



The Romero Catholic Academy
Pupil Premium Strategy Statement
For Corpus Christi Catholic Primary School
(2016 – 2017)

Funding for Pupil Premium

On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding			
2013-14	£105,300 – 117 children			
2014-15	£144,300 – 111 children			
2015-16	£146,520 – 111 children			
2016-17	£137,280 – 104 children			

	2013-14	2014-15	2015-16	2016-17
Percentage of FSM pupils	55%	53%	53%	49%
Number of FSM pupils eligible for the Pupil Premium	117 @£900 = £105,300	111 @£1300 = £144,300	111 @£1320 = £146,520	104 @£1320 = £137,280
Number of looked after pupils eligible for the Pupil Premium	0 @£900 = £900	0 @£1300 = £0	0 @£1900 = £0	0 @£1900 = £0
Number of service children eligible for the Pupil Premium	0 @£300 = £0	0 @£350 = £0	0 @ £300 = £0	0 @ £300 = £0
Total	£105,300	£144,300	£146,520	£137,280

Romero Priorities

Priority	Performance Area	Progress measure	Responsibility
Romero Priority 1 Promote Catholic Education	1.1 Community cohesion is strengthened - by greater engagement with the rich variety of communities with which our schools draw upon, to strengthen cohesion and address barriers to learning including language (with pupils and parents alike)	70% attendance at whole school/ MAC events	CC1 RE Leads ABD Academy Committees Principals Parishes/ Priests Chaplaincy teams
	1.2 Catholic life is enhanced and enriched – Collective pursuit to engage in a vibrant Catholic life and Sacramental programme with Pupil/ student/ staff voice being overwhelming positive in relation to experience of Catholic education through Romero and indications show that stakeholders are committed to remaining within the Company	80% of survey within Romero positive about Catholic life	
	1.3 Quality of Catholic provision improves - all schools judged as at least good (currently 5) or outstanding (currently 3) in self evaluation or Section 48 reports with an increase of at least 12.5% to those judged as outstanding Quality of Catholic life and teaching of RE is increased with a greater proportion of teaching judged as good or outstanding especially in relation to writing	12.5 % increase in sch Outstanding 80% of RE teaching good or better	
Romero Priority 2 Develop effective and high quality leadership at all levels	2.1 Effective work force is established -all academies to have a full staffing establishment in September of each academic year and talent pool created	All leadership posts filled within term	CC2 H of HR Academy Committees Principals
	2.2 Development of pathways for succession planning is established comprehensive CPD programme and pathways in place for support staff, teachers and leaders with impact shown within metrics	50% of Senior Leaders engaged in Romero CPD	
	2.3 Quality of HR provision is improved -metrics show an improving picture of staff absence, and reduction of grievances, disciplines and academic performance	Absence is 3% July 2017 Reduction in grievance and disciplinary from 2016	
Romero Priority 3 Increase English and Maths combined scores in all schools.	3.1 Collective accountability for standards across the MAC with over half of Primary Academies exceed previous performance (2016) to in line or above the national average for each end of Key Stage and at Y6 expected progress in Reading, Writing & Mathematics and a progress measure in the top 25% of primary schools nationally.	More than half of schools meet or exceed national data and all schools to show increase on 2016 data	CC3CI lead All Network Leads Academy Cttee Principals Link Directors
	3.2 Increase in schools judged as good/outstanding -all academies to be Ofsted ready (particularly Cardinal Wiseman, SS Peter and Paul, Good Shepherd) & graded as good or better in Ofsted & Section 48 inspections	12.5%+ increase in sch judged as good	
Romero Priority 4 Strengthen Transition	4.1 Increased admissions - an increasing % of Year 6 pupils in Romero schools transfer to Cardinal Wiseman and all Reception classes are 95% full & in year groups with oversubscription in years Historical data 40% in 2015; 33% in 2016 transferred from partner schools to Cardinal Wiseman	50% of Y6 Romero cohort transfer to Y7 CW	Academy Committees Principals
	4.2 Consistent and moderated approach to assessment - all schools have a common understanding and consistency in the approach to assessment; in year data is accurate with successful transition points achieved with reducing % of pupils students making no or negative progress in July 2017	5% increase on in year data based on 2016 data	
Romero Priority 5 Embed Effective Financial Management And Governance At All Levels	5.1 Strategic approach to overall performance -the MAC has a clear three to five year vision which is used to identify strategic priorities and is evaluated regularly across all stakeholders to ensure impact.	Strategy in place Reserves increase to 10%	CC4 H of Finance Chairs of Academy Committee/ Board Academy Committee
	5.2 Embed formal schemes of delegation, policies and procedures – all are produced, compliant and reviewed annually. All deadlines set for individual schools for financial monthly information reports are met. All safeguarding, Health and safety Ofsted statutory requirements completed.	100% deadlines met Romero/ Annual report and Hub	
	5.3 Engagement across MAC is high - overall attendance at Full Board, Core/ Academy/ Principal Committee Meetings to average 90% or higher over the academic year.	90% attendance overall	

