

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	Data
School name	Corpus Christi Catholic Primary School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	19% in total 38 children – FSM – 19 children – Ever6 1 – Looked after child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	U Clark
Pupil premium lead	U Clark
Governor / Trustee lead	N Galbraith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60940
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67320

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
	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. 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.
1	Narrowing the attainment gap in maths. Although there is evidence that by the time pupils leave the school the gap has been reduced in reading, the attainment gap in maths is more evident especially in KS1.
2	Narrowing the attainment gap in writing. Although attainment in writing for all groups is below national expectations, pupils from vulnerable groups, including disadvantaged pupils can lack confidence and the knowledge and skills to communicate effectively in written and spoken form.
2	<p>Communication and Language – EAL</p> <p>A learner of English as an additional language is a pupil whose first language is other than English. A first language is the language to which the child was initially exposed during early development and continues to use in the home and community. Younger children take time to develop the confidence to speak in a dual language; this can have a significant impact on the progress they make in the early years and KS1.</p> <p>English as an additional language (EAL) – 45% of disadvantaged pupils at Corpus Christi Catholic Primary School are registered as EAL.</p>
3	<p>Communication and Language – All pupils</p> <p>Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can lead to a lack of confidence and can have a significant impact on a child's achievement and progress.</p>

	10% of disadvantaged pupils at Corpus Christi School have required speech and language support.
4	SEND 27% of our disadvantage pupils are registered as SEND learners 4% of these disadvantaged pupils have an EHCP

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 KS2 – Achieve above national average progress score
<i>Progress in writing</i>	EY – 71% (27 children) achieve ELG in writing KS1 – 67% achieve at an expected level KS2 – Achieve in line with national average progress score in writing
<i>Progress in maths</i>	EY – 81% (31 children) achieve ELG in maths KS1 – 73% achieve at an expected level KS2 – Achieve above national average progress score in maths
<i>Communication and Language</i>	EY - 71% 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: £ 52940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading</i></p> <ol style="list-style-type: none"> 1. <i>RWInc Synthetic phonics is used as core reading strategy and is well resourced including with sufficient adults</i> 2. <i>Further embed a positive reading culture</i> 3. <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>1, 2, 3 and 4</p>
<p><i>Writing -</i></p> <ol style="list-style-type: none"> 1. <i>INSET focused on improving writing</i> 2. <i>Introduce new approach to the teaching of hand writing</i> 3. <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</p>
<p><i>Maths</i></p> <ol style="list-style-type: none"> 1. <i>All year groups taught as single aged classes</i> 2. <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</p>	<p>1</p>

	<p>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>	
<p><i>Develop language acquisition for all pupils.</i></p> <ol style="list-style-type: none"> <i>Focus on developing and enhancing vocabulary in all lessons</i> <i>Access to age appropriate texts to support learning</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</p>	2 and 3
<p><i>CPD for all teachers</i></p> <p><i>On going coaching and training ensures teaching is improving and high quality practice is evident.</i></p>	<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>In 2022-23 this includes</p> <ol style="list-style-type: none"> Internal coaching in writing, phonics and maths. TA training to support SEND needs. INSET on Developing Writing 	1,2,3 and 4

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

Budgeted cost: £7380

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</p>	<p>EFF – Small Group Tuition</p> <p>Our outcomes for 2022 highlighted attainment in writing and maths as less secure that attainment in reading and believe small group tuition and</p>	1 and 2

<p>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"> 1. In 2022-23 , identified pupils will be offered 15 x 45 min sessions over 10 weeks in maths or handwriting to support them to catch up and keep pace with core lessons. 2. HLTAs offer 1-1 and small group support within lessons to support the learning needs of pupils. 3. HLTA led reading interventions to ensure pupils catch up and keep up in their learning. 	<p>interventions would support pupil progress. These are to be planned for by class teachers and taught by teachers.</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>

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family Support and Attendance Officer Monitors and works with parents to</i></p>	<p>Good attendance is important and research indicates the impact of irregular attendance on pupils'</p>	<p>1,2, 3, 4</p>

<i>support high attendance</i>	achievement and social and emotional development	
<i>Wider opportunities Support families to access enrichment opportunities eg residential visits</i>	Providing opportunities for children to access enrichment opportunities widens children's experiences and raises aspirations	2, 3
<i>Pastoral support offered to identified pupils to ensure their emotional well-being needs are well supported</i>	Social and emotional development and well-being can impact on a pupil's ability to focus and learn.	1,2,3,4

Total budgeted cost: £67320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

	School	National Average	Impact evaluation
Yr1 Phonics Screening – All Pupil Premium	74%	75.5%	Children benefited from the RWInc Phonics programme and achieved well based on their starting points. Outcomes for all pupils were similar to national averages. All pupils entitled to the pupil premium grant made progress from their starting points; pupils not achieving the phonics screening, had additional needs.
	50%		
KS1			5 pupils in Yr2 were entitled to the pupil premium; all made accelerated progress in their learning although 2 did not achieve age related expectations
KS1 Reading - All Pupil Premium	78%	67%	As a cohort, pupils achieved well in reading. Outcomes showed disadvantaged pupils made good progress eg achieved phonics screening in year 2.
	40%		
KS1 Writing Pupil Premium	56%	58%	Based on starting points, most pupils achieved their targets
	40%		
KS1 Maths Pupil Premium	78%	68%	As a cohort, pupils achieved well in maths. Disadvantaged pupils were supported through tuition. Gaps in knowledge were closed in some areas
	40%		
KS2			7 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 Pupil Premium	82%	75%	As a cohort, pupils achieved well in reading. Outcomes showed disadvantaged pupils made good progress. Progress measure in reading for disadvantage pupils = +4 v all pupils +3.2
	71%		
KS2 Writing Pupil Premium	54%	69%	Progress measure in writing for disadvantage pupils = +1.4 v all pupils -1.6
	57%		
KS2 Maths Pupil Premium	73%	71%	Progress measure in maths for disadvantage pupils = -0.6 v all pupils +1.2
	57%		
KS2 overall			Progress measures in reading and writing for pupil premium children showed that they made better progress than the cohort. The gap between disadvantaged pupils at Corpus Christi compared to national non-disadvantaged groups is in line with the national gap between the 2 groups in writing and maths and significantly above the national figures in reading

Targeted Academic Support: School led tuition focused on maths and was mainly targeted at pupils in yrs1, 2 and 6 with some tuition offered to pupils in yr4 focused on multiplication tables. Yr 6 – 11 pupils received tutoring – 10 achieved the expected standard in maths and 2 greater depth standard.

Attendance: Data shows there was no significant trend between the attendance of disadvantaged pupils (94.27%) compared to non disadvantaged pupils (94.43%). The support the Family Support Officer offers to families, especially those from disadvantaged backgrounds, has a positive impact in ensuring pupils are accessing education.

Access to opportunities: All pupils, including those from disadvantaged families, were able to participate in school enrichment activities. Pupil attitudes to and enthusiasm for school is high. Pupils develop positive attitudes, are keen to take on responsibility and feel a sense of pride in the school.

Service pupil premium funding (optional)

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?	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