

Corpus Christi Catholic Primary Pupil Premium strategy statement 2022 to 2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	220 (201 R-Y6 and 19-Nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2023
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022 March 2023
Statement authorised by	Cheryl Maxwell (HT)
Pupil premium lead	Cheryl Maxwell (HT)
Governor / Trustee lead	Paula Rees (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Based on October 2021 Census</i>	£85,870
Recovery premium funding allocation this academic year	
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	£85,870

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all our children receive high quality teaching which is at least good in every lesson. We will continually assess and rapidly intervene when children require additional support. This support will be structured, time limited and monitored for effectiveness.

Recognising the needs of our children, and particularly the high percentage of children with English as an additional language, the acquisition of strong language skills will be our highest priority. This focus will thread through our whole curriculum from Early Years to Y6.

Our wider curriculum will be reviewed regularly and constantly improved to introduce more varied and wider life experiences.

Families with identified social, emotional or health needs will be well supported by school staff so that the needs are removed or alleviated.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress for core subjects remain lower for children who are eligible for pupil premium than other groups.
2	Almost 70% of children in school use English as an additional language and a large % of children enter school with little or no English.
3	Limited life experiences and opportunities to develop vocabulary and have a wider awareness of the outside world.
4	Emotional well-being is a concern – can create a negative mindset which leads to lower academic progress.
5	Low baseline on entry to school.

6	Higher incidence of families needing support and involvement from external services such as social care, children's service, speech and language, mental health and educational psychology.
7	School attendance is lower than national average for pupils eligible for PP.

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
1. Attainment of PP children will improve across Reading, Writing and Maths.	The gap in achievement between PP and non PP children will be narrowed.
2. EAL children will acquire language skills in spoken and written English, necessary to access curriculum.	A focus on language in Early Years and targeted interventions throughout the school results in rapid acquisition of English language skills.
3. PP children will engage with a broad and balanced curriculum designed to increase their life experiences and richness of vocabulary.	Children experience a wider variety of activities linked to the curriculum. Children access more extra-curricular opportunities and are not excluded by their ability to pay. Pupil surveys reflect enjoyment in school, improved attitudes to learning and access to wider curriculum.
4. Improved well-being in Pupil Premium children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic attainment.	Children are provided with pastoral care, guidance and support to raise self esteem and develop skills of resilience, independence and perseverance. Pupil surveys reflect enjoyment in school and improved attitudes to learning.
5. Children will make rapid progress in Early Years.	The gap between PP children and non pp children achieving a Good Level of Development will be narrowed.
6. Families with extra needs will receive additional support, guidance, intervention and resources from school.	Issues will be identified and intervention provided quickly. This will enable families to be well supported and lessen the negative impacts on children.
7. PP children will attend school regularly and not miss out on valuable educational opportunities.	Attendance figures will increase for PP children and the gap with non PP will be narrowed.

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: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Quality First teaching for all children in all classes.</p>	<p>Quality First Teaching has a direct impact on student outcomes. (Sutton Trust)</p>	1
<p>Continued expenditure on reading and web-based resources to improve range of books for home/school reading in the classroom</p> <p>£5,000</p>	<p>Reading a wide variety of genres will support vocabulary acquisition.</p> <p>Poor vocabulary is the prime cause of academic failure. It is caused by lack of opportunity NOT lack of ability. Highest attaining readers have vocab of 7,100 root words – weakest have 3,000. (Pie Corbett)</p>	1, 2, 3 and 5
<p>Develop the school library as a 'Curriculum Hub' Purchase new furniture and extend non-fiction book stock.</p> <p>£17,000</p>	<p>Overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those who did not.</p> <p>For children and young people receiving free school meals, library users in this group showed higher reading enjoyment, increased reading and writing for pleasure, and tended to read and write a greater variety of material relative to non-library users.</p> <p>(National Literacy Trust)</p>	1,2,3 and 5
<p>CPD - Embed teaching for Mastery across school and work closely with Maths Hub.</p> <ul style="list-style-type: none"> • £1000 <p>Employ an additional support teacher in Y4,5 and 6 to team teach with class teacher during all Maths lessons - M6 Teacher x 4 mornings (0.4) £20,000</p>	<p>In 2019, the NCETM reported that Maths Mastery has a significant, positive impact. They state that this approach is helping teachers develop their knowledge and skills, and children are learning maths more securely.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1

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

Budgeted cost: £26,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths 1-1 and small group tutoring across school from Y2-6 - £5.041 (0.5 days)</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. Tuition carried out by Teachers is more effective than by Teaching Assistants. (Education Endowment Fund)</p>	<p>1 and 2</p>
<p>L3 Teaching Assistants to deliver daily 1-1 and small group Phonics, Reading, Comprehension and Spelling interventions from Y1 to Y6. - £20,000 (equivalent to 3 days)</p>	<p>The Education Endowment Foundation found positive effects in studies where teaching assistants deliver high-quality structured interventions with short sessions, over a finite period, and link learning to classroom teaching.</p>	<p>1 and 2</p>
<p>Pupil Progress Meetings track progress of PP pupils and appropriate timed and structured interventions are put in place – TA's are trained in the following:</p> <ul style="list-style-type: none"> • First Class Maths/Numbers Count/Talk for Number • Talk Boost/Early Talk Boost • EAL support from EMTAS • Lexia • Mathletics • Reading Plus <p>2x TA's complete Higher Level Teaching assistant Training Cost £1100</p>	<p>The University of York carried out an evaluation of Numbers Count for The Department for Education which found it had a positive impact on primary maths. The study found a mean effect size of +0.33 in primary maths.</p> <p>The Education Endowment Foundation (2018) ran a project investigating the effectiveness of 1stClass@Number, which found that it had a positive impact on primary maths. The study found a mean effect size of +0.22 in primary maths.</p>	<p>1</p>

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

Budgeted cost: £15,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Pastoral Lead - TLR payment £2,796	This will enable the school to develop a whole school coherent and structured approach to addressing and meeting the social, emotional and mental health needs of children across the school.	4,6, and 7
Appointment of Family Support Worker - 1.5 days per week. - £12,936 per year	A FSW can successfully break down barriers between home and school and work with families to improve poor attendance. - There is a clear link between poor attendance and lower academic achievement. Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: ... Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of lessons.	4,6 and 7
Trained TA to lead small Nurture groups and 1-1 interventions. - 0.5 days £2,000	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. (EEF)	4
Equip Nurture Room with relevant texts, games, equipment, etc £1,000		
Continue to fund or part fund educational visits, Breakfast Club places, School Uniform, extra curricular activities etc for PP children. - £2,000	The average impact of arts(dance, drama, art etc) and sporting participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. (EEF)	3

Total budgeted cost: £85,877

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022 Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally,

2022 KS1 Reading, Writing and Maths - School Disadvantaged vs National 'Other' (Not Disadvantaged)

Disadvantaged pupils are below Disadvantaged pupils Nationally.

2022 Multiplication Tables Check School Disadvantaged vs National 'Other' (Not Disadvantaged)

The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 21.1 (out of 25). Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally

2022 KS2 Reading - School Disadvantaged vs National 'Other' (Not Disadvantaged)

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally,

2022 KS2 Writing and Maths - School Disadvantaged vs National 'Other' (Not Disadvantaged)

Disadvantaged pupils are below Disadvantaged pupils Nationally.

KS1 2018 to KS2 2022 Progress

Top 25% of all schools nationally for Reading, Writing and Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.