

# Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

## School Overview

Detail	Information
School name	Corpus Christi Catholic Primary School
Number of pupils in school	421 (inc 31 Nursery children)
Proportion (%) of pupil premium eligible pupils	29% (116 children)
Academic year/years that our current pupil premium strategy plan covers	September 2021 – July 2024
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> April 2022 1 <sup>st</sup> July 2022 1 <sup>st</sup> October 2022 (Final)
Statement authorised by	Kevin Shakespeare
Pupil Premium lead	Zoe Pollard
Governor / Trustee lead	Louise Condie/Jessica Weeks

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	113 @ £1,345 = £151,985 1 @ £2345 = £2345
Recovery Premium funding allocation this academic year	£17,835
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£7,000 carried forward from 2020-2021
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179,165

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The aim of the Romero MAC and ours as Corpus Christi, is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:

**For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.**



## Implementation Statement

The structure for aligning out action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



(Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, we are aware of the lasting impact of COVID on all three areas and research shows that PP children have been disproportionately negatively impacted by disruption to learning. As such, our DISADVANTAGED work has been very closely aligned with our Catch-Up provision and will continue to be so.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past four years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the impact COVID has had on school and families over the past two years.

Challenge number	Detail of Challenges
1	Catching up on lost learning
2	Early reading phonic gaps and the enjoyment of reading
3	Lack of oracy skills and limited knowledge of vocabulary which impacts on reading and writing
4	Lack of enrichment and low aspirations
5	Parental engagement
6	Punctuality and attendance
7	Mental Health and Well-Being and lack of self-esteem
8	Challenging behaviour

## Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2021- 2022	
Intended outcome	Success criteria
<p>All children recover any lost learning and that disadvantaged children are recovering at the same rate as non-disadvantaged children.</p> <p>Increased levels of attainment for all children on previous end of year internal data.</p>	<ul style="list-style-type: none"> <li>• Achieve at least 0 in KS2 progress scores for Reading, Writing and Maths.</li> <li>• Internal comparisons with Summer 2019 to show net 0 or positive progress for Key Stage 2.</li> <li>• Use robust pupil progress meetings to track pupil's progress and ensure that the correct provision is in place to support progress.</li> <li>• Analysis of data will show that disadvantaged children's attainment is increasing and comparisons against all children will show that the gap with non-disadvantaged children is diminishing.</li> </ul>
<p>All children achieve at least national average for Phonics Screening Check including disadvantaged children.</p> <p>Resources and training are in place to enable staff to deliver phonics effectively to increase Phonics attainment.</p> <p>All children are able to read using different strategies even if phonics is not the approach for them.</p> <p>All children have the opportunity to have access to a wide range of texts and opportunities within the curriculum and through free choice to promote the love of reading and increase understanding.</p>	<ul style="list-style-type: none"> <li>• All staff are trained to support the teaching of phonics.</li> <li>• All staff are trained to support children who are unable to learn to read using phonics (precision teaching).</li> <li>• Any children who did not pass the phonics screening have a more tailored teaching approach.</li> <li>• Increase the amount of books that will engage children with relevance to their own culture and interests.</li> <li>• Promote the love of reading throughout the curriculum and within school life and monitor pupil voice.</li> </ul>
<p>All children will have increased oracy skills.</p> <p>Higher level vocabulary will be accessible and used within oracy and writing.</p>	<ul style="list-style-type: none"> <li>• Staff to be trained and model good oracy skills at all times within school regardless of role in school.</li> </ul>

