc.	2, 3
SEND training	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. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 5, 6
Parent Workshops	Class teachers/leaders delivering reading workshops to parents of all year groups.	4, 5, 6

Targeted academic support

Budgeted cost: £32,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention therapy support	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/	2, 4, 5
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 https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	2, 4, 5
Delivery of Fresh Start and precision teaching	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Fresh Start EEF (educationendowmentfoundation.org.uk)	4, 5

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
Flash Academy (EAL)	Licenses provided for 40 EAL children across the school, support with their home language to English translation to support them in accessing learning in the classroom. Focus on speaking, listening, reading and writing. https://flashacademy.com/ Parent workshops held by PP lead/SENCO to support with this at home.	2, 5,6
Learning Mentor support, supporting SEMHS	Learning mentor supports children who struggle with SEMHS across the school to regulate their emotions and access the learning in the classroom.	1
Bedrock	Bedrock licenses purchased for all children in Y2-6. PP lead provides a free Bedrock and breakfast club to support completion of this each week.	2, 4, 5

Wider strategies

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular activities	Extra curricular clubs provided for PP children free of charge (one per term) to ensure they are able to take up what is on offer. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3
Trips/Experiences	Trips and experiences (Science week, Tudor workshop, show visits etc) are subsidised to enable pupil premium children to have these experiences. https://insight.cumbria.ac.uk/id/eprint/5241/1/Learning%20Away%20Comparative%20Research%20Study%20Final%20CL.pdf	3
Parental engagement and workshops	Parental workshops are proven to be a low cost strategy for closing the gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

Supporting challenging behaviours	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. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Attendance and punctuality	School works closely with Attendance and Welfare Officer to ensure rigorous systems are in place to challenge and support identified families. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	6
CPOMS	A rigorous system is used to log any safeguarding concerns for our children, this ensures they are acted upon and dealt with within a timely manner	1, 6
4D Room	4D room is used to give children an immersive experience for activities they may not access outside of school.	3
Breakfast club offer	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for PP. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	

Total budgeted cost: £202,500

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 2022 to 2023 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Language skills and use of vocabulary among disadvantaged pupils will be improved	Bedrock learning platform introduced in Y2-6. Bedrock breakfast club held once per week for children to complete.	Assessments and observations indicate improved oral language. This is validated through triangulating with other sources of evidence. Including engagement in lessons, book looks and formative assessments.	<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
Provide resources and training to ensure that phonics is taught effectively	Phonics training delivered for all new staff. Coaching sessions provided by phonics lead. Half termly assessment carried out to identify gaps and target. Fresh Start programme delivered in KS2.	Phonics screening results were 59%, much lower than national. High percentage of SEND in year group.	<ul style="list-style-type: none"> Data shows that screening results are below national. New phonics lead to coach all staff, consultant to support with pedagogy as well as online portal to access training videos/resources.
The use of vocabulary among the disadvantaged will support closing the gaps across the curriculum	Data analysis used to analyse gaps in learning and these gaps were filled through therapies, interventions and support. Specialised teaching and training used to support staff in enabling children to succeed Bedrock to be used as a platform to drive vocabulary.	Bedrock leaderboard tracked by class teachers and PP lead to identify engagement, Bedrock leaderboard and certificates celebrated those children who were engaging with the platform.	<ul style="list-style-type: none"> Bedrock to continue to be a homework platform. Something additional provided for EAL pupils who are finding Bedrock difficult to access. A Phonics online portal to be used to support those children who are still on phonics and not ready for Bedrock.
Work with parents to increase levels of engagement at home and school	Early years workshops delivered to parents. Dance showcases, fashion events held to invite parents. Reading opportunities to come in to school and share a story. Liturgy and prayer sessions for children and parents. Parents Evening consultations	Increased percentage of disadvantaged parents positively engaging with school through attendance to workshops, parent consultations, reading opportunities and completion of homework	<ul style="list-style-type: none"> Parents attended more non-academic events, early years parents attended more events than those parents in KS2.
Improve attendance and punctuation of disadvantaged pupils to reduce lost learning time	Romero Attendance Officer monitored and actioned lates/absences and supported families to ensure that the children attended school. Pastoral lead worked with families to overcome barriers that deter this.	PP attendance generally in line with school average/non PP children apart from a handful of families who are receiving extra support.	<ul style="list-style-type: none"> Specific families to continue to receive extra support and safeguard lead to liaise. Romero attendance officer to continue to work closely to support families.
To improve social skills, self-confidence and ability for disadvantaged pupils to learn more independently	A range of extra curricular clubs provided, experiences such as Corpus Has Got Talent to enable children to perform. Romero Child Charter mapped out within each year group to ensure experiences are covered.	Pupil voice showed that the children have thoroughly enjoyed opportunities given to them this year within their clubs as well as trips/performances.	<ul style="list-style-type: none"> This will continue to be a focus particularly in KS1 as there is not as much of a range on offer.
Address gaps in learning to ensure that a greater proportion of disadvantaged pupils are working at age related expectations	Staff meetings and CPD delivered to staff to improve high quality teaching. Training also provided by external agencies in specific interventions for SEND children. School and academy wide support provided by ECTs particularly by mentors.	QLAs used to identify those children who need targeted interventions and In-class focus groups.	<ul style="list-style-type: none"> Attainment gap closed in some year groups in R, W, M, some year groups will be more of a target. <p>GD in PP to also be an area for strategic focus next year.</p>

Further Reflections

Maternities

Externally Provided Programmes

Programme	Provider

Service Pupil Premium funding (if applicable)

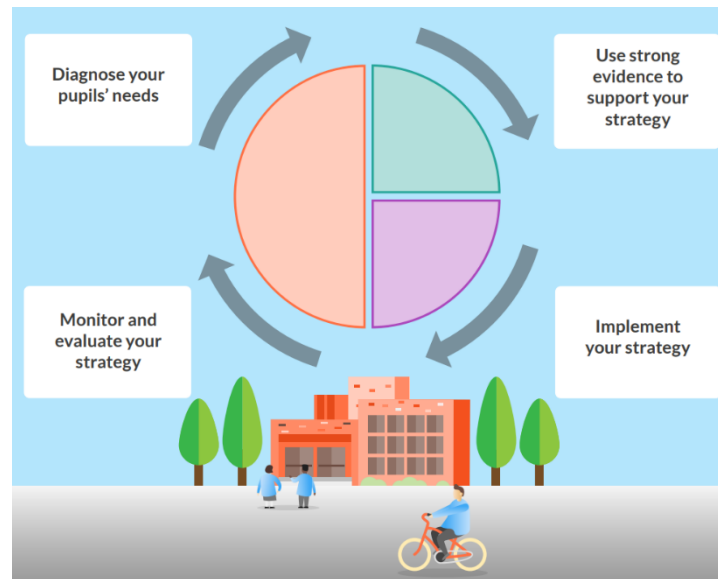
For schools that receive this funding, you may wish to provide the following information:

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.