



**Corpus Christi
Catholic Primary School**
Part of The Romero Catholic Academy



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Catholic Academy**
Nurturing the Talent of Tomorrow

Corpus Christi Catholic Primary School Pupil Premium Strategy 2019-2020

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
2016-17	£114,840 – 87 children
2017-18	£102,960 – 78 children
2018-19	£97,680 – 74 children
2019-20	£101,640 – 77 children

	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of FSM pupils	26%	22%	22%	21%
Number of FSM pupils eligible for the Pupil Premium	87 @ £1320 = £114,840	78 @ £1320 = £102,960	74 @ £1320 = £97,680	77 @ £1320 = £101,640
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 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0
Total £	£102,960	£102,960	£97,680	£101,640

Romero Priorities

SCHOOL PRIORITY 1	To further enhance the provision of Catholic Life		
SCHOOL PRIORITY 2	To develop effective and high-quality leadership at all levels to create a high-performance culture		
SCHOOL PRIORITY 3	To continue to develop the quality of teaching to ensure that all teaching is judged good, with an increasing % judged outstanding over time.		
SCHOOL PRIORITY 4	Implement and further develop a bespoke curriculum, ensuring that all pupils are engaged in their learning, appropriately challenged and well-supported.		

Strategy outline for Pupil Premium spend

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
<p>Specific groups of children that have persistent absences were broadly in line, but this needs to be monitored and closely checked</p> <p>Significant difference of persistent lates for disadvantaged children. This increases throughout the year escalating into Summer term.</p>	<p>£4500</p> <p>£500</p>	<p>Identify target children and monitor their progress as a separate group for comparison.</p> <p>Use the Romero attendance officer and pastoral to support families to increase the absence/lateness. Alerts set up for focus children.</p> <p>Continue whole school attendance systems to ensure increased attendance across whole school is maintained inline with the national average. Attendance Policy/Procedures for persistent absences.</p> <p>Monitor lates and hold parental meetings re persistent lateness. SLT to monitor door for lates. Monitor inventory system for repeated lateness and identify patterns.</p> <p>Identify and invite target children to come to breakfast club to eleveate lateness.</p>	<p>Progress of identified children will be in-line with all children both in school and the nationl average aiming to be above 97%</p> <p>Lateness of disadvantaged children will be in-line with all non-disadvantaged children which will enable children to access more learning which will impact attainment and progress of those children.</p>	
<p>Disadvantaged children are not making expected progress in line with non-disadvantaged children including those children with SEND (end of key stage and in-year data)</p>	<p>£15000</p>	<p>SLT to monitor these children as focused groups to ensure that quality targeted individual learning is provided as additional support through the use of Pixl. Data to be closely monitored.</p> <p>Target interventions for those children identified as children who are SEND and disadvantaged.</p>	<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 across school.</p>	

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
Disadvantaged children are not attaining the ARE in line with non-disadvantaged children in school (including those children with SEND) in the large majority of classes.	See costing above	SLT to monitor attainment of all disadvantaged children in school to ensure that they have a targeted individual learning to enable them to meet the ARE through the use of Pixl therapies including supporting children to attain GDS. Training for staff to ensure that Quality First Teaching is delivered to the children. This will have a focus on developing the curriculum creating opportunities and skills to support the children's learning. Additional targeted support for the disadvantaged children in class and more supported CT time. Monitor quality of all additional provision.	Data analysis will show the diminishing of difference between disadvantaged and non-disadvantaged children which will also be measured against national standards. This should be evident in all year groups, not just end of key stage.	
A high percentage of disadvantaged children in Key Stage 2 have barriers to their learning as they have phonetic gaps which is hindering their ability to access all of the curriculum because of their lack of reading skills.	£2000	Train staff to deliver high quality phonics programme to plug gaps. Purchase Fresh Start reading scheme with ample new texts Purchase high interest/low level texts.	Improved attainment and progress in their assessments. A higher interest in reading by these pupils. Pupil voice will show their engagement.	
Some children have significant barriers to learning.	£3000	SEMHL self-esteem work SEMHL behaviour obs/staff upskilling SEMHL updates, vulnerable children meetings, target children are tracked.	Pupil/Staff Voice and will produce soft data to validate the improvement in: class and social situations; the accessibility of quality first teaching and self-confidence.	
Increasing number of vulnerable families need support with a wide range of difficulties, inc. learning, financial and emotional needs.	£12000	Pastoral Learning Mentor to work with early years and KS1 children and families to support.	Parent/Pupil Voice on the services and support that they receive will show an impact on	

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	£12000	Support to be provided through Thrive in school. Pastoral Learning Mentor to work with KS2 children and families to support.	family life and subsequently performance and enjoyment in school. Soft data to be analysed to show improvements in attitudes and behaviour to learning.	
	£4000	E-vouchers presented to all families to support financially with additional school costs.	More children are accessing all trips and are engaging with extra-curricular events and have assistance with the purchasing of uniforms. Impact will be happier more content children with supportive families and the ability to engage and learn.	
Many of our disadvantaged children display a lack of self-esteem and self-confidence in school.	£7000	Groups to be set up to occur each week to work on individual needs of the children ranging from year 1 to year 6. Pastoral and support staff to provide support and activities to support the children.	Soft data taken from an amalgamation of staff working with the children to recognise any difference and improvements to their self-esteem and confidence in class.	
Parental engagement and confidence being in the school environment and supporting their child both academically and emotionally	£3000	Supported by PP champion across the academy. Drop-in weekly café with different speakers/support available for parents. Access to internet and support for parents with IT skills. Parental café sessions on academic subjects. Parent and child courses on healthy eating across Romero to help pupils/parents cook and budget for healthy family meals.	Parental engagement in school and support of their child. Improved understanding of teaching strategies. Support network and advice for families without financial implications.	
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.	

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
High percentage of children with Speech and Language difficulties and limited vocabulary.	£5,500 £500	Employed is an independent speech and language therapist (pepper therapy) 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. Closing the vocabulary gap training for two members of staff which will	Progress/attainment measure in teacher assessment Movement of children receiving therapy and rapid reviews Parental/pupil/staff voice will have a positive improvement Increased vocabulary strategies for all staff and improved vocabulary skills for children.	
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 which will be offered to our disadvantaged children. 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.	

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
Enrichment – Some disadvantaged children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their	£5,000	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 such as trips and experiences which could be subsidised.	Increased pupil engagement and developed creativity across the curriculum	
	£4000	A wider range of professionals delivering experiences in school for children such as sports/artist in residence/performing arts	Raised pupil engagement Enrichment opportunities, raising aspirations, social development, independence.	
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	£3000	Promoting healthy bodies, healthy minds. Breakfast opportunities to ensure all children have eaten and are ready for learning. Outside area to be created to serve breakfast.		
	£1000	Early morning cross country and sports activities to take place.		
	£500	Milk & Fruit contribution for KS1 & KS2		
Total	APPROXIMATELY £90000	10% to be withheld for additional costs throughout the year		