Strategy outline for Pupil Premium spend

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2017
There are a group of children with persistent absence year on year.		<p>Target children and monitor their progress as a separate group to compare</p> <ul style="list-style-type: none"> Alerts set up for focus children School attendance incentives Attendance Policy/Procedures Use of Romero Attendance Officer <p>Continue whole school attendance systems to ensure increased attendance across whole school is maintained.</p>	Academic progress is improved and attendance raised by 10% for these children.	
Identified children who are not making progress including those PP children with SEND. There is a need to improve progress, attainment and concentration.	<p>£6,760</p> <p>SEND teaching assistant %</p>	<p>SEND lead is monitoring these children as a focused group.</p> <ul style="list-style-type: none"> SENCo monitoring schedule ensures regular monitoring. SENCo is non-class-based and can support intervention for behaviour and learning. Intervention for Progress issues from Sum 16 data and subsequent analysis of Aut 16 data target most vulnerable PP children send and non-send. SEND TA interventions eg Memory Magic/meet and greet Assessment/advice offered by LAWSS and EP for targeted children 	Expected/+ progress, narrowing attainment gap through data analysis	<p>February review</p> <p><i>From Sum 16 focus group, in:</i></p> <p><i>R – 5/9 (56%) made expected/+ progress</i></p> <p><i>W – 3/6 (50%) made expected/+ progress</i></p> <p><i>M – 5/11 (45%) made expected/+progress</i></p> <p><i>For all PP:</i></p> <p><i>A higher % are working below than for all/non-PP</i></p>
Improving behaviour for learning		<ul style="list-style-type: none"> Launch of behaviour charter LAWSS self-esteem/danger awareness work LAWSS behaviour obs/staff upskilling Revise behaviour policy to meet current needs Implement procedure for the most challenging behaviours 	<p>Staff voice/CPOMs identifies fewer behaviour issues</p> <p>Development of a behaviour charter</p> <p>Clarity of procedure for all stakeholders</p> <p>Formalisation of expectations to support behaviour for learning</p> <p>Pupil voice</p>	Behaviour charter launched in assembly.

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2017
Support for family cohesion, well-being We have an increasing number of families and children needing help with various issues. This affects learning, attendance, attitudes and punctuality		<ul style="list-style-type: none"> Direct 1:1/group/family work: Romero Pastoral Support Worker Attendance Officer to carry out home visits and provide advice and support. Through the Romero Partnership Network to monitor attendance, punctuality and work with families to ensure that their child is in School and on time each day. New Pastoral Role (EYFS) 	<ul style="list-style-type: none"> Staff voice/CPOMs identifies fewer behaviour issues Increased attendance/punctuality Early identification of necessary support Pupil engagement/well-being improved 	
We have a high percentage of EAL pupils and parents who need language support	£4,149	<ul style="list-style-type: none"> TA to support EAL/Parental Engagement Targeted reading, comprehension, vocabulary support 	<ul style="list-style-type: none"> Language barriers overcome to improve communication between all stakeholders Reading progress/attainment outcomes improved 	<ul style="list-style-type: none">
We have a high proportion of children with Speech and Language needs/limited vocabulary	£5,500	<ul style="list-style-type: none"> Provide direct therapy 1:1, group Assess and provide specialist advice for in-class support Upskill staff in SaLT/Makaton 	<ul style="list-style-type: none"> Progress/attainment measure in NC teacher assessment intervention review/movement in/out of therapy parental/pupil/staff voice via structured conversations 	<ul style="list-style-type: none"> x% of children supported through SaLT were PP
There is an increase in vulnerable children and families		<ul style="list-style-type: none"> Conduct Headteacher/Learning Mentor meetings to identify vulnerable children and families, plan provision Provide CAF/SEND support: SENCo/Learning Mentor Deliver Protective Behaviours course through Learning Mentor Deliver workshops/lessons in all aspects of 'keeping children safe in education' 	<ul style="list-style-type: none"> Improved attendance of PP Continue to strengthen positive Pupil/parent voice Continue to have a proactive response to needs To safeguard vulnerable children/families 	<ul style="list-style-type: none"> 67% in Spr 17 PB group PP