<p>Writing attainment across school for all children will have increased on previous year's internal data with disadvantaged children's writing being in-line with non-disadvantaged children.</p> <p>Reduced number of children required to have Speech and Language specialist support.</p>	<ul style="list-style-type: none"> <li>• Train staff and use Talk for Writing to improve writing outcomes in EYFS and KS1.</li> <li>• Specialist staff to support with speech and language</li> <li>• Training for staff to support speech &amp; language targets</li> <li>• Moderate and support the teaching of writing</li> <li>• Analysis of data will show that disadvantaged children's attainment is increasing and comparisons against all children will show that the gap with non-disadvantaged children is diminishing.</li> </ul>
<p>All children have opportunities to take part in extra-curricular enrichment activities to support their learning and increase their cultural capital.</p> <p>Children are inspired to achieve more and have increased aspirations to succeed in school life and beyond.</p>	<ul style="list-style-type: none"> <li>• Ensuring that a broad and balanced curriculum will give opportunities to further immerse themselves further into the wider world.</li> <li>• Opportunities for children to be inspired by aspirational members of society to increase their own aspirations and support their vocations.</li> <li>• Children who are disadvantaged with additional needs have a more tailored supported programme of study to enable all children to make measurable progress.</li> <li>• Disadvantaged children will be given opportunities to achieve all aspects of The Romero Child Charter.</li> <li>• E-vouchers will support children to access other enrichment activities which will be subsidised by the school.</li> </ul>
<p>Parents are able to engage with all aspects of school-life.</p> <p>Parents can support their child with their education.</p>	<ul style="list-style-type: none"> <li>• Support parents pastorally with engagement in school and parenting.</li> <li>• Provide parents with academic workshops to support their child.</li> <li>• Provide more social opportunities to come into school to work with their child, staff or for parenting groups when Covid restrictions allow.</li> </ul>
<p>Increased attendance for all children and unnecessary lost learning is avoided.</p> <p>Children are punctual and disruption to learning for all children is reduced.</p>	<ul style="list-style-type: none"> <li>• Attendance will be higher than 96% which was the rate in 2020/2021 for all children and above 94% for disadvantaged children and the gap will have narrowed for 2021/2022. Support from the attendance officer will be integral to this.</li> <li>• Punctuality will have increased and will have a higher number of children in school on time. Monitoring by SLT will support this.</li> <li>• Pastoral staff will support families in.</li> </ul>

	<ul style="list-style-type: none"> <li>• Early Bird catch-up clubs, wraparound club and Breakfast book club will be available to support in punctuality and attendance.</li> </ul>
<p>Children’s Mental Health and Well-Being is improved and supported by all</p> <p>Children display more self-confidence and have better self-esteem which supports them to engage with school life and their learning</p>	<ul style="list-style-type: none"> <li>• Outside agencies will support the most vulnerable children.</li> <li>• Pastoral support for children who are struggling with mental health and well-being will be in place.</li> <li>• Soft data will show that opportunities to build self-confidence and self-esteem has had a positive impact on well-being and engagement.</li> <li>• All children will participate in well-being activities throughout the year to improve social skills.</li> <li>• E-safety and support will be given to pupils and parents to ensure that children are kept safe whilst online which will support mental health issues.</li> </ul>
<p>Children are able to regulate their own behaviours and</p> <p>Learning is not disrupted due to ineffective behaviour for learning.</p>	<ul style="list-style-type: none"> <li>• Pastoral support with children who regularly dysregulate. Incidents will reduce as the support is in place.</li> <li>• Outside agencies to support with strategies to support teachers so that disruptions in lessons are minimised.</li> <li>• Staff training will support the children and disadvantaged children’s behaviour incidents are in-line with non-disadvantaged children and will show a diminishing outlook.</li> </ul>

Strategic Period (Sep 2021 – Jul 2024)	
Intended outcome	Success criteria
<p>All children recover any lost learning and that disadvantaged children are recovering at the same rate as non-disadvantaged children.</p> <p>Increased levels of attainment for all children.</p>	<p>Return to positive progress scores for Reading, Writing and Maths and every data point.</p> <p>Return to at least national percentages at Phonics Screening Check, End of Key Stage 1 and End of Key Stage 2 assessments.</p>
<p>All children achieve at least national average for Phonics Screening Check including disadvantaged children.</p> <p>All children are fluent readers that are engaged and have embedded a love of reading.</p>	<p>Achieving 100% pass rate in Phonics Screening Check for all (including disadvantaged) children.</p> <p>Reading attainment for the vast majority of children are ARE and that the gap between disadvantaged and non-disadvantaged is minimal.</p> <p>Pupil voice to show that the very large majority of disadvantaged children enjoy reading.</p>
<p>Writing attainment across school for all children will have increased.</p>	<p>Numbers of children that are discharged from speech &amp; language interventions have been reduced.</p> <p>Oracy and higher level vocabulary has improved writing outcomes for all pupils with a very large majority attaining ARE and the gap between disadvantaged children and non-disadvantaged children is minimal.</p>
<p>Increased attendance for all children and unnecessary lost learning is avoided.</p> <p>Children are punctual and disruption to learning for all children is reduced.</p>	<p>There will be no difference between disadvantaged and non-disadvantaged children's attendance and school's attendance will be above national average.</p> <p>The vast majority of pupils will be in school promptly with no disruption to lessons and there will be no discrepancy between disadvantaged and non-disadvantaged children.</p>
<p>Children's Mental Health and Well-Being is improved with children regulating their own behaviours.</p>	<p>Children and staff will have a better understanding of how to support their own and other's mental health.</p>

