

Corpus Christi Catholic Primary School

Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	64 children – 20.1% FSM – 45 Ever6 –7 Looked After Child – 1 NRPF - 18 Not included in the PP figures FSM and EAL – 29 FSM and SEND - 13
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	20 th December 2024
Date on which it will be reviewed	April and September
Statement authorised by	U Clark
Pupil premium lead	U Clark
Governor / Trustee lead	C Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86470
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£86470

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

Corpus Christi Catholic Primary School is committed to providing the best possible education for every individual pupil. We aim for excellent teaching, promote high expectations and a nurturing, safe ethos so that all children are happy, independent and resilient, and have the skills, knowledge and self-belief to become confident, creative citizens who can make a difference to their world. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Our objectives for our disadvantaged and vulnerable pupils

- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the full curriculum.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, so that progress is above national expected progress rates.
- Support pupils to look after their physical, social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching and that all teaching is good or better.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work focused on overcoming gaps in learning.
- Monitor attendance and work with parents to ensure their child/ren are in school regularly
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences and enrichment activities.

Key Principles of our Pupil Premium Strategy

- We aim to continually improve teaching and learning ensuring it meets the needs of all the pupils so that they can reach their potential.

- We aim to narrow the attainment gap between disadvantaged and vulnerable pupils and their non-disadvantaged counterparts within school and nationally.
- We aim to remove barriers to learning created by poverty, family circumstances and background.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; including those who are socially disadvantaged, who may or may not be in receipt of free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
	The school aims for every child to do their very best and has high expectations of all pupils in terms of the progress they make at Corpus Christi. Due to small numbers of disadvantaged pupils in each year group, gaps in achievement between disadvantaged and non-disadvantaged pupils needs to be evaluated carefully with additional needs to pupils considered.
1	<p>Communication and Language: Our assessments, observations, and discussions with pupils and their families indicate underdeveloped oral language skills and vocabulary gaps among many pupils.</p> <ul style="list-style-type: none"> • 52% of pupils at Corpus Christi are EAL learners <ul style="list-style-type: none"> ○ 53% of pupils entitled to the pupil premium are EAL learners • The school welcomes pupils across the school who are new to country-pupils who are assessed at early language acquisition. • 38% of pupils on entry to early years have secure skills in communication and language and are meeting the expected standard. • Parents lack confidence in spoken English
2	<p>Reading: Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have reading and language comprehension difficulties than non-disadvantaged pupils in our school.</p> <ul style="list-style-type: none"> • 31% of pupils on entry to early years are working at the expected standard in word reading. <ul style="list-style-type: none"> ○ On entry none of the children in early years, entitled to the pupil premium, were able to read or use phonics at the expected standard • Pupils joining the school who are new to country have no foundations in phonics and early reading

3	Maths - Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to achieve less well in maths than non-disadvantaged pupils in our school.
4	Social and emotional - Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Progress and Achievement - Internal and external assessments show that disadvantaged pupils who also face other barriers to learning (eg identified as having a SEND ; from an EAL background where parents' English lacks confidence or pupils who have poor attendance) make less secure progress from their starting points as non disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Progress in phonics and reading</i>	EY and KS1 – Phonics screening outcomes above national average Pupils entitled to the pupil premium grant's phonics is secure with them making rapid progress from their starting points so their achievement is in line with national expectations KS2 – Achieve above national average progress score PPG target – 72% achieve at an expected level by the end of Yr6
<i>Progress in writing</i>	EY – 74% (30 children) achieve ELG in writing KS2 – Achieve in line with national average PPG target – 70% achieve at an expected level by the end of Yr6
<i>Progress in maths</i>	EY – 80% (31 children) achieve ELG in maths KS2 – Achieve in line with national average PPG target – 72% achieve at an expected level by the end of Yr6
<i>Communication and Language</i>	EY - 75% achieve ELG in CLL Teachers report that EAL pupils and those with speech and language needs are making more accurate and confident contributions in class
<i>Other</i>	Ensure disadvantaged pupils are able to access enrichment activities.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading</i></p> <ol style="list-style-type: none"> <i>RWInc Synthetic phonics is used as core reading strategy and is well resourced including with sufficient adults</i> <i>Further embed a positive reading culture</i> <i>Apply the approaches of Destinations Reader through all English lessons</i> 	<p>EFF Teaching and Learning Toolkit – Phonics, recognises the importance of secure phonological awareness in underpinning successful reading. RWInc is an accredited scheme and has proved successful. The systematic implementation of a phonics approach can support children to make an additional 5 months of progress in a year.</p> <p>Continue to use the approaches of Destination reader to improve reading skills and enable pupils to develop fluency, stamina and comprehension. This can lead to learning gains of +6 months.</p>	<p>2, 3 and 5</p>
<p><i>Writing -</i></p> <ol style="list-style-type: none"> <i>CPD focused on improving writing in Yr3/4</i> <i>Coaching to improve writing outcomes led by English leader with external reviews of progress in writing supported by LA advisor</i> 	<p>EFF Guide to Pupil Premium – Tiered Approach identifies quality first teaching as having the biggest impact on pupils and recognises the importance of on-going training.</p>	<p>2 and 5</p>
<p><i>Maths</i></p> <ol style="list-style-type: none"> <i>All year groups taught as single aged classes</i> <i>Additional teacher allocated to KS2 to ensure maths is taught and pitched effectively and to smaller groups</i> 	<p>EFF Guide to Pupil Premium – Tiered Approach identifies quality first teaching as having the biggest impact on pupils.</p> <p>By teaching maths to age related to groups, teachers are more effectively able to pitch knowledge more accurately and support pupils' achievement and progress</p> <p>As the size of the class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. This can lead to learning gains of +3 months.</p>	<p>3 and 5</p>