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2017
Progress/Attainment gaps between PP and non-PP children are an issue		<ul style="list-style-type: none"> • % of staff training Singapore maths • Through discussions in pupil progress meetings pupils are targeted for tailored interventions according to need and gaps • Leadership release for monitoring of PP across the school in areas of responsibility and supporting staff, providing guidance on how to ensure the difference is diminishing between PP and non-PP children • % of staff training Read Write Inc (phonics for reading/writing) • Release Read Write Inc Manager to monitor, evaluate and assess quality of provision 	<ul style="list-style-type: none"> • Data analysis will show diminishing of the difference between PP and non-PP children • Provide CPD, immediate feedback, improve quality/consistency of delivery, upskill teachers 	
Develop new leadership of Pupil Premium	£890	<ul style="list-style-type: none"> • Deputy Principal and PP Lead attended 1 day training. • Continue to build upon CPD from PP conference 	Greater understanding of/action planning: <ul style="list-style-type: none"> • barriers • strategies • evidencing effective use of funding • recording/publishing 	
Additional TAs EYFS x2 SEND x1	£9,772 £6,760	Provide additional support in Nursery/Reception and across School for interventions	<ul style="list-style-type: none"> • NC teacher assessment progress/attainment 	
Computing/STEM Teacher	£13,434			
Encouragement to participate in a range of extra-curricular activities at School – develop well-being, self-esteem, school engagement, social skills		Provide a wider range of after-school provision		
Some children lack creative opportunities outside of School, so need enrichment in School from a specialist	£11,699	4D Room/Bubble Tube (%of)	To increase pupil engagement and develop creativity across the curriculum	

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2017
	The Arts £1,700	<ul style="list-style-type: none"> Provide specialist Artist to work with children, including after school club Provide specialist music teacher Create opportunities to work with Arts Council (England) and local renowned company, Imagineer in conjunction with Paul Hamlyn 	Raise pupil engagement, give them an opportunity to learn additional skills/musical instruments	Positive response from pupil voice
Some families have financial barriers preventing their children from accessing valuable residential/non-residential trips.	£2,592 £1,650	<ul style="list-style-type: none"> Subsidise residential visits Subsidise non-residential trips 	<ul style="list-style-type: none"> Enrichment opportunities, raising aspirations, social development, independence Foster positive relationships with families 	Raised aspirations Pupil Engagement high
Some families have financial barriers preventing their children from accessing good quality before and after-school provision	£2000	<ul style="list-style-type: none"> Subsidise before/after school provision to allow a flat rate fee of £1.50 for before/after school clubs Provide a nutritious breakfast for children and a settled start to the day 	<ul style="list-style-type: none"> Wider opportunities for children to access a variety of high quality before and after-school activities at an affordable rate Foster positive relationships with families 	
Some children have fewer opportunities to eat healthy foods daily	£237 £400	Provide fruit in KS2 Provide milk across the school	Fresh fruit/milk daily.	Pupil Voice positive
There is a need to provide opportunities for high achieving PP children to ensure they are reaching their potential		There is a gap in our provision here – what can we plan??		
Total	£97,267			

There is a reserve amount of £13,436 (Approx. 10%) to cover additional needs throughout the year for pupil premium pupils.

Written January 2017 by
Date of next review: Summer 2017
Shared with the Academy Committee : Spring 2017