Children display more self-confidence and have better self-esteem which supports them to engage with school life and their learning

The curriculum will be developed further to incorporate well-being in all area of school life including outdoor learning and more specified learning.

Pupil voice will show that children feel more confident and secure in themselves.

## Activity in this Academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training and resources		1, 2
Maths training and Resources		1,2
Writing training inc Oracy and vocabulary	The Reading Framework,	1, 3
Reading Resources	The Reading Framework	1,2,7
Quality First Teaching & support		1,2,3,5,7,8
Recall training and resources for embedded understanding	Rosenshine	1,2
SEND training – supporting all children		4,7,8

### Targeted academic support

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support school		1,2,7
Additional online learning to support		1,3,5,7
Pixl online platform to use in school for therapies and assessments plus training		1,2,3,7

Key Stage Two Fresh Start and Precision Teaching to support readers who are still not fluent		1,2
Speech & Language support and training		1,3,

## Wider strategies

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for enrichment and increase cultural capital		4,5,7
Increase aspirations and Inspirations project and support vocations		4,7
Increase attendance and punctuation		5,6
Support with wraparound care		4,5,7
Support with breakfast bagels and nutrition		7
Supporting mental health & well-being		7,8
Parental Engagement and family support		5
Supporting challenging behaviour		4,7,8

**Total budgeted cost: £179,000**

## Part B: Review of outcomes in the previous academic year

## Pupil Premium strategy outcomes for 2020-2021

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
<p><b>Attendance &amp; Punctuality</b></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>	£6850	<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 have 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>	<p>Due to Covid-19 and lockdown, the actual impact of monitoring and supporting attendance and punctuality has been difficult as children have had a mixture of being in school or remote learning or being affected by the pandemic. However, throughout the lockdowns, staff were closely monitoring attendance of all children and supporting families to access their learning.</p> <p>Persistent absences and lates were closely monitored in the summer term with children being set targets to support families which increased attendance for the majority of those involved.</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021																																			
<p><b>Attainment &amp; Progress</b></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>	£39500	<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 &amp; 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 who 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>	<p>Due to Covid-19, formal assessments were not taken at the end of Key Stages, however internal data has been analysed and 2019 data has been used for comparison.</p> <p>Therapies and targeted support for disadvantaged children and those with SEND were in place when the children were in school and throughout remote learning, but attainment has dropped from 2019. Table below shows the difference between all children and disadvantaged.</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>1 div</td> <td>-38</td> <td>-27</td> <td>-31</td> <td>-33</td> </tr> <tr> <td>2 div</td> <td>-8</td> <td>-3</td> <td>-4</td> <td>-6</td> </tr> <tr> <td>3 div</td> <td>-8</td> <td>-12</td> <td>-12</td> <td>-18</td> </tr> <tr> <td>4 div</td> <td>-14</td> <td>-29</td> <td>-12</td> <td>-27</td> </tr> <tr> <td>5 div</td> <td>-6</td> <td>-10</td> <td>-6</td> <td>-8</td> </tr> <tr> <td>6 div</td> <td>-23</td> <td>-17</td> <td>-18</td> <td>-18</td> </tr> </tbody> </table> <p>Disadvantaged children in year 2 and year 5 were marginally below, but support must be in place for year 1 and year 4 to ensure that the difference diminishes as schools return with full attendance.</p>	Yr	R	W	M	C	1 div	-38	-27	-31	-33	2 div	-8	-3	-4	-6	3 div	-8	-12	-12	-18	4 div	-14	-29	-12	-27	5 div	-6	-10	-6	-8	6 div	-23	-17	-18	-18
Yr	R	W	M	C																																			
1 div	-38	-27	-31	-33																																			
2 div	-8	-3	-4	-6																																			
3 div	-8	-12	-12	-18																																			
4 div	-14	-29	-12	-27																																			
5 div	-6	-10	-6	-8																																			
6 div	-23	-17	-18	-18																																			

