

Pupil Premium

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable and may underachieve. These include pupils who are eligible for free school meals and those looked after by the local authority. The funding has to be used to accelerate progress and raise attainment in these groups of pupils.

All schools have the right to decide how best to spend the money but are required to report on the amount of funding they receive, how it is spent and the impact of any completed work. The statement following outlines the strategies we have used at Corpus Christi and how our pupils are progressing compared to the national average.

Pupil premium strategy statement (primary)

1. Summary information					
School	Corpus Christi				
Academic Year	2019-20	Total PP budget	£81,160	Date of most recent PP Review	September 2019
Total number of pupils	198	Number of pupils eligible for PP	51	Date for next internal review of this strategy	September 2020

2.	3. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All pupils in school</i>	<i>All pupils nationally</i>
Y6 % achieving expected standard in reading, writing and maths	67% (12 pupils)	73%	65%
Y6 % meeting expected standard in reading	83%	90%	73%
Y6 % meeting expected standard in writing	83%	80%	78%
Y6 % meeting expected standard in maths	83%	93%	79%
Y2 % achieving expected standard in reading, writing and maths	44% (9 pupils)	67%	65%
Y2 % meeting expected standard in reading	56%	79%	75%
Y2 % meeting expected standard in writing	56%	71%	69%
Y2 % meeting expected standard in maths	44%	75%	76%
Y1 % of pupils meeting expected standard in phonics screening	67% (6 pupils)	77%	82%
Y2 % of pupils meeting expected standard in phonic screen retakes	100%	100%	

EY % of pupils achieving a good level of development	40% (5 pupils)	76%	72%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Large % of pupils who enter school with no English.
B.	Poor speech and language skills.
C.	Lack of life experiences.
D.	Attendance and behaviour expectations can be issues for a very small minority of pupils.

External barriers

D.	Lack of parental support at home.
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5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will develop language skills in spoken English.	Vocabulary will develop and pupils spoken English will be evident.
B.	Pupil speech grammar and vocabulary will improve and feed into reading writing and maths attainment.	Improved reading, writing and maths outcomes. Improved confidence and self esteem
C.	Pupil experience of the world is increased and their wellbeing / attitude is focused upon	All pupils attend trips / visits /residential experiences wellbeing and attitude is improved. Cultural capital increased. Expectations and life experiences increased.
D.	Attendance and behaviour of this small group of pupils improves.	Individuals attending regularly
E.	Parents helped to support their children's learning at home.	Children better supported with homework

6. Planned expenditure					
Academic year	2019 -2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue whole school focus on building vocabulary especially for EAL pupils and some white British boys	More boy friendly topics in planning. More talk for writing opportunities. More use of film and film clips to engage pupils especially boys. Continue to provide vocabulary enriching opportunities across the curriculum. Additional TA hours	Our internal data shows that in some class groups boys do not perform as well as girls in writing and reading comprehension and need additional encouragement. We feel limited vocabulary is a reason for this. Generally speaking a large proportion of pupils have limited language so good modelling and talk opportunities before writing and vocabulary discussion in guided reading are important.	All staff including TA's will have training as necessary. Staff will support each other using peer coaching model. Lesson observations will take place and feedback will be given. Work scrutiny will take place and feedback will be given.	CW CI	July 2020
Continue to develop mathematical language	Continue to cover fluency reasoning and problem solving in maths include discussions and talk	Data shows reasoning skills are low for some pupils. Some pupils find mathematical language difficult and need opportunities to explain their reasoning.	Training for all staff continues. Monitoring of provision continues	ST CI	July 2020
Total budgeted cost					£1,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress and attainment of this group of pupils continues to improve	DH / class teacher to carry out Assertive Mentoring Programme and regularly check this group of pupils.	All PP pupils have their own homework programme and a weekly review from class teacher. Termly monitoring by DH This is building confidence and addressing barriers to learning as they arise.	Training for class teachers by DH. In school monitoring of sessions and of work	CI CW Class teachers	July 2020

Specific interventions for groups of pupils. More targeted pupils including more able reach higher standards.	Interventions include Talk Boost and Early talk Boost. EAL lunchtime support and weekly support from EMTAS Talk for Number Numbers Count. First Class at Number 1 and 2 First Class at Arithmetic. Better reading partnerships Lexia and Mathletics. Middle band writing and maths.	Most of these programmes have been tested and approved by educational institutions and their impact has been seen to be successful. They are tailored to specific pupil needs.	Training for teachers and TA's Regular monitoring of sessions. Before and after testing to show progress. Keep staffing TA,s and teachers	CI DB	July 2020
Total budgeted cost					£79,160
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance/behaviour /wellbeing	Careful tracking of attendance and behaviour. Behaviour support where necessary. Individual pupil counselling where necessary. Growth mind-set approach and P4 C sessions to encourage thinking and speaking skills.	These strategies seem to be working as we have seen individual and group improvement. We have good behaviour in school and good attendance but do target individuals where necessary. Add specific small group visits to offer nurturing experiences We hope the growth mind-set activities will improve resilience and confidence	Continue with systems in place. Training for all staff in growth mind-set	CI	July 2019
					£1,500
Total budgeted cost					£ 81,160

7. Review of expenditure				
Previous Academic Year		£ 80,820		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment for all pupils and especially this group	Staff training in mastery in maths and literacy	Pupils generally continue to achieve better attainment and progress measures are good across the school. Often our pupils identified for this funding also have Special Educational Needs which effects the outcomes in some cohorts	Still work to do especially on resilience and attitudes which are future targets. We will continue strategies and support all individuals.	£ SBS £1000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve performance of PP group pupils including more able – more reach higher standard	PP coaching programme in place and running assertive mentoring programme. Various interventions run by TAs now in place and their impact is measured	Most pupils showed improved progress. Before and after data was positive and some pupils made large gains in reading tests and Sandwell maths tests.	Still some pupils to target as impact on them is lower. Still work to do especially on resilience and attitudes which are future targets. We will continue programmes and data collection before and after to evidence impact. Continue training for specific interventions as opportunities arise.	£41,195 Teachers £ 37,965 Teaching Assistants
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children have experiences to support learning and self esteem	Attending trips and residential experiences	Pupil knowledge and experiences have been enhanced with visits to Theatres, Museums York, Holy Island and places of work	Yes we will continue and extend to some small group visits to offer nurturing experiences. Continue attendance work and include Growth Mind-set work and P4C next year using student social worker if possible	£2,000 SBS and school fund

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

This school year we will:

- We will continue to add specific interventions as necessary and as they become available
- We will continue all we have in place including staffing and specific interventions
- We will add Growth Mind-set sessions and P4C to boost self-confidence, resilience vocabulary and speaking skills.
- We will continue to help families that need it with free uniform.
- We will continue to heavily subsidise trips and visits if they cannot be totally free.
- We will continue to offer free passes for breakfast club.