

# 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   | <b>317</b>  |
| Proportion (%) of pupil premium eligible pupils  | <b>53 children – 16.7%</b><br>FSM – 48<br>Ever6 –4<br>Looked After Child – 1<br>NRPF - 12 Not included in the PP figures<br>FSM and EAL – 24<br>FSM and SEND - 11 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2024   |
| Date this statement was published  | 24 <sup>th</sup> November 2023<br>Updated 18 <sup>th</sup> April  |
| Date on which it will be reviewed  | 18 <sup>th</sup> April and<br>September 2024  |
| 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   | £70 348 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £6670   |

|  |        |
|--|--------|
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0     |
| <b>Total budget for this academic year</b><br><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> | £77018 |

# 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  |
|------------------|--|
|                  | <b>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.</b>   |
| 1                | <p><b>Communication and Language:</b> 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"> <li>• 52% of pupils at Corpus Christi are EAL learners <ul style="list-style-type: none"> <li>○ 53% of pupils entitled to the pupil premium are EAL learners</li> </ul> </li> <li>• The school welcomes pupils across the school who are new to country-pupils who are assessed at early language acquisition.</li> <li>• 38% of pupils on entry to early years have secure skills in communication and language and are meeting the expected standard.</li> <li>• Parents lack confidence in spoken English</li> </ul> |
| 2                | <p><b>Reading:</b> 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"> <li>• 31% of pupils on entry to early years are working at the expected standard in word reading. <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>• Pupils joining the school who are new to country have no foundations in phonics and early reading</li> </ul>  |

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|---|--|
| 3 | <b>Maths</b> - 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 | <b>Social and emotional</b> - 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 | <b>Progress and Achievement</b> - 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<br>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<br>KS2 – Achieve above national average progress score<br>PPG target – 72% achieve at an expected level by the end of Yr6 |
| <i>Progress in writing</i>             | EY – 76% (30 children) achieve ELG in writing<br>KS1 – 71% achieve at an expected level<br>KS2 – Achieve in line with national average progress score in writing<br>PPG target – 64% achieve at an expected level by the end of Yr6  |
| <i>Progress in maths</i>               | EY – 80% (31 children) achieve ELG in maths<br>KS1 – 75% achieve at an expected level<br>KS2 – Achieve above national average progress score in maths<br>PPG target – 72% achieve at an expected level by the end of Yr6   |
| <i>Communication and Language</i>      | EY - 71% achieve ELG in CLL<br>Teachers report that EAL pupils and those with speech and language needs are making more accurate and confident contributions in class  |

|       |   |
|-------|---|
| Other | 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: £55369

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Reading</i></p> <ol style="list-style-type: none"> <li><i>RWInc Synthetic phonics is used as core reading strategy and is well resourced including with sufficient adults</i></li> <li><i>Further embed a positive reading culture</i></li> <li><i>Apply the approaches of Destinations Reader through all English lessons</i></li> </ol> | <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> | 2, 3 and 5                    |
| <p><i>April 2024 - Review</i></p>   | <ul style="list-style-type: none"> <li><i>On-going RWINC assessments indicate pupils continue to make progress.</i></li> <li><i>11 PP pupils are receiving targeted and additional interventions in RWINC across YrR, 1 and 2</i></li> </ul>  |                               |
| <p><i>Writing -</i></p> <ol style="list-style-type: none"> <li><i>CPD focused on improving writing in Yr3/4</i></li> <li><i>Coaching to improve writing outcomes led by English leader with external reviews of progress in writing supported by LA advisor</i></li> </ol>  | <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>  | 2 and 5                       |
| <p><i>April 2024 - Review</i></p>   | <ul style="list-style-type: none"> <li><i>Portsmouth CC Advisor has supported teachers' planning and teaching in Yr3/4</i></li> </ul>   |                               |

