



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



**The Romero Catholic Academy**  
Nurturing the Talent of Tomorrow

## 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	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>	<p><b>£4500</b></p>	<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 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>	<p>Throughout the year general absences for disadvantaged children have been broadly inline with non-disadvantaged children. Average across the year disadvantaged children absence was 0.61% lower than non-disadvantaged and in comparison to whole school attendance, it is 0.43% less.</p> <p>Persistent absences have been reduced to 1.07% in relation to non-disadvantaged children. This equated to three children which a case study has been completed and work has been completed with these families.</p> <p>Lates for disadvantaged children are significantly higher than non disadvantaged children. 35% of lates however this has improved on 2017-2018. Continue to monitor and work with families – breakfast club options available.</p>
<p>Disadvantaged children are not making expected progress in line with non-disadvantaged children including those children with SEND</p>	<p><b>£3000</b> allotted PP Lead allotted salary</p>	<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>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</p>	<p>Quality First Teaching has been the targeted area and teachers more aware of disadvantaged children's needs. Training has been delivered to teachers in relation to data and understanding areas of need</p>

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	<p>TA salaries Equivalent to ½ day per week for group work and ½ for therapies <b>£13,000</b></p> <p>50 of CT QFT to reduce numbers <b>£17,500</b></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>	<p>standards of 0.</p>	<p>that needed to be targeted. The use of Pixl has significantly helped all staff with identifications of gaps.</p> <p>National EOY progress measures not currently released, but in house data revealed that Reading progress measure was -2.6, Writing had an equal progress measure to all +2.2 and Maths was +0.5 better than national, but less than all.</p> <p>The majority of year groups internally for R, W &amp; M have a positive progress measure for disadvantaged children. Continuous work on increasing progress measures in Reading at the end of KS2 is required. 13% of our disadvantaged children are SEND with additional children that are monitored. d of KS2 is required.</p>
<p>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.</p>	<p>As above</p>	<p>SAVP to monitor attainment of all disadvantaged children in school to ensure that they have a targeted individual learning plan to enable them to 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>Data analysis will show the diminishing of difference between disadvantaged and 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>	<p>Provision monitored for whole class teaching/therapies is good.</p> <p>Majority of classes are attaining age related expectations although they are attaining lower than all children.</p> <p>End of Key Stage 2: Reading - PP attainment was above national and all children as they attained 82% in</p>

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		Increase disadvantaged children attainment in the higher attaining levels (GD)		<p>comparison to 80% all and 73% national.  7% lower than disadvantaged in 2017-2018 in Reading.  Writing – PP attainment was outstanding as their attainment was 100% in comparison to 97% all and 78% national. 18% increase on 2017-2018 disadvantaged.  Maths – PP attainment was 90% which was higher than 83% all and 79% national. 12% increase on 2017-2018.  Combined – PP attainment was 73% which is in line with national, but slightly below all which was 80%.  Greater Depth at the end of KS2 PP were higher than all in Reading with 45% in comparison to 37%  Writing – PP were higher at 36% in comparison to 30%.  Maths – PP were higher at 45% in comparison to 33%.  Combined – PP was slightly lower at 9% in comparison to 10% all.  Reading to be a focus for 2019-2020.</p>
Some children have significant barriers to learning	<p><b>£3000-</b> EHWB/ LAWSS/SEMH&amp;L</p> <p>2 days per week Pastoral <b>£12000</b></p>	<p>LAWSS self-esteem/danger awareness work  LAWSSs behaviour obs/staff upskilling  EHWB, updates, vulnerable children meetings, target children are tracked.</p> <p>Pastoral Learning Mentor to work with early years children and families.</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.	Pastoral staff spend a vast majority of their time working with disadvantaged children's needs to support their vulnerability and additional emotional and behavioural needs.

