



The Romero Catholic Academy  
Pupil Premium Strategy Statement  
For Corpus Christi Catholic Primary School  
(2018 – 2019)

## 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
2014-15	£97,500 – 75 children
2015-16	£105,600 – 80 children
2016-17	£114,840 – 87 children
2017-18	£102,960 – 78 children
2018-19	£97,680 – 74 children

	2015-2016	2016-2017	2017-2018	2018-2019
<b>Percentage of FSM pupils</b>	30%	26%	22%	22%
Number of FSM pupils eligible for the Pupil Premium	80@£1320 = £105,600	87 @£1320 = £114,840	78 @ £1320 =£102,960	74 @ £1320 =£97,680
Number of looked after pupils eligible for the Pupil Premium	0 @ £1900 = £0	0 @£1900 = £0	0 @ £1900 = £0	0 @ £1900 = £0
Number of service children eligible for the Pupil Premium	0 @ £300 = £300	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0
<b>Total £</b>	£105,600	<b>£102,960</b>	<b>£102,960</b>	<b>£97,680</b>

## Romero Priorities

<b>SCHOOL PRIORITY 1</b>	To enhance and enrich the provision of Catholic Life
<b>SCHOOL PRIORITY 2</b>	To develop and maintain effective and high quality leadership at all levels that enables pupils and staff to thrive
<b>SCHOOL PRIORITY 3</b>	To improve the provision of challenge for all children especially the more able, increasing the % of children making better than expected attainment and progress
<b>SCHOOL PRIORITY 4</b>	To strengthen provision for Pupil premium children to reduce the attainment and progress gap

## Strategy outline for Pupil Premium spend

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2019
<p>Specific groups of children that have persistent absences needs to decrease. 2017-2018 unauthorised persistent absences for disadvantaged children were 1.34higher than all non-disadvantaged children.</p> <p>Specific groups of children that are persistently late. 2017-2018 50% of lates were from disadvantaged children.</p>	£5000	<p>To identify target children and monitor their progress as a separate group for comparison. Use the Romer attendance officer and pastoral to support families to increase the absence/lateness. Alerts set up for focus children. School attendance incentives – new initiative Attendance Policy/Procedures for persistent absences. Lates to be monitored and parental meetings re persistent lateness. SLT to monitor door for lates. Monitor inventory system for repeated lateness and identify patterns</p> <p>Continue whole school attendance systems to ensure increased attendance across whole school is maintained inline with the national average.</p>	<p>Persistent absence of disadvantaged children brought inline with non-disadvantaged children. Reduce the gap to 0.5% difference.</p> <p>Lateness to reduce in relation to amount of disadvantaged children in school. Reduce to 25%.</p>	
Disadvantaged children are not making expected progress in line with non-disadvantaged children including those children with SEND	£20000	<p>SAVP to monitor these children as focused groups to ensure that quality targeted individual learning is provided as additional support.</p> <p>Identify children who are SEND and disadvantaged.</p> <p>Secure data records for pupils taking part in interventions to enable the monitoring of impact.</p> <p>Increase progress measures at the end of KS2 to increase for disadvantaged pupils to be relatively in-line. Focus heavily on Reading (diff 0.5) Writing (diff 1.5)</p>	Data analysis will show the diminishing of difference between disadvantaged children and this will be measured against national standards, not just non-disadvantaged children in school to ensure that we are striving to meet national standards of 0.	
Disadvantaged children are not attaining the ARE in line with non-disadvantaged children in school (including those children with	Costing above	SAVP to monitor attainment of all disadvantaged children in school to ensure that they have a targeted individual learning plan to enable them to	Data analysis will show the diminishing of difference between disadvantaged and	

