



The Romero Catholic Academy
Pupil Premium Strategy Statement
For Corpus Christi Catholic Primary School
(2017 – 2018)

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	£77,400 – 86 children
2014-15	£97,500 – 75 children
2015-16	£105,600 – 80 children
2016-17	£114,840 – 87 children
2017-18	£102,960 – 78 children

	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of FSM pupils	31%	30%	26%	22%
Number of FSM pupils eligible for the Pupil Premium	75 @ £1300 = £97,500	80 @ £1320 = £105,600	87 @ £1320 = £114,840	78 @ £1320 = £102,960
Number of looked after pupils eligible for the Pupil Premium	0 @ £1300 = £0	0 @ £1900 = £0	0 @ £1900 = £0	0 @ £1900 = £0
Number of service children eligible for the Pupil Premium	0 @ £350 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0
Total £	£97,500	£105,600	£114,840	£102,960

Romero Priorities

Strategy outline for Pupil Premium spend

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2018
<p>Specific groups of children with attendance below 95% (school attendance is above NA 97.2%)</p>	<p>£4500</p>	<p>To identify PP target children and monitor their progress as a separate group to compare progress</p> <ul style="list-style-type: none"> • Alerts set up for focus children • School attendance incentives • Attendance Policy/Procedures <p>Continue whole school attendance systems to ensure increased attendance across whole school is maintained.</p>	<p>Improved attendance for this group Support academic progress through raised attendance, aim above 97%.</p>	<p>Whole school attendance is broadly inline with last year and still above national average. Having the attendance officer strictly following the home visits procedure has been vital to ensure our children are in school and attendance has remained inline. However, it became apparent through the investigations that children arriving to school late in a morning for disadvantaged children was significantly higher than non-disadvantaged children This will be a focus for the next strategy so that children are not missing any learning time which will have a negative impact on their attainment and progress.</p>
<p>PPG children not making progress in line with non PP including those children with SEND</p>	<p>£3840 SEND teaching assistant 1 day per week £1740 TA to two days a week £2664 Asst Vice Principal salary – ½ day per two weeks</p>	<p>PPG, EAL and SEND lead to monitor these children as focused groups.</p> <p>Identify children who are non SEND and PP and those who are SEND and PP</p> <p>Ensure that effective interventions supports learning</p> <p>Monitor the quality and outcomes of intervention work</p>	<p>Data analysis will show the diminishing of difference between PP and non PP children – this will also be measured against national standards, not just non PP children in school to ensure that we are striving to meet national standards</p>	<p>Individual children were analysed at a whole school level and academic and emotional needs identified. The profile of pupil premium children was raised and identified support given in first class teaching and intervention support. Groups of children were identified with emotional</p>

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	<p>£5424 Learning Mentor Salaries - salary ½ day each per week</p> <p>£26,396 Whole class teaching proportion spent on First Class Quality Teaching %</p> <p>£200 PP review with Paul Longden</p>	<p>Secure data records for pupils taking part in intervention to monitor the impact.</p>		<p>barriers which will need to be continued to be developed to see further progress which will diminish the difference further.</p> <p>Progress of Pupil Premium children in year is broadly in-line with non-pupil premium children, with a slight decline in writing. This will be a focus for the next academic year.</p> <p>Paul Longden reviewed the school to ascertain areas of improvement which will be implemented in the next strategy document – using SMART targets and using proportionate language when analysing data. He did recognise that: ‘the PP lead is strategically leading on the provision for disadvantaged pupils...to ensure both academic and pastoral outcomes improve.’</p> <p>Ofsted also visited Mar 2018 with a focus on Pupil Premium and identified positive strategies that had been put in place to aid the progress and attainment with disadvantaged pupils.</p>
<p>Pupil premium children with attainment below non PP</p>	<p>Costing above</p>	<p>PPG, EAL and SEND lead to monitor these children as focused groups.</p> <p>Identify children who are non SEND and PP and those who are SEND and PP</p>	<p>Data analysis will show the diminishing of difference between PP and non PP children – this will also be measured against national standards, not just non PP children in school to</p>	<p>Children have been given opportunities to improve areas such as self-confidence/self-esteem etc to enable them to have strategies to be able to improve their attainment.</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2018
		<p>Ensure that effective interventions supports learning</p> <p>Monitor the quality and outcomes of intervention work</p> <p>Secure data records for pupils taking part in intervention to monitor the impact.</p>	<p>ensure that we are striving to meet national</p>	<p>Attainment of Pupil Premium children showed that there has been an increase in percentage points on the previous year groups and that they were above National figures (for all) Reading by 14% Maths by 2% and combined by 3% at the end of Key Stage 2. Writing was below by 8% - a focus area for the next academic year.</p>
<p>Some children have significant barriers to learning</p>	<p>£3000- EHWP/ LAWSS/SEMH&L</p> <p>£500 Kindness Matters</p> <p>£10,848 1 day per week each Learning Mentor for Thrive work and work pastorally with children</p> <p>Thrive training expenses - FREE</p> <p>£500 Butterfly project</p>	<p>Share new school behaviour strategy (Kindness Matters)</p> <p>LAWSS self-esteem/danger awareness work LAWSSs behaviour obs/staff upskilling EHWP, updates, vulnerable children meetings, target children are tracked. Pastoral Learning Mentor to work with early years children and families. Initiate the THRIVE programme and resource as needed (CSIFunding)</p>	<p>Staff voice/CPOMs identifies fewer behaviour issues and/or followed progression in supporting children displaying these barriers</p> <p>Pupil voice demonstrates that 'Kindness Matters' is embedded within practice</p>	<p>SLT devised a new 'Kindness matters' policy and embedded it across school. Children and staff were all involved with the project including 'The butterfly project' promoting greater aspirations for all children. Staff voice and Pupil voice recognised that people were 'being nicer' to each other and staff noticed a reduction in low level behaviour. Thrive training and implementation on a small scale has had a huge impact on those individual children. Reported incidents for these children have significantly decreased throughout the year and their Thrive experience and strategies were implemented.</p>
<p>Increasing number of vulnerable families need support with a wide range of difficulties, inc. learning, punctuality, financial and emotional needs.</p>	<p>£10,848 1 day per week each Learning Mentor for work with vulnerable families inc home</p>	<p>Second Pastoral Learning Mentor to work with our vulnerable families to offer support. Offer parental courses.</p> <p>Employment of attendance officer. Direct 1:1/group work with both children and families:</p>	<p>Family engagement is more prevalent in school and the number of families seeking advice and receiving support has increased.</p>	<p>Families are welcomed into school and supported well by pastoral team on a daily basis. Further opportunities and programmes for families will be increased for the following</p>

