

Corpus Christi Catholic Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	311
Proportion (%) of pupil premium eligible pupils	59 – 18.9%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Pupil premium lead	Ursula Clark
Governor / Trustee lead	Chantelle Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£82880

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. **We see it as our mission to ensure that our children are given the best start in life and that social and cultural constraints do not influence chances of success both in school and later life. 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:

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.
- Narrow the attainment gap between disadvantaged and vulnerable pupils and their non-disadvantaged counterparts within school and nationally.
- Remove barriers to learning created by poverty, family circumstances and background.
- 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.

Challenges

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

Challenge number	Detail of challenge
	<i>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.</i>
1	<i>The school supports a number of vulnerable groups and recognises that within the group of pupils in receipt of the pupil premium finding there are a number of other barriers to success, hence the support we offer is personalised as far as practicable.</i> Additional Needs- 2025-2026 data shows that SEND - a high proportion of pupils with additional needs are also in receipt of pupil premium funding. • 31% of all pupils in receipt of the pupil premium funding have SEND needs with 10% of pupils with an EHCP ○ 18 pupils are identified as in need of SEND support out of total of 46 pupils with SEND needs across the school ○ 6 pupils have an EHCP out of total of 15 pupils with an EHCP across the school English as an Additional Language – 48% of pupils entitled to the pupil premium grant have English as an additional language. Ethnic minority - 63% of pupils in receipt of the pupil premium are from an ethnic group other than white British. 69.5% of pupils across the school are from an ethnic minority

2.	Communication and Language: Our assessments, observations, and discussions with pupils and their families indicate that oral language skills are less secure within the pupil premium group. Of pupils in receipt of the pupil premium, 25% did not achieve a GLD (Good level of development) by the end of early years
3.	Achievement Of pupils in receipt of the pupil premium.. Reading 33% did not achieve the phonic standard in Year 1. 21% of the cohort did not achieve the phonic standard 29% did not achieve the phonic standard by the end of Year 2. 5% of the cohort did not achieve the phonic standard. In Key Stage 2, typically 25% of pupils in receipt of the pupil premium are not reading at the expected standard. Maths 43% did not achieve the expected standard by the end of Year 2 or Yr6 Pupils entitled to the pupil premium find learning challenging and there can be multiple barriers to their achievement and progress.
4.	Aspirations The school is committed to supporting all pupils to have the necessary skills and knowledge to enable them to access the next stage of their education and become, in the future, successful citizens who make a contribution to their community. For some of our pupils, their aspirations and knowledge of the world is limited and we are keen to extend this.

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
Early Years	100% of PP children without SEND will achieve a good level of development across all areas. 100% of PP children will achieve a good level of development in communication and language.
Progress in reading	100% of PP children, including those with more than one vulnerability, eg SEND or EAL, will make the expected progress in reading based on RWINC assessments and internal school assessments based on their starting points.

	• 100% PP children – without SEND - in KS1 to pass Phonics Screening test in Year 1 • 100% PP children – without SEND – in KS1 to achieve expected standard by the end of the year • 100% PP children without SEND – by the end of Year 4 to achieve the expected standard • 100% PP children without SEND – in KS2 to achieve the expected standard in SATs assessments
Progress in maths	• 100% PP children – without SEND – in KS1 to achieve expected standard by the end of the year • 100% PP children without SEND – by the end of Year 4 to achieve the expected standard in the multiplication tables check • 100% PP children without SEND – in KS2 to achieve the expected standard in SATs assessments
Progress in writing	• 100% PP children – without SEND – in KS1 to achieve expected standard by the end of the year • 100% PP children without SEND – by the end of Year 4 to achieve the expected standard • 100% PP children without SEND – in KS2 to achieve the expected standard in SATs assessments

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher in maths across the school so that all children are taught in smaller groups and as single age groups</i>	EFF Guide to Pupil Premium – Tiered Approach identifies quality first teaching as having the biggest impact on pupils. By teaching maths to age related to groups, teachers are more effectively able to pitch knowledge more accurately and support pupils' achievement and progress	1, 2 and 3

	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.	
<i>Reading</i> <i>Clear progression in the development of reading competence and confidence to include</i> • <i>RWInc Synthetic phonics is used as core reading strategy and is well resourced including with sufficient adults</i> • Fluency – direct and explicit teaching of reading with fluency. • Comprehension and Test Technique explicitly taught • <i>Destinations Reader approaches used to enhance and embed skills</i> • <i>Further embed a positive reading culture</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. The systematic implementation of a phonics approach can support children to make an additional 5 months of progress in a year. 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.	1 and 3
<i>Develop Oracy and Language acquisition for all pupils.</i> • <i>Engage with Voice 21 Oracy Framework</i>	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	1, 2, 3 and 4

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After school booster lessons for pupils in maths in yr6</i>	EFF Guide to Pupil Premium – Tiered Approach identifies quality first teaching as having the biggest impact on pupils. Support for children to keep up so they are able to access the curriculum is vital	1,2 ,3 and 4
<i>3 x per week booster lessons in maths for pupils not making the expected progress</i>		
<i>Quality first teaching for pupils with SEND in Yr5 and 6</i>	EFF Guide to Pupil Premium – Tiered Approach identifies quality first teaching as having the biggest impact on pupils.	1, 2 and 3
<i>RWINC interventions for pupils in EY and KS1</i>	EEF recognises the importance of a synthetic phonics programme to support early reading	1 and 3

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

Budgeted cost: £ 13880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer working closely with head teacher to identify barriers to attendance and agreeing personalised strategies to address this</i>		
<i>ELSA support</i>		
<i>Nurture provision for identified children</i>		
<i>External agency support for pupils with high behavioural needs</i>		

Total budgeted cost: £82880

Part B: Review of the previous academic year

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	78%	80%	Children benefited from the RWInc Phonics programme and achieved well based on their starting points.
Pupil Premium (8)	53%		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			
KS2 Reading	EXP 73%	75%	Data shows that the progress disadvantaged pupils make is close to the national average compared with non-disadvantaged pupils in writing and maths and above in reading
	GDS – 30%	33%	
Pupil Premium	EXP 50%	62%	
	GDS –10%	33%	
KS2 Writing	EXP -80%	72%	
	GDS –14%	13%	
Pupil Premium	EXP -75%	59%	
	GDS – 0%	16%	
KS2 Maths	EXP -66%	74%	
	GDS – 14%	26%	

Pupil Premium	EXP -57% GDS – 0%	61% 29%	Scaled score in maths for disadvantage pupils = 103 compared with 101 for non-disadvantaged pupils at the school
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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.

f last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