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SEND) in the large majority of classes.		<p>meet the ARE or their target PAG score.</p> <p>Focus therapy/booster groups for disadvantaged children in Year 6. Breakfast mentoring/after school mentoring.</p> <p>Monitor quality of all additional provision.</p> <p>Increase disadvantaged children attainment in the higher attaining levels (GD)</p>	<p>non-disadvantaged which will also be measured against national standards.</p> <p>67% RWM - 10% difference to all in school combined in RWM to be inline with all, but must remain above current national average of 64% RWM.</p>	
Some children have significant barriers to learning	<p>£3000- EHWB/ LAWSS/SEMH&amp;L</p> <p>£12000 Pastoral</p>	<p>LAWSS self-esteem/danger awareness work</p> <p>LAWSSs behaviour obs/staff upskilling</p> <p>EHWB, updates, vulnerable children meetings, target children are tracked.</p> <p>Pastoral Learning Mentor to work with early years children and families.</p>	<p>Pupil/Staff Voice will produce soft data to validate the improvement in: class and social situations; the accessibility of quality first teaching and self-confidence.</p>	
Increasing number of vulnerable families need support with a wide range of difficulties, inc. learning, financial and emotional needs.	<p>£12000 Pastoral</p> <p>£4000</p> <p>£6000 Pastoral</p> <p>£4000 E-voucher</p>	<p>Pastoral Learning Mentor to work with our vulnerable families to offer support.</p> <p>Parental courses on healthy eating across Romero to help pupils/parents cook and budget for healthy family meals.</p> <p>Pastoral Mentor targeting disadvantaged children for Thrive training and support.</p> <p>Direct 1:1 and group work with both children and families.</p> <p>E-Vouchers to support families with trips and uniform – this will be monitored and updated.</p> <p>Ensure EYPP chn transfer to PP children (aged 5)</p>	<p>Parent/Pupil Voice on the services and support that they receive.</p> <p>Soft data analysis on pupil's experience in school and their support.</p> <p>Ensure our children are able to access the extra provision regardless of financial implications.</p> <p>Impact will be happier more content children with supportive families and the ability to engage and learn.</p>	
Parental engagement and confidence being in the school environment and supporting their child.	£3000	<p>Drop-in weekly café with different speakers/support available for parents.</p> <p>Access to internet and support for parents with IT</p>	<p>Parental engagement in school and support of their child.</p> <p>Improved understanding of</p>	

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		skills. Parental café sessions on academic subjects.	teaching strategies. Support network and advice for families without financial implications. Parental Voice	
High proportion of EAL and a number of non-English speaking parents.	£2,000	TA to support EAL/Parental Engagement.  Translation of letters, policies and newsletters. Interpreter for parents meetings in order to support families.	Pupil/parent Voice Parents/Children are able to access all information and curriculum.	
High percentage of children with Speech and Language difficulties and limited vocabulary.	£5,500 Pepper Therapy	Employed is an independent speech and language therapist 1 day per week who works with as 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  Direct intervention 1:1 and group work. Upskilling staff in speech and language strategies/Makaton – In-house CPD	Progress/attainment measure in teacher assessment  Movement of children receiving therapy and rapid reviews  Parental/pupil/staff voice will have a positive improvement	
Access to and engagement with a range of extra school curricular activities	£3500	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 and sports.  Encouragement to participate in a range of extra-curricular activities at School	Pupil Voice judgement of impact  Significant increase of disadvantaged children attending a more varied range of activities by ensuring that quality provision is provided including before and after school clubs which can be offered with reduced costs.	

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Enrichment – Some disadvantaged children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their self-esteem that other non disadvantaged children receive outside of school.	£5,000 Contribution  £4000 – Artist in Residence contribution  £5000 Every Child Pledge	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  Artist in Residence  Increase use of technology across the curriculum Musician and professional sports coaches % of  Subsidised residential visits: Dolymoch, London  Subsidised non-residential trips  Subsidised extra-curricular activities (choir)  University and Graduation opportunity  Subsidised before/after school provision allowing flat rate fee  Every Child will do... Ensure that each child has the same opportunity.	Increased pupil engagement and developed creativity across the curriculum  Raised pupil engagement Enrichment opportunities, raising aspirations, social development, independence.  Equivalent opportunity for all. Children equal in life experiences	
Lack of aspirations	£2000	Inspiration/Operation/Celebration for children to come together across Romero to share in a special aspirational week with a chance to partake in workshops and a chance to celebrate their achievements.	Pupil Voice.	
Provisions to support well-being/health	£250 Fruit  £250 Milk  £500 Bread	KS2 Fruit (%of) Milk  Proportion of cost for Breakfast for all children		
<b>Total</b>	<b>Approx £97,000</b>			