



**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 2020-2021

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
2017-18	£102,960 – 78 children
2018-19	£97,680 – 74 children
2019-20	£100,320 – 76 children
2020-21	£129,780 – 94 children

	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of FSM pupils	22%	22%	21%	26%
Number of FSM pupils eligible for the Pupil Premium	78 @ £1320 = £102,960	74 @ £1320 =£97,680	77 @ £1320 = £101,640	94 @ £1320 = 124,080
Number of looked after pupils eligible for the Pupil Premium	0@ £1900 = £0	0 @ £1900 =£0	0 @ £1900 = £0	3 @ £1900 = £5700
Number of service children eligible for the Pupil Premium	0@£300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 =£0
Total £	£102,960	£97,680	£100,320	£129,780

Romero Priorities

SCHOOL PRIORITY 1	To enhance the provision of Catholic Life
SCHOOL PRIORITY 2	To develop whole school systems and staff CPD to ensure the needs of SEND pupils are effectively met through a high quality and tailored provision
SCHOOL PRIORITY 3	To enhance the quality of reading across the school, ensuring all pupils reach their potential
SCHOOL PRIORITY 4	To develop effective leaders in order to embed a knowledge and skills based thematic curriculum

Strategy outline for Pupil Premium spend

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
<p>Attendance & Punctuality</p> <p>Attendance of all children is of high priority and ensuring that procedures and processes are continued is required to support families to ensure that attendance does not fall below national average.</p> <p>Persistent absences and unauthorised absences have risen last year which is an area that needs to be closely monitored to ensure that children are in school for the maximum amount of days to ensure that they have the best opportunities to succeed.</p> <p>Lates for disadvantaged children is an area of concern and needs to be closely monitored and addressed with strategies in place to support children and families in arriving promptly for school.</p>	<p>£8000</p>	<p>Identify target children and monitor their progress as a separate group for comparison. Use the Romero attendance officer and the pastoral team to support families to increase the absence/lateness. Self-Isolation will be recorded as authorised absences. Alerts set up for focus children.</p> <p>Follow whole school attendance systems to ensure increased attendance across whole school is maintained inline with the national average. Attendance Policy/Procedures for persistent absences. Pastoral team to work with parents to support them with any issues in ensuring good attendance and monitor unauthorised absences with follow up meetings and follow enforcement procedures.</p> <p>Monitor lates and hold parental meetings re persistent lateness. Support parents in establishing positive morning routines. SLT to monitor Monitor inventory system for repeated lateness and identify patterns and</p> <p>Children who shave persistent punctuality will be invited to Breakfast club to encourage prompt arrival in school.</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>Our in-house system 'Arbor' will monitor all attendance and is able to do comparisons across groups and year groups at different points throughout the year.</p> <p>Monitoring by staff and communication between home and school will show that prompt attendance will increase attainment and will provide the children with the exposure to the whole curriculum which will ensure that gaps are not widened.</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>	

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
<p>Attainment & Progress</p> <p>Disadvantaged children are not making expected progress in line with non-disadvantaged children including those children with SEND across all classes in school.</p> <p>Disadvantaged children are not attaining the ARE in line with non-disadvantaged children in school including those children with SEND across all classes in school.</p>	<p>£35000</p>	<p>Exposure to quality first class teaching is paramount to the achievement of all pupils. Support internally from middle leadership will continue to improve teaching & learning including relevant internal and external CPD for staff.</p> <p>SLT to monitor the disadvantaged children cas focused groups to ensure that all provision is supported and improved so that the targeted individual learning is provided as additional support through the use of Pixl. Data to be closely monitored by the RSL.</p> <p>Target interventions for those children identified as children who are SEND and disadvantaged whi need additional support to achieve their progress targets. Monitoring of provision by SLT.</p> <p>Additional targeted support for the disadvantaged children in class and more individual support by the class teacher to ensure that all children achieve their progress target and attain ARE.</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, or above, for progress across school.</p> <p>Data analysis will show the diminishing of difference between disadvantaged and non-disadvantaged children which will also be measured against national standards to ensure that they are in line with the ARE or above, in all individualised subjects and combined.</p> <p>This should be evident in all year groups, not just end of key stage.</p>	

