



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



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

Corpus Christi Catholic Primary School Pupil Premium Strategy 2019-2020 Reviewed

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	£100,320 – 76 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	76 @ £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 for academic year 2019-2020	£102,960	£102,960	£97,680	£100,320
*Actual reported funding is Apr-Mar Financial Year £112320 based on 84 children				

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>£8550</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 alleviate lateness.</p>	<p>Progress of identified children will be in-line with all children both in school and the national 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>Attendance was only analysed until Spring 2020 due to COVID-19. Disadvantaged children are in-line with all pupils at 95.77 in comparison to 95.72. The whole school attendance has slightly decreased by 1% upto Spring, but attendance deteriorated in the last week of half-term before lockdown.</p> <p>Disadvantaged persistent absence has increased on 2018-2019 by 5 pupils. These are closely monitored by the attendance officer, but needs to be a high priority for next year.</p> <p>Unauthorised holidays have increased comparative with 2018-2019.</p> <p>40% of children that recorded late attendance were disadvantaged children. Breakfast book club was introduced to these children, but only 18% of them attended. This was discontinued due to the pandemic.</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020																			
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)	£30,500	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. Target interventions for those children identified as children who are SEND and disadvantaged.	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.	Due to the COVID-19 pandemic, children did not sit the End of Key Stage SATs so there is no validated national or academy data. Close monitoring was completed throughout the first half of the year and Teacher Assessment was recorded internally.																			
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.		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.	<p>Key Stage 2 TA data</p> <table border="1" data-bbox="1805 611 2114 754"> <thead> <tr> <th>%</th> <th>Dis</th> <th>All</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>80</td> <td>87</td> <td>-7</td> </tr> <tr> <td>W</td> <td>80</td> <td>93</td> <td>-13</td> </tr> <tr> <td>M</td> <td>80</td> <td>80</td> <td>+3</td> </tr> <tr> <td>C</td> <td>80</td> <td>81</td> <td>-1</td> </tr> </tbody> </table> <p>Disadvantaged children performed well in Maths achieving higher than all children and were lower in Reading and Writing. The combined attainment was marginal at -1%. There were only 5 children that were disadvantaged in this cohort, so data is not necessarily comparable. All data would have been higher than national for all children in 2018-2019. In comparison with data of our disadvantaged children in 2018-2019, were lower in Reading, Writing and Maths as individual subjects, but higher</p>	%	Dis	All	Diff	R	80	87	-7	W	80	93	-13	M	80	80	+3	C	80	81
%	Dis	All	Diff																				
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				as a combined result.
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.	A HLTA was trained and assessments of the children in Key Stage Two took place and Fresh Start was started in the Spring term. Unfortunately due to COVID-19, the delivery had to be stopped and no comparative data was able to be recorded. 40% of the children that were identified in Years 4 & 5 were disadvantaged. This will be a high priority in 2020-2021.
Some children have significant barriers to learning.	£4300	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.	35% of PP children have received some form of SEND intervention from outside agencies, including Complex Communication Team(CCT), Education Psychologists, SEND Early Help and Social Emotional Health and Learning (SEMHL). Impact has been limited due to Covid 19 however communication with staff indicates that the support received by the children has had a positive impact on their learning. Targets have been met/partially met ensuring that the children maximise progress and narrow the learning gap.
Increasing number of vulnerable families need support with a wide range of difficulties, inc. learning, financial and emotional needs.	£32300	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 family life and subsequently	Pastoral support has been invaluable to our families this year more than most. Unfortunately there has been

