

Pupil premium strategy statement (Updated 29.11.2023)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	269
Proportion (%) of pupil premium eligible pupils	36% (98 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>	2023-2026 (Academic year 2023-2024)
Date this statement was published	September 2023 (updated November 2023)
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium leads	W. Walsh, L.Horkan, C.Kilvington
Governor lead	G. Kerrigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (98 pupils)	£150,515 (£142,950 + £7565 Service child and Post CLA)
Recovery premium funding allocation this academic year (101 pupils)	£14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,160

Part A: Pupil premium strategy plan

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

Statement of intent

'Giving every young person the best start in life, whatever their background and wherever they come from, is a mission that unites teachers. By acknowledging the relationship between family income and educational success, the Pupil Premium cuts right to the heart of the reason most of us became educators.' (Sir Kevan Collins Chief executive of the Education Endowment Foundation)

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.

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 2023

- 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 12pts 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 Quintile 2 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.
- ✓ 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 take a tiered approach to maximise progress for all Pupil Premium pupils.



Therefore, we will:

- ✓ Provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching.
- ✓ Increase adult: pupil ratios.
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport, music and cultural capital experiences.
- ✓ Target funding to ensure that all pupils have access to enhancement first-hand learning experiences such as visits and visitors and residential.
- ✓ 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 and leaders 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”.

Therefore, we will:

- ✓ Ensure that quality first teaching and learning opportunities meet the needs of all pupils.
- ✓ 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.
- ✓ Ensure that appropriate provision is made for pupils who belong to vulnerable groups.

This includes ensuring that the needs of disadvantaged pupils are identified and addressed. 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 disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all vulnerable pupils may be in receipt of pupil premium interventions at one time.

Funding overview	Allocation: £165,160
Activity	Budgeted cost
Teaching (for example, CPD, recruitment and retention)	£88,500
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£46,000
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£41,089
Total budgeted cost	£175,589 (+ £10,429)

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	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 school closures.
3	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 progress is rapid and sustained.
4	Oral language skills on entry to school are low. This potentially hinders phonics attainment in Reception and Key Stage 1 as well as reading and writing across school.
5	Social, emotional and mental health issues can affect pupils' focus and ability to learn.
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 are limited – therefore cultural capital is less.
8	Attendance for a small number of disadvantaged pupils/families is lower than that of non-disadvantaged pupils which will impact on academic achievement.
9	Parental engagement of some parents in their child's education is low.
10	Some children suffer from food poverty and are therefore not ready to learn due to hunger.

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.

Challenge	Intended outcome	Success criteria
1	Outcomes for disadvantaged pupils are in line with or exceed national averages.	<p>The emphasis on high teaching for all is at the heart of what we do as this has the greatest impact on closing any attainment gap for disadvantaged pupils as it covers the whole day of teaching and is inclusive.</p> <ul style="list-style-type: none"> - Effective CPD enhances the quality of teaching across all subjects. - Increased adult: pupil ratios allowing staff to work more flexibly and intensively with smaller groups to close the gaps as required. - Pupil outcomes improved through teachers and learning support assistants providing targeted academic support in classroom teaching to close the gaps. - Termly standardised diagnostic assessments. - Gaps in knowledge and understanding due to lockdowns in previous academic years identified and closed. - Support has been provided as required which is linked link to classroom teaching. - With such limited time remaining in the school, Year 6 pupils receive targeted QFT and support to be taught the key skills they need to be well prepared for KS3. - Outcomes for disadvantaged pupils are in line with or exceed national averages - Progress of disadvantaged pupils will be in line with or exceed that of national others as a result of high-quality teaching, expectations and aspirations.
2	Provide targeted academic support.	<ul style="list-style-type: none"> - Targeted academic support close gaps in knowledge and understanding due to national lockdowns in previous academic years. - Pupils have opportunities for small group work with teachers and learning support assistants to focus on specific areas of weaknesses. -Pupil outcomes are improved through teachers and providing targeted academic support which link to classroom teaching to close the gaps. <p>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'</p> <p><i>EEF Guide to the Pupil Premium Autumn 2021</i></p>
3	Provide pupils who also have SEND with additional support.	<ul style="list-style-type: none"> - Pupils who also have SEND are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and next steps. - SEND pupils make good or better progress from their starting points. - Differentiation across all subjects meets the needs of pupils with SEND.
4	Improve oral language skills and vocabulary especially for	<ul style="list-style-type: none"> -Early identification of pupils with speech and language needs. -Targeted interventions for pupils with speech and language needs. -Close the gap for those pupils who come into school with under-developed spoken language skills. -Our ambitious curriculum provides pupils with rich opportunities to learn and explore vocabulary. -Pupils are able to use a wide range of words across the curriculum appropriate to the meaning and context. -Outcomes for disadvantaged pupils at the end of Year 6 are in line with or exceed national averages.