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	visits/safeguarding £650 Thrive room £4650 Pupil Premium Voucher £50 voucher provided to each eligible family to spend in school on uniform, trips etc	Romero Pastoral network to monitor punctuality and work with families to ensure that all stakeholders' needs are identified and addressed. CAF/SEND support: SENCo/Learning Mentors Refrurbish the parent room to allow a space for meetings which is calm and comfortable	Parenting courses show a greater uptake and positive outcomes Pupil engagement and well-being improved- demonstrated through pupil voice, increased attendance and punctuality.	year including training courses for parents. Parent meetings have been well-attended across the school. Corpus Christi day well-attended and pupils and staff commented on the welcoming and supportive atmosphere in the school. The E-Voucher has benefited many families enabling children to be able to afford to go on school trips and to purchase new uniform.
High proportion of EAL and a number of non-English speaking parents.	£2,000 proportion of TA salary	TA to support EAL/Parental Engagement. Translation of letters, policies and newsletters. Interpreter for parents meetings in order to support families.	Children and families feel supported with their language. Children make accelerated progress in language acquisition to enable full access to the curriculum.	Our parents who have EAL have been extremely appreciative of the support given to them in translation which was mentioned at parents evening. Parents have commented on the translation of certain documents that have been sent out. Parents were appreciative of having this service available at Parents' evening enabling all parents the opportunity to be able to support their children at home. Having someone available to liase with parents and children with limited language on entrance to school, when in need or when children are distressed have found having this support invaluable.
High percentage of children with Speech and Language difficulties and limited vocabulary.	£5,500 Pepper Therapy	Employed an independent speech and language therapist 1 day per week who will work with as	Progress/attainment measure in NC teacher assessment	Chidren have been seen more rapidly than waiting for

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		<p>many children that have been recognised as having S&L as a barrier to their learning. Process is accelerated due to in-house S&L therapist</p> <p>Direct intervention 1:1 and group work. Upskilling staff in speech and language strategies/Makaton – In-house CPD</p>	<p>Movement of children receiving therapy and rapid reviews</p> <p>Parental/pupil/staff voice will have a positive improvement</p>	<p>external provision and more children have been to S&L therapy with a positive outcome. Teachers have been able to work closely with therapist therefore supporting and helping the child with specific sounds/areas for development.</p> <p>Many children have been moved forward with either a plan to support or requiring no further therapy.</p>
<p>Attainment/progress in maths across the school is below national average</p>	<p>£500 - Maths No Problem Training provided to all staff in house by Maths Lead</p>	<p>Raise attainment through-</p> <ul style="list-style-type: none"> • Staff training /CPD • Embrace new philosophy • Purchase new scheme/ resources • <p>More robust data analysis within year groups to ensure that all children are identified and targeted for support</p>	<p>Raised attainment and progress in maths across the school including an increase of combined scores.</p> <p>Data analysis</p>	<p>Maths No Problem embedded across the whole school – this has been carefully monitored. Resources purchased to enable the manipulatory aspect to Singapore Maths. Some teachers were trained on this. Maths lead has led some in-house CPD training for staff.</p> <p>Maths has improved at the end of both Key Stage 1 and 2 for the cohorts. Maths results increased in attainment and progress in comparison to their previous year's results but disadvantaged children in KS1 were still lower than non-disadvantaged pupils (10% and all nationally 21%) at Key Stage 1 and at Key Stage 2 (8%) in relation to non-disadvantaged and nationally all they were 2% above.</p>