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		<p>Support to be provided through Thrive in school. Pastoral Learning Mentor to work with KS2 children and families to support.</p> <p>E-vouchers presented to all families to support financially with additional school costs.</p>	<p>performance and enjoyment in school.</p> <p>Soft data to be analysed to show improvements in attitudes and behaviour to learning.</p> <p>More children are accessing all trips and are engaging with extra-curricular events and have assistance with the purchasing of uniforms.</p> <p>Impact will be happier more content children with supportive families and the ability to engage and learn.</p>	<p>no surveys done to corroborate this due to the pandemic.</p> <p>Sadly, one of our learning mentors passed away during the Spring term and this has had a massive impact on our whole school community. Prior to lockdown our pastoral team worked closely with mostly our disadvantaged families and children were supported and happy in school.</p> <p>During lockdown, 68% of the families that were supported from our learning mentor were from disadvantaged families and there were close contact kept with our families who needed support the most. This will continue to be a high priority in 2020-2021 as we aim to become a fully operational Thrive school to be able to support even more children.</p> <p>Trips were cancelled due to COVID-19 however the e-vouchers were able to be used for trips prior to this and for uniform costs. Funds that remained on the e-voucher have been carried over to 2020-2021.</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
Many of our disadvantaged children display a lack of self-esteem and self-confidence in school.	£9500	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.	Analysis of barriers to learning and opportunities and experiences were built into the timetable to support the disadvantaged children. Staff were reporting that children had become more confident and were able to contribute in class. Others had begun to lead their own groups.
Parental engagement and confidence being in the school environment and supporting their child both academically and emotionally	£0 To be completed 2020/2021	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.	Due to COVID-19, this was unable to take place as a Spring project. Funding will be carried forward to 2020-2021 to support our families if restrictions are lifted.
High proportion of EAL and a number of non-English speaking parents.	£1800	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 and pupils new to school have found having a translator available to support with communication and meetings has been useful. One staff member who spoke Polish left the school in January 2020, however we have two other Tas that have been able to support parents with EAL.
High percentage of children with Speech and Language difficulties and limited vocabulary.	£9600	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	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	Having a Speech and Language specialist in school has increased the timescale for waiting for NHS support and more children have been seen. During the lockdown, Speech and Language sessions still took place virtually with our children and families were

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		members of staff which will	for all staff and improved vocabulary skills for children.	supporting at home. CPD was also delivered to all staff and one TA itrained specifically to continue working with children in school alongside the specialist. An increased number of disadvantaged children received this intervention - 49%.
Access to and engagement with a range of extra school curricular activities	£1350	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 achool clubs which can be offered with reduced costs.	Children at Corpus Christi have a variety of opportunities to attend after school clubs for sports, arts and educational. The amount of disadvantaged children that access these clubs need to increase but due to COVID-19, accurate data on who would have attended is inaccurate. Analysis of what the children want and reduced costs further must be put in place to support disadvantaged children engage in additional experiences.
Enrichment – Some disadvantaged children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their life chances.	£8350	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. A wider range of professionals delivering experiences in school for children such as sports/artist in residence/performing arts	Increased pupil engagement and developed creativity across the curriculum Raised pupil engagement Enrichment opportunities, raising aspirations, social	Due to COVID-19, residential trips to Alton Castle, Conquers and London could not take place. Dol-Y-Moch still went ahead and the supplememnted cost was able to support all families to access the experiences. Trips and visitor in school this year were all subsidised to enable all children the

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			development, independence.	<p>opportunity to have life experiences and enhance the curriculum.</p> <p>Disadvantaged children in Year 4 all had the opportunity to attend a survival camp which was fully subsidised. Children thoroughly enjoyed this experience which enabled them to socialise with other children from across the academy.</p> <p>A resident artist and professional sports people have been among those adding to regular curriculum experiences.</p>
Lack of aspirations	<p>£0</p> <p>Project to be completed 2020/2021</p>	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	Due to Covid-19, this project was not able to run and the funding will be carried forward to the next academic year and implemented in 2020-2021.
Provisions to support well-being/health	<p>£2100</p> <p>Project/Facility to be completed 2020/20201</p> <p>£1594 5 hrs per wk</p> <p>£500 Contribution</p>	<p>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.</p> <p>Early morning cross country and sports activities to take place.</p> <p>Milk & Fruit contribution for KS1 & KS2</p>		<p>Due to Covid-19, this project has not taken place. This funding will be carried forward to 2020/2021 and will continue to be a high priority.</p> <p>Early morning sports activities were implemented targeting disadvantaged children to support health and fitness.</p> <p>Children were offered</p>

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Total Financial Year caried forward £1970	£110,350			