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Increasing number of vulnerable families need support with a wide range of difficulties, inc. learning, financial and emotional needs.	<p><b>£12000</b> Pastoral – 2 days per week</p> <p><b>£6000</b> Pastoral – 1 day</p> <p><b>£2775</b> E-voucher</p>	<p>Pastoral Learning Mentor to work with our vulnerable families to offer support.</p> <p><i>Parental courses on healthy eating across Romero to help pupils/parents cook and budget for healthy family meals.</i></p> <p>Pastoral Mentor targeting disadvantaged children for Thrive training and support. 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. 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>	<p>Pastoral staff spend a large majority of their time working with our disadvantaged families who are particularly vulnerable. Parental comments suggest that their assistance is invaluable.</p> <p>Healthy Eating course did not run. This needs to be costed for in next year's strategy.</p> <p>Thrive practitioners have been increased to three and we currently have a large majority of children who receive thrive which is supporting these children to be able to access and control their own needs.</p> <p>Parents have commented on the impact tha the e-voucher has had on them being able to afford school trips and purchase uniforms. £4000 allocated.</p>
Parental engagement and confidence being in the school environment and supporting their child.	See strategy for 2019-2020	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.	Parental engagement in school and support of their child. Improved understanding of teaching strategies. Support network and advice for families without financial implications.	This was not put in place as it is going to be a joint venture across Romero. This needs to be costed for in 2019-2020. £3000
High proportion of EAL and a number of non-English speaking parents.	<b>£2,000</b>	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.	Parents have commented and request to use the TA to support them in communicating with school and feel that this has enhanced their experience

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High percentage of children with Speech and Language difficulties and limited vocabulary.	<b>£5,500</b>	<p>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&amp;L as a barrier to their learning. Process is accelerated due to in-house S&amp;L therapist</p> <p>Direct intervention 1:1 and group work. Upskilling staff in speech and language strategies/Makaton – In-house CPD</p>	<p>Progress/attainment measure in teacher assessment</p> <p>Movement of children receiving therapy and rapid reviews</p> <p>Parental/pupil/staff voice will have a positive improvement</p>	<p>when needing to deal with school – language becomes less of a barrier.</p> <p>Due to the high demand of Pepper Therpay and the speed in which our children are seen, we have increased the therapist to 1 ½ days in 2019-2020. Vocabulary nd limited language still continues to be an issue across school. More training and QFT needs to be had in 2019-2020 to improve this further.</p>
Access to and engagement with a range of extra school curricular activities	<b>£3500</b>	<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 and sports.</p> <p>Encouragement to participate in a range of extra-curricular activities at School</p>	<p>Pupil Voice judgement of impact</p> <p>Significant increase of disadvantaged children attending a more varied range of activities by ensuring that quality provision is provided including before and after achool clubs which can be offered with reduced costs.</p>	<p>Provision has been increased for sporting and performing activities, however disadvantaged children have not taken advantage of these. Further promotion of this and directing specifically to disadvantaged families needs to happen in 2019-2020.</p>



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<p>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.</p>	<p><b>£5,000 Contribution</b>  <b>£4000 –</b> 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>Every Child will do... Ensure that each child has the same opportunity.</p>	<p>Increased pupil engagement and developed creativity across the curriculum</p> <p>Raised pupil engagement Enrichment opportunities, raising aspirations, social development, independence.</p> <p>Equivalent opportunity for all. Children equal in life experiences</p>	<p>Trips have been subsidised and disadvantaged pupils have been able to access these trips. Payment plans were offered to support them. Artist in residence with extreme experience works and inspires our children. Training staff to deliver these lessons needs to happen to take full advantage of her expertise to support our children with their creative development.</p> <p>Increased technology has improved QFT and has enabled children to access research and partake in independent learning. Many enrichment opportunities have taken place within school to support self-esteem/confidence and enjoyment in school life alongside team building and inclusion. These groups have proved popular with the children and staff noticed improved behaviour, attention and confidence in class. Reduction of breakfast and low rate after school fees have continued to be in place providing</p> <p>Every child will do – this did not happen and will roll over into 2019-2020 when the money will be utilised for the performing arts experience in KS2.</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2019
Lack of aspirations		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.	This did not take place as an academy this has been developed and will take place in 2019-2020. £2000 to be costed in for 2019-2020 strategy
Provisions to support well-being/health	£250 Fruit £250 Milk	KS2 Fruit (%of) Milk		Children in KS2 are still keen to access fruit at break – promoting healthy eating.
<b>Total</b>	<b>£94275 £3405 unallocated to be carrued forward to 2019- 2020</b>			