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|  | <ul style="list-style-type: none"> <li>• <i>Writing outcomes have been reviewed with progress noted</i></li> <li>• <i>21 children in the Yr3/4 phase (90 children in total) are in receipt of PP grant. Some with multiple needs. Evidence of progress seen on small steps assessments with specific objectives consolidated</i></li> <li>• <i>Pupils who are in the lowest 20% of the cohort are supported through teacher led support and adaptations – review of writing shows progress being made across the school.</i></li> <li>• <i>Small steps assessments indicate PP pupils who are not on track for ARE are making progress by consolidating targeted objectives</i></li> </ul>   |         |
| <p><i>Maths</i></p> <ol style="list-style-type: none"> <li><i>1. All year groups taught as single aged classes</i></li> <li><i>2. Additional teacher allocated to KS2 to ensure maths is taught and pitched effectively and to smaller groups</i></li> </ol> | <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>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> | 3 and 5 |
| <i>April 2024 - Review</i>   | <ul style="list-style-type: none"> <li>• <i>Teaching groups from yrs2-6 are taught in small classes meaning all pupils are given greater contact time with the teacher</i></li> <li>• <i>Pupil progress is rapid in Yrs 2, 3, 5 and 6</i></li> </ul>   |         |
| <p><i>Develop Oracy and Language acquisition for all pupils.</i></p> <ol style="list-style-type: none"> <li><i>1. Focus on developing and enhancing vocabulary in all lessons</i></li> </ol>   | <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</p>  | 2 and 3 |

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|---|--|--|
| 2. <i>Access to age appropriate texts to support learning</i> | 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  |  |
| <i>April 24 Review</i>  | <ul style="list-style-type: none"> <li>• <i>Rich language environment is promoted in all classes</i></li> <li>• <i>All lessons include a focus on vocabulary to ensure understanding and broadening language</i></li> <li>• <i>Texts are chosen to support pupils' language, themes of interest and accessible</i></li> <li>• <i>School is working with Voice 21 Oracy Framework from Sept 2024</i></li> </ul> |  |

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

Budgeted cost: £10000

| <b>Activity</b>   | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <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> <ol style="list-style-type: none"> <li>1. HLTAs offer 1-1 and small group support within lessons to support the learning needs of pupils.</li> <li>2. HLTA led reading interventions to ensure pupils catch up and keep up in their learning.</li> <li>3. Multiplication Club for children in Yr4</li> </ol> | EFF – Small Group Tuition                   | 1 and 2                              |

|   |  |            |
|---|--|------------|
| 4. Arithmetic Club for Yr6  |  |            |
| <i>April 2024 - Review</i>  | <ul style="list-style-type: none"> <li><i>RWINC progress – assessment shows pupils are making progress with 19 PP pupils in YrR.1 and 2 achieving at least the expected level eg 4 Yr2 PP pupils are now in reading groups as they have completed the phonics programme. 24% of Yr2 pupils are entitled to the PPG – 30% of the pupils who have completed the phonics programme are in receipt of the PPG</i></li> <li><i>RWInc Interventions are supporting YrR and 1 pupils to keep up with their peers with similar starting points</i></li> <li><i>Multiplication Club targeting Yr4 pupils is supporting progress in quick recall of tables</i></li> <li><i>Yr6 Arithmetic Club targeting cusp children, including PP pupils</i></li> </ul> |            |
| <i>Reading – purchase of resources for RWInc and time for RWInc lead to assess and regroup children</i> | 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  | 1, 2 and 3 |
| <i>April 2024 – Review</i>  | <i>See above</i>   |            |
| <i>Support identified children through Springboard Speech and Language Programme</i>                    | EFF - good communication and language skills enables pupils to access the curriculum and hence supports progress   | 2,3 and 4  |
| <i>April 2024 - Review</i>  | <i>Review at end of year</i>   |            |
| <i>Training focused on developing oracy – attended by HT</i>  | EFF - good communication and language skills enables pupils to access the curriculum and hence supports progress   | 1, 4 and 5 |
| <i>April 2024 – Review</i>  | <i>Improved understanding of oracy and preparing for implementation in Sept 24</i>   |            |

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

Budgeted cost: £ 12500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |   |   |
|--|---|---|
| <i>Attendance Officer<br/>Monitors and works<br/>with parents to<br/>support high<br/>attendance</i>                 | Good attendance is important and research indicates the impact of irregular attendance on pupils' achievement and social and emotional development  | 4 |
| <i>April 2024 – Review</i>   | <i>Overall school attendance – 96.1%<br/>PP attendance – 95.3% - has been impacted by 3 children joining the school late in the year with staggered starts due to their transition needs<br/>Attendance Officer, HT and PCC Attendance team have worked with parents to improve attendance – see case study</i> |   |
| <i>Wider opportunities<br/>Support families to<br/>access enrichment<br/>opportunities eg<br/>residential visits</i> | Providing opportunities for children to access enrichment opportunities widens children's experiences and raises aspirations  | 4 |
| <i>April 2024 – Review</i>   | <i>School has maintained a list of children taking part in all activities with priority given to children entitled to the PPG.<br/>This group has had free access to chargeable clubs<br/>No child has been denied access to activities due to finance</i>  |   |
| <i>Waves of well-being</i>   | Social and emotional development and well-being can impact on a pupil's ability to focus and learn.   | 4 |
| <i>Attendance</i>  | Support families with 2 weeks bus fare as an emergency  |   |
| <i>April 2024-Review</i>   | <i>Currently, the school has subsidised travel for 5 children who have been relocated to temporary accommodation at short notice. This has ensured school remains a safe and consistent place for the children</i>  |   |