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Access to and engagement with a range of extra school curricular activities	£500	<p>Pupil Voice – PP/Non PP</p> <p>A wider range of after-school provision is planned from increased demand from children and parents. develop well-being, self-esteem, school engagement, social skills</p> <p>Encouragement to participate in a range of extra-curricular activities at School</p>	<p>Pupil Voice judgement of impact</p> <p>Increase number of PP children attending a more varied range of activities by ensuring that quality provision is provided.</p>	<p>The benefit of this has been seen from the extra groups and activities that were identified as being purposeful for the individual child's needs.</p> <p>Pupils are more responsible and patient after supporting younger children. Self-esteem has been improved and some children have more belief in themselves in the lessons. This is a process that will take time for the benefits to be seen in academic hard data.</p>
There was a decline in the % of children achieving the phonics expectation	£1200 RWI training provided to all staff in house by RWI Lead. RWI Resources and precision assessment	<p>Consistent precision monitoring from RWI manager to lead on phonics across the school</p> <p>Updated training for RWI manager and new teachers</p> <p>Staff training across school to ensure correct and consistent delivery</p> <p>More robust and accurate data analysis by RWI manager</p> <p>Purchase upto date RWI resources</p>	<p>Improved understanding of the delivery of phonics through RWI</p> <p>Improved result of children passing Year 1 phonics and those who have taken them at Year 2.</p>	<p>RWI focus on children inc PP children from EYFs through to</p> <p>Analysis of the progress and groupings of each child has been robust with a sharper focused assessment system put in place by the phonics lead.</p> <p>Phonics results for pp children was 70% at the end of year 1 – the school was 82%. These children will be targeted again in Year 2 to attain phonics by July 2019.</p>

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<p>Enrichment – Some pp children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their self-esteem that other non PP children receive outside of school.</p> <p>Enrichment – continued</p>	<p>£5,000 Contribution to subsidised school trips throughout the year inc Dol Y Moch/London</p> <p>£4000 – Artist in Residence contribution</p>	<p>Ensure that experiences are available in-school where possible and experiences are accessible for all pupils to receive a broad and full array of opportunities</p> <p>Artist in Residence</p> <p>Increase use of technology across the curriculum Musician and professional sports coaches % of</p> <p>Subsidised residential visits: Dolymoch, London</p> <p>Subsidised non-residential trips</p> <p>Subsidised extra-curricular activities (choir)</p> <p>University and Graduation opportunity</p> <p>Subsidised before/after school provision allowing flat rate fee</p>	<p>Increased pupil engagement and developed creativity across the curriculum</p> <p>Raised pupil engagement Enrichment opportunities, raising aspirations, social development, independence Increased numbers of PP children</p>	<p>Many opportunities were given to pupils to ensure that all children had received a broad range of experiences.</p> <p>Wizard of Oz, including all KS2 children, gave every child the opportunity to perform on the stage in a professional capacity.</p> <p>Plas-Dol-Y-Moch was a successful trip with children commenting that they had never been outside of Coventry and would have never been able to do all the things they had in Coventry. – Pupil Voice.</p> <p>40 children had the experience of singing at The Royal Albert Hall – a once in a lifetime opportunity with a majority pupil premium children.</p> <p>Year 6 visited London and the theatre – most children had never experienced staying in a hotel or going to the theatre.</p> <p>Year 5 spent the day as University students graduating in Arts and Engineering – many inspired to go to university and aspirations increased.</p>

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Results of Years R and Y6 health checks show obesity is above average in our school Children's diet and well being	£4000 Game on coaches – lunchtime contribution £4000 - Gymnastics Contribution	Identify PP children who are overweight Develop healthy eating – cooking club/competitions Imrpvoe exercise regime – promotion of daily mile route on school yard which will be mapped out by painted lines. Game on coaches to promote active game play at lunchtimes. Signs on yard to promote healthy living Link to sports funding Wellbieng audit and work towards an award	Monitoring of health checks Improved understanding of healthy eating/diet Increase in children's sporting activities	This is still in action. Daily Mile track to be completed and The Global Mile to be launched linking to sports premium. Game On – active lunchtimes has seen a huge improvement in children being active at lunchtime and less behaviour incidents since they have been on board. Well-Being scheme bought and implemented across school. Jigsaw is being well-received by pupuls and teachers and is still in the process of working for the well-being award.
Provisions to support well-being/health	£250 Fruit £250 Milk	KS2 Fruit (%of) Milk		
Total	£102,960			