

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	283
Proportion (%) of pupil premium eligible pupils	37.5% (107 pupils)
Academic year/years that our current pupil premium strategy plan covers <i>(3 year plans are recommended in line with the EEF recommendations that the pupil premium strategy covers a three-year period with annual reviews and necessary adjustments)</i>	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium leads	W. Walsh, L.Horkan, C.Kilvington
Governor lead	G. Kerrigan

Funding overview

Detail	Amount updated 22/9/2021	
Pupil premium funding allocation this academic year	£132,410	£143,915
Recovery premium funding allocation this academic year	£9,445	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year	£141,855	£153,360

Part A: Pupil premium strategy plan

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Statement of intent

At Corpus Christi Catholic Primary School, all members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their academic, pastoral and social needs within the school environment. At Corpus Christi Catholic Primary, we are committed to 'Closing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as our provision meets their needs.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by disadvantage, family circumstance and background.
- ✓ Continue to close the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context:

According to the ISDR November 2021

- The school location deprivation indicator was in Quintile 1 (most deprived) of all schools in terms of deprivation.
- The 'FSM6' figures relate to all children who have ever been eligible for FSM at any point in the last 6 years. The school figure is in the highest quintile and is 12%pts higher than the overall national figure.

- The percentage of children who are identified as requiring support for SEN is in the highest national quintile and is almost twice as high as the national figure.
- In contrast, the percentage of children who have EHC plans is in the 3rd national quintile. This figure can be considerably affected by local approaches to provision of EHC plans.
- The percentage of children who have English as an additional language is in the highest national quintile and is 7% above the overall national figure.
- Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing pupils considered stable by all eligible pupils (pupils in Years 1 to 6 and with current single or current main dual registration at the school). The school's stability figure is in the 2nd quintile, meaning that the population is more stable than 'average', i.e. mobility is relatively low.

Our aims and ethos, values and vision for all pupils



We believe our vision will be achieved if we continue to provide our children with an environment in which they will 'excel and enjoy with Christ at our centre'.

Our school demographics and context require that we provide a curriculum that:

- ✓ promotes high aspirations.
 - ✓ encourages positive attitudes, resilience and strong mental health.
- and
- ✓ develops positive citizens with strong community, Christian and British values.

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
- ✓ Provide targeted intervention and support to quickly address identified gaps in
- ✓ learning including the use of small group work, 1:1 tuition
- ✓ Target funding to ensure that all pupils have access to trips, residential, first
- ✓ hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities
- ✓ including sport, music and cultural capital experiences.
- ✓ Provide appropriate nurture support to support pupils in their emotional and
- ✓ social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.

Principles

- We will ensure that quality first teaching and learning opportunities meet the needs of all pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are identified and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

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 may 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
1	Ensuring outcomes for disadvantaged pupils are in line with or exceed national averages.
2	Many pupils have more than one significant need (e.g. EAL, social/emotional and other areas of SEND). These pupils will require additional support to ensure their progress is rapid and sustained.
3	Gaps in knowledge and understanding due to national school closures in previous academic years. EEF Research has found that disadvantaged pupils have been worst affected by partial school closures,
4	Social, emotional and mental health issues can affect pupils' focus and ability to learn.
5	Oral language skills on entry to school are low. This potentially hinders reading, writing and phonics attainment in Reception and Ks1
6	Behaviour for learning is less well established on entry to school for disadvantaged pupils compared to non-disadvantaged.
7	Disadvantaged pupils' opportunities to engage with wider enrichment opportunities and arts based activities is limited – therefore cultural capital is less.
8	Attendance for a small number of disadvantaged pupils/families is lower than that of non-disadvantaged pupils (although higher than the rates found nationally) which will impact on academic achievement.
9	Some children suffer from food poverty and are therefore not ready to learn due to hunger
10	Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health) impacting on their engagement in learning.