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
<p>Fluency in reading</p> <p>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.</p> <p>Children are requiring a higher level of intervention with phonics in Reception, Year one, year two and year three. Fully qualified RWI delivery is essential to ensure that all children achieve the decoding skills to enable them to read fluently.</p>	<p>£2000</p>	<p>Ascertain a baseline of which children require Fresh Start intervention. Monitor every six weeks to ensure that children are receiving the relevant support.</p> <p>Books to be purchased to support the low-level readers with high interest topics to engage the lower ability children with reading. Books to be purchased to engage all children which will promote the love of reading.</p> <p>Speed reading will be monitored to increase fluency and targeted support put in place.</p> <p>All staff to be trained in RWI across school and in-house CPD to be given to support staff with the delivery of phonics and early reading.</p> <p>Use of Reading Dogs to be introduced to engage the children and promote higher self-confidence with reading.</p>	<p>Improved attainment and progress in Reading for our disadvantaged children specifically those with phonetic gaps.</p> <p>Phonics attainment in Year 1 and Year 2 will improve with less children requiring intervention with Fresh Start as they move into Key Stage Two.</p> <p>A higher interest in reading by these pupils. Pupil voice will show their engagement.</p> <p>Staff will be more equipped to</p>	
<p>Social, Emotional, Mental Health & Learning</p> <p>Some children have significant barriers to learning due to Social, Emotional and Mental Health issues. Supporting these barriers will ensure that children are better positioned to access their learning.</p>	<p>£5000</p>	<p>Identifying children that require the agencies to support some of our disadvantaged children with their Social, Emotional, Mental Health and Learning will be imperative so that external agencies can come in to work with children who require further support.</p> <p>Use reports, advice and strategies within school to support children in school and ensure that all advice is implemented in daily life to give the children the opportunity to embed these strategies. In addition, support from these agencies will give staff additional expertise in supporting these issues.</p>	<p>Close monitoring from the SENCO will be able to assess improvements, not only academically, but with their emotional well-being and their social interaction with others.</p> <p>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.</p>	

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<p>Mental Health & Well-Being</p> <p>Due to COVID-19, children's mental health and well-being is of paramount importance and the stress and worry that children have need to be supported to enable them to understand their own self-importance in order for them to strive forward with their learning.</p>	<p>£7000</p>	<p>Whole school Thrive assessment will be completed which will identify the children who need individual Thrive work and also guidance and whole class Thrive sessions will be given so that all children's well-being is well and their mental health is healthy.</p> <p>Well-Being needs to be a high priority and giving the children time to socialise and enjoy learning new skills without the pressure and constraints of a class environment will allow children time to talk and reflect on their feelings and the current situation which will assist their mental health. These will be Well-being afternoons that children can enjoy participating in which will improve self-confidence and self-esteem.</p>	<p>Thrive assessments of individuals and regular consultations with staff and SLT will show progress of individual children and whole classes. This information is compiled using the Thrive database. Children who do not make progress will be assessed to ensure that further support is in place.</p> <p>Children will be able to learn new skills which will aid their mental health positively and help them deal with very difficult circumstances that we currently find ourselves in.</p> <p>This will be measured through observing children and pupil and staff voice to ensure that our children are happy and are coping with their new lives and coping with bereavement and loss during the COVID- 19 pandemic.</p>	
<p>Family Support</p> <p>During these times, we have a number of vulnerable families need support with a wide range of difficulties, inc. learning, financial and emotional needs which will support the disadvantaged children so that they are able to achieve</p>	<p>£22,000</p>	<p>Pastoral Learning Mentor to work with early years children to support with emotional needs in school.</p> <p>Pastoral Learning Mentor to work with KS1 & KS2 children to support with emotional needs in school.</p>	<p>Parent/Pupil Voice on the services and support that they receive will show an impact on family life and subsequently performance and enjoyment in school.</p>	

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		<p>Pastoral Learning Mentor to work with families to support them with emotional support and advice to support them to be able to ensure that the children are safe and well and in school ready to achieve.</p> <p>E-vouchers presented to all disadvantaged children support financially with additional school costs.</p>	Soft data to be analysed to show improvements in attitudes and behaviour to learning.	
<p>Self-confidence & Low self-esteem</p> <p>Many of our disadvantaged children display a lack of self-esteem and self-confidence in school.</p>	£8000	Barriers to Learning to be analysed and individual children are to access groups and participate in opportunities that will increase their self-worth. that will support their needs.	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.	
<p>Parental Engagement</p> <p>Parental engagement and confidence being in the school environment to support their child both academically and emotionally.</p> <p>EAL as a barrier for parental engagement supporting their children in school.</p>	£5000	<p>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 to increase the families life opportunities.</p> <p>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 which will include the children in learning how to cook.</p> <p>TA to support EAL/Parental Engagement and ensure that communications are received and understood.</p>	<p>A higher level of parental engagement in school and support of their child will be evident.</p> <p>Parents will have an improved understanding of teaching strategies to support their children at home with their learning.</p> <p>Pupil/parent Voice will support in measuring the impact.</p> <p>Parents/Children are able to access all information and curriculum and attend meetings which further supports their engagement in school.</p>	