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021												
<p><b>Fluency in reading</b></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>£3200</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>Due to Covid-19, the Fresh Start programme was disrupted, but had a high success rate in children moving up or off the scheme and focusing more on the fluency and speed of reading. 29% of children moved completely off the scheme. However after lockdown, the majority of the other children had remained the same or had taken a step backwards. 39% of the children who accessed this provision were disadvantaged and 50% of the children who excelled were disadvantaged children.</p> <p>Additional CPD was delivered to support children who were still not able to use phonics to help them read. Precision teaching training was delivered to all staff. RWI training attended by relevant staff and internal training developed and support given to staff.</p> <table border="1" data-bbox="1765 1061 2065 1177"> <thead> <tr> <th></th> <th>Date</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Yr 2</td> <td>12/19</td> <td>76%</td> <td>72%</td> </tr> <tr> <td>Yr 1</td> <td>06/20</td> <td>79%</td> <td>50%</td> </tr> </tbody> </table> <p>Lockdown significantly had an impact on disadvantaged children therefore phonics will remain a strong focus for</p>		Date	All	Dis	Yr 2	12/19	76%	72%	Yr 1	06/20	79%	50%
	Date	All	Dis													
Yr 2	12/19	76%	72%													
Yr 1	06/20	79%	50%													

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
				chikkdren as they go into year 2 and into KS2.
<p><b>Social, Emotional, Mental Health &amp; Learning</b></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>	£6900	<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>	<p>70% of children that were seen by SEMHL were disadvantaged children which is 13% of disadvantaged children that we had in school. Those who were in receipt of external agency work received support, however the progress and level of support that was able to be accessed due to Covid-19 didn't have as great an impact as intended therefore there will be a higher rate of need for these services as disadvantaged numbers have increased and mental health has become a greater issue in school since the pandemic.</p>
<p><b>Mental Health &amp; Well-Being</b></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>	£7500	<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</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</p>	<p>56% of children that were seen for Thrive interventions were disadvantaged children and this support was well-received. Staff were able to use Thrive strategies in whole class sessions and were able to support children individually. Staff stated that</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
		<p>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>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>children were able to use the strategies from Thrive to support their mental well-being.</p> <p>Well-being activities have had a higher importance which has improved mental health, social skills and well-being. This work was used in conjunction with Jigsaw and Ten Ten.</p> <p>Well-being week was well-received by the children and parents on return from lockdown in April with children focusing on socialising and reintegrating themselves back into teams and school life.</p> <p>More children have returned to school with ill mental health and therefore this will need to be a priority for 2021-2022.</p>
<p><b>Family Support</b></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>£23,400</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 &amp; KS2 children to support with emotional needs in school.</p> <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>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> <p>Soft data to be analysed to show improvements in attitudes and behaviour to learning.</p>	<p>Families have been well-supported by the pastoral team and SLT.</p> <p>Due to Covid-19, the school have not been able to engage as much with families face to face, but support had been given virtually to families that have struggled.</p> <p>All staff were supporting</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
		E-vouchers presented to all disadvantaged children support financially with additional school costs.		families during remote learning. Every family was visited with food parcels in the Spring/Summer term.  Vulnerable and Key-worker children remained in school and therefore significant work was completed with those who needed it.  E-vouchers continue to be well-received and will continue next year.
<b>Self-confidence &amp; Low self-esteem</b>  Many of our disadvantaged children display a lack of self-esteem and self-confidence in school.	£8800	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.	Staff identified barriers to learning and activities were set up to build the self-confidence. Sport and Dance seemed to be the most effective with staff and children recognising the increased motivation and enjoyment in certain aspects of school life. All disadvantaged children were given opportunities to support them in a non-academic environment to improve this.
<b>Parental Engagement</b>  Parental engagement and confidence being in the school environment to support their child both academically and emotionally.  EAL as a barrier for parental engagement supporting their children in school.	<b>£5000</b>  <b>Needs to carry forward to 2021-2022</b>	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. 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.	A higher level of parental engagement in school and support of their child will be evident. Parents will have an improved understanding of teaching strategies to support their children at home with their learning.	Face to face parental engagement in school has not been able to happen due to the pandemic so this project was not able to take place. Carry forward funding  Depending on restrictions, this will happen in 2021-2022.