	Due to the impact of school closures over the past 18 months, we have analysed the needs of our cohorts and have identified that having 4 smaller classes in KS2 for maths and 3 in KS1 would allow teachers to increase the amount of attention each child will receive. This will ensure that attainment gaps are narrowed and children will be secondary ready.	
<p><i>Develop Oracy and Language acquisition for all pupils.</i></p> <p>1. <i>Engage with Voice 21 Oracy Framework</i></p>	EFF – Oral Language Interventions refers to approaches that emphasise the importance of spoken language and verbal interactions in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of the context and/or the process of learning, aiming to support learner’s use and understanding of vocabulary, articulation of ideas and spoken expressions. These approaches are known to have a positive impact achievement of up to +6months	2 and 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tuition and Interventions</i></p> <p>Small group tuition is defined as one teacher working with two to six pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners with similar learning needs.</p> <p>1. HLTAs offer 1-1 and small group support within lessons to support the learning needs of pupils.</p> <p>2. HLTA led reading interventions to ensure pupils catch</p>	EFF – Small Group Tuition	1 and 2

<p>up and keep up in their learning.</p> <p>3. Multiplication Club for children in Yr4</p> <p>4. Arithmetic Club for Yr6</p>		
<p><i>Reading – purchase of resources for RWInc and time for RWInc lead to assess and regroup children</i></p>	<p>EFF Teaching and Learning Toolkit – Phonics, recognises the importance of secure phonological awareness in underpinning successful reading. RWInc is an accredited scheme and has proved successful</p>	<p>1, 2 and 3</p>
<p><i>Support identified children through Springboard Speech and Language Programme</i></p>	<p>EFF - good communication and language skills enables pupils to access the curriculum and hence supports progress</p>	<p>2,3 and 4</p>
<p><i>Training focused on developing oracy – attended by SLT and Oracy Champion</i></p>	<p>EFF - good communication and language skills enables pupils to access the curriculum and hence supports progress</p>	<p>1, 4 and 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance Officer Monitors and works with parents to support high attendance</i></p>	<p>Good attendance is important and research indicates the impact of irregular attendance on pupils' achievement and social and emotional development</p>	<p>4</p>
<p><i>Wider opportunities Support families to access enrichment opportunities eg residential visits</i></p>	<p>Providing opportunities for children to access enrichment opportunities widens children's experiences and raises aspirations</p>	<p>4</p>
<p><i>Waves of well-being</i></p>	<p>Social and emotional development and well-being can impact on a pupil's ability to focus and learn.</p>	<p>4</p>
<p><i>Attendance</i></p>	<p>Support families with 2 weeks bus fare as an emergency</p>	

Total budgeted cost: £ 86470

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that

	School	Nationally	Impact evaluation
Yr1 Phonics Screening – All	74%	80%	Children benefited from the RWInc Phonics programme and achieved well based on their starting points.
Pupil Premium (8)	63%	Non disadvantaged nationally 83%*	All pupils entitled to the pupil premium grant made progress from their starting points; pupils not achieving the phonics screening, had additional needs. 15 pupils were reassessed at the end of Yr2 including 3 pupils entitled to the pupil premium. 93% of all pupils achieve the Phonic screening standard by the end of KS1. 100% of pupils entitled to the Pupil Premium achieved the phonic standard by the end of KS!
KS2			10 pupils in Yr2 were entitled to the pupil premium; all made accelerated progress in their learning although 2 did not achieve age related expectations
KS2 Reading	EXP -80%	74%	As a cohort, pupils achieved well in reading. Outcomes showed disadvantaged pupils made good progress. Scaled score in reading for disadvantage pupils = 105 compared with 102 for non-disadvantaged pupils at the school Progress measure in reading for disadvantage pupils +2.0 = +1.8 for non-disadvantaged pupils at the school
Pupil Premium	GDS – 29%	13%	
	EXP -80%	79%	
	GDS –10%	33%	
KS2 Writing	EXP -78%	72%	
	GDS –4%	13%	

Pupil Premium	EXP -70%	78%	
	GDS – 0%	16%	
KS2 Maths	EXP -71%	73%	Scaled score in maths for disadvantage pupils = 103 compared with 101 for non-disadvantaged pupils at the school
Pupil Premium	GDS – 11%	24%	
	EXP -70%	79%	
	GDS – 0%	29%	
			Although there is a gap between the disadvantaged pupils at Corpus Christi compared to non-disadvantaged pupils nationally, this gap is smaller than the national gap.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that pupil achievement is generally meeting the school's targets. Where pupils are vulnerable in more than one area their achievement is less secure than those who are only in receipt of the pupil premium.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Although there is not a significant gap in the attendance of all pupils and those who are disadvantaged, there is some evidence that where pupils have poor attendance their achievement is less secure due to gaps in their learning.

Based on all the information above, the performance of our disadvantaged pupils meets expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that;

- RWINC Phonics continues to have a positive impact on pupils' phonic knowledge and early reading. On entry, pupils' knowledge of phonics is poor; however by the end of KS1, pupils reading is above national averages which is maintained across KS2.
- Tuition was continued in maths which supported pupils progress; in KS2 70% of pupils entitled to the pupil premium made more than expected progress.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Our disadvantaged pupils have had access to a range of experiences throughout the year, including extra curricular clubs, trips and experiences.

Attendance remains high for all groups of children.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was directed at quality first teaching and the implementation of RWInc Service children were included in small group tuition for maths
What was the impact of that spending on service pupil premium eligible pupils?	Pupils benefited from high quality teaching in reading and progress matched their peers