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<p>Speech & Language</p> <p>A considerably high number of children require Speech and Language on entry into school and this continues throughout the school.</p>	<p>£10000</p>	<p>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.</p> <p>In addition, training for a TA to continue the S&L work with other children that are not seen by the therapist.</p> <p>CPD for all staff on improving vocabulary will continue to ensure that S&L and oracy is of paramount importance.</p> <p>External CPD for Talk for Writing will support children in being able to retell a story before writing.</p>	<p>Continuous S&L assessment will show that children make progress with their speech & language and improve their oracy skills. This will be closely supported and monitored by staff who will continue to implement strategies.</p> <p>Movement of children receiving therapy and rapid reviews will show an impact.</p> <p>Parental/pupil/staff voice will have a positive improvement.</p> <p>Increased vocabulary strategies for all staff and improved vocabulary skills for children will give children the best opportunities.</p>	
<p>Additional experiences</p> <p>Some disadvantaged children do not have the opportunity to engage with a range of extra school curricular activities.</p>	<p>£4000</p>	<p>A wider range of after-school provision is planned from increased demand from children and parents. This will 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 will be promoted to all of our disadvantaged children.</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 school clubs which can be offered with reduced costs. Parent & Pupil Voice will show that this provision has been advantageous for the children.</p>	

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<p>Enrichment</p> <p>Some disadvantaged children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their life chances.</p>	<p>£13000</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 such as trips and experiences which will be subsidised.</p> <p>Outdoor Learning needs to be implemented so that all children have the opportunity to learn and succeed using different methods of learning.</p> <p>'Carole's Camp' will be created and a whole school approach to adapt curriculum learning will be delivered with additional opportunities to support life experiences.</p>	<p>An uptake in all pupils accessing all trips and experiences offered to all our children.</p> <p>An increased engagement level from our disadvantaged pupils within all areas of learning and appreciation of understanding of the world in relation to studies in the classroom and a greater ecological awareness.</p>	
<p>Aspirations</p> <p>Some of our disadvantaged children have low aspirations and do not have inspiration to aspire to achieve.</p>	<p>£2000</p>	<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.</p>	<p>Pupil Voice will show that children have higher aspirations which will inspire them to succeed.</p>	
<p>Nourishment & Healthy Eating</p> <p>Some of our disadvantaged children lack nourishment in their diet and families need support with ensuring that their child gets a balanced diet to support their health.</p>	<p>£4500</p>	<p>Promoting healthy bodies, healthy minds. Breakfast opportunities to ensure all children have eaten and are ready for learning.</p> <p>Early morning cross country and sports activities to take place.</p> <p>Milk & Fruit contribution for KS1 & KS2</p>	<p>Staff will be able to observe whether children are more focused because they have all eaten before they start school.</p> <p>Pupil Voice will show that children are more energised before the school day which will support the children in their engagement with their learning.</p>	

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2020
<p>Behaviour</p> <p>Some of our disadvantaged children display unwanted behaviour which results in a barrier to their learning and to others.</p>	<p>£4000</p>	<p>Pastoral support to work with children who struggle with behaviour and ensure that children are supported with their needs.</p> <p>SLT to create a new positive behaviour system to monitor behaviour and positive rewards to be initiated to and ensure that the triangulation between school, pupils and home are working to support children access all learning and remain safe.</p> <p>Sports specialist will work with children who have additional behaviour needs to support them.</p>	<p>Behaviour monitoring will show an impact in more positive behaviours and less negative behaviours.</p> <p>Comparisons between different groups will be managed and monitored to ensure that support is in place for those who need it.</p> <p>Robust monitoring and parental notifications will enable parents to be better informed as to behaviours in school and support the triangulation.</p>	
<p>Total</p>	<p>APPROXIMATELY £129,500</p>			