**Total budgeted cost: £ 76869**

## Part B: Review of the previous academic year (2022-2023)

### 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      | National Average | Impact evaluation  |
|-----------------------------|-------------|------------------|--|
| Yr1 Phonics Screening – All | 70.7%       | 79%              | Children benefited from the RWInc Phonics programme and achieved well based on their starting points.  |
| Pupil Premium (8)           | 75%         |                  | All pupils entitled to the pupil premium grant made progress from their starting points; pupils not achieving the phonics screening, had additional needs.<br><br>14 pupils were reassessed at the end of Yr2 including 4 pupils entitled to the pupil premium. 93% of pupils achieve the Phonic screening standard by the end of KS1. |
| KS1                         |             |                  | 7 pupils in Yr2 were entitled to the pupil premium; all made accelerated progress in their learning.<br><br>The 3 children who did not make the expected standard by the end of KS1 are also on the SEND register; one is also EAL and one where there are concerns over their attendance.   |
| KS1 Reading - All           | EXP -75.6%  | 68%              | As a cohort, pupils achieved well in reading. Outcomes showed disadvantaged pupils made good progress eg achieved phonics screening in year 2. All improved their phonics score so that 3 out of 4 achieved the standard.  |
| Pupil Premium (7)           | GDS – 26.7% |                  |  |
|                             | EXP – 57.1% |                  |  |
| KS1 Writing                 | EXP -68.9%  | 60%              | Pupils made progress in their writing from their starting points. The proportion of pupils entitled to the Pupil Premium is  |
|                             | GDS – 6.7%  |                  |  |

|               |             |       |   |
|---------------|-------------|-------|---|
| Pupil Premium | 57%         |       | close to the national averages but below the overall school achievement.  |
| KS1 Maths     | ECP _ 77.8% | 70%   | As a cohort, pupils achieved well in maths. Disadvantaged pupils were supported through tuition. Gaps in knowledge were closed in some areas  |
| Pupil Premium | GDS – 15.6% |       |   |
|               | 57%         |       |   |
| 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 -81.4%  | 72.7% | As a cohort, pupils achieved well in reading. Outcomes showed disadvantaged pupils made good progress. Scaled score in reading for disadvantage pupils = 104.5 compared with 106.9 for non-disadvantaged pupils at the school<br><br>Progress measure in reading for disadvantage pupils +2.0 = +1.8 for non-disadvantaged pupils at the school |
|               | GDS – 25.6% | 29%   |   |
| Pupil Premium | 80%         |       |   |
|               | GDS -40%    |       |   |
| KS2 Writing   | EXP 69.8%   | 71.6% | Progress measure in writing for disadvantage pupils -1.3 = +0.4 for non-disadvantaged pupils at the school  |
|               | GDS 11.6%   | 13.4% |   |
| Pupil Premium | EXP -70%    |       |   |
|               | GDS – 10%   |       |   |
| KS2 Maths     | EXP 65.1%   | 73%   | Scaled score in maths for disadvantage pupils = 101.5 compared with 103.1 for non-disadvantaged pupils at the school<br><br>Progress measure in reading for disadvantage pupils -0.1= -1.1 for non-disadvantaged pupils at the school   |
| Pupil Premium | GDS -11.6%  | 23.9% |   |
|               | EXP -50%    |       |   |
|               | GDS – 30%   |       |   |
| KS2 overall   |             |       | 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.
- In 2022-2023 academic year, the school focused on improving the teaching of writing resulting in improved standards across the school.
- Tuition was continued in maths which supported pupils progress; in KS2 50% of pupils entitled to the pupil premium made more than expected progress.
- Progress measures in reading and maths indicate strategies adopted to support disadvantaged pupils ensured their progress was at least in line with non-disadvantaged pupils

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

## 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<br>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   |