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
		<p>TA to support EAL/Parental Engagement and ensure that communications are received and understood.</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>	
<p><b>Speech &amp; Language</b></p> <p>A considerably high number of children require Speech and Language on entry into school and this continues throughout the school.</p>	<p>£7300</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&amp;L as a barrier to their learning. Process is accelerated due to in-house S&amp;L therapist.</p> <p>In addition, training for a TA to continue the S&amp;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&amp;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&amp;L assessment will show that children make progress with their speech &amp; 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>39% of children that were seen by S&amp;L specialists were disadvantaged children. 91% of those children achieved their S&amp;L targets. Due to Covid-19 and the low S&amp;L attainment of children on entry to school, this will need to be prioritised for academic year 2021-2022.</p> <p>Hours were banked during lockdown so that the children could be seen face to face when they returned.</p> <p>Relevant staff attended training on Talk for Writing and staff have reported that children are able to orally repeat a story much better prior to writing it.</p> <p>Staff have been trained in NELI to support children in Reception as S&amp;L came out one of the lowest areas in Nursery assessments and the lowest on entry to school.</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
				Extended vocabulary has been increased across the school and is evident in the environment and in books. This will continue to be a high priority to increase back and forth language and the repetition of nursery rhymes.
<p><b>Additional experiences</b></p> <p>Some disadvantaged children do not have the opportunity to engage with a range of extra school curricular activities.</p>	£4600	<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 &amp; Pupil Voice will show that this provision has been advantageous for the children.</p>	<p>There were many additional extra-curricular activities that were provided to engage and increase experiences for all children. Sports and academic clubs were available and well attended and experiences such as gardening, fashion, art, science, eco and computing were available.</p>
<p><b>Enrichment</b></p> <p>Some disadvantaged children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their life chances.</p>	£4800	<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>Trips have been subsidised this year to support all children including disadvantaged children. This was reduced this year due to the pandemic.</p> <p>Carole's camp was funded by The Wooden Spoon, but outdoor learning and facilities for gardening were well received and is proving a popular activity with the children especially those</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
				children who display social and emotional behaviours.
<p><b>Aspirations</b></p> <p>Some of our disadvantaged children have low aspirations and do not have inspiration to aspire to achieve.</p>	<p>£2000</p> <p>Carry Forward to 2021-2022</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>This has not been able to take place this year due to COVID-19.</p>
<p><b>Nourishment &amp; Healthy Eating</b></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>£6700</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 &amp; Fruit contribution for KS1 &amp; 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>	<p>Bagels have been introduced this year supported by NSBP. The staff's time and other ingredients have been subsidised. Children have been appreciative of breakfast in a morning and staff have noticed a difference in engagement.</p>
<p><b>Behaviour</b></p> <p>Some of our disadvantaged children display unwanted behaviour which results in a barrier to their learning and to others.</p>	<p>£8300</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</p>	<p>The Pastoral team have worked explicitly with children who have had significant behaviour issues. SLT have supported children with behaviour barriers and incentives have been put in place to encourage the desired outcomes. Children have stated that they feel behaviour has improved and children know the systems and processes in place to</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS SUMMER 2021
			behaviours in school and support the triangulation.	support them with their behaviour and that of others.
<b>Total</b>	<b>£127,850 £7000 to be carried forward</b>			

## Externally Provided Programmes

Programme	Provider
Thrive	Hannah Perch (Internal – Thrive verified)
S&L	Pepper Therapy

## Service Pupil Premium funding (if applicable)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*