	disadvantaged pupils.	
5	Provide social, emotional and mental health support.	<ul style="list-style-type: none"> -Overcome significant barriers to learning for some of our most vulnerable pupils through practical help, SEMH interventions within school such as Catholic Care counselling, Early Help Plans, interventions from TNCP Cluster team as well as liaison with outside agencies. -Social, emotional and mental health support enables our pupils to return to their usual routines and high standards. - Pupils will develop their interpersonal skills, build positive relationships, grow in self-confidence, self-esteem, be more resilient and actively engage within learning and wider aspects of school life. - Wellbeing and Attitudes survey in July 2022 shows improvements in four key areas of pupil wellbeing: positivity, motivation, self-efficacy and resilience.
6	Provide behaviour support.	<ul style="list-style-type: none"> - Pupils with behaviour barriers to learning are identified and provided with universal and targeted support to increase their capacity to engage with learning, leading to increased progress. <p>Pupils will develop self-regulation strategies so that they are ready to learn and engaged which positively impacts on attainment.</p>
7	Provide additional funding to support enhancement experiences.	<ul style="list-style-type: none"> -Pupils will have the opportunity to experience focused enrichment experiences to improve knowledge and communication skills and promote positive life experiences. -Pupils will receive an enhanced curriculum including educational visits, visitors, cultural and community activities, theatre visits, musical, sport, arts, cookery and experiential learning through high quality and carefully chosen activities. -Pupils will also benefit from an enriched SMSC, PHSE curriculum, a range of extra-curricula activities which are tailored to the identified needs of our context and community. -Pupils' vocabulary and communication skills will be developed through the wide range of experiences. -Investment in cultural capital will impact on pupils' overall academic attainment. These experiences, opportunities and extra-curricular activities will also support their attainment across the curriculum as they will have wider experiences to draw upon.
8	Improved attendance rates and fewer persistent absentees in disadvantaged pupil group.	<p>Sustain high levels of attendance by:</p> <ul style="list-style-type: none"> -Whole school attendance being in line with or better than national. - Achieving and sustaining improved attendance for the small number of disadvantaged pupils/families with lower attendance. - Attendance rates being in line with or better than the national average for disadvantaged pupils. - Reducing the number of disadvantaged pupils being classed as persistent absentees.
9	All pupils will be provided with a healthy snack and access to physical provision each day.	Pupils are provided with a healthy snack each day so they are ready to focus and engage in lessons which will impact on attainment.
10	Support parental engagement in their child's education.	<ul style="list-style-type: none"> -Parents value the importance of their child's education and see themselves as an active and vital partner in the education of their child. - Attendance at parent consultations meetings and parent workshops increases parental confidence to support their child's education. -Parents will be aware of the child's attainment and be more confident in supporting their child's learning or asking for additional help so their child can achieve their potential. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>

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: £88,500

EEF Support for Schools-Schools Planning Guide 2022-2023 May 2022

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support>

Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching.

These include:

- high quality daily teaching: the 'five-a-day' approach;
- improving outcomes in reading and mathematics;
- securing effective professional development; and
- using diagnostic assessment to address learning gaps.

	<p>EEF Guide to the Pupil Premium September 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium <i>'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.'</i></p>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use CPD to ensure all teaching is of a high standard to maintain trend of high attainment for all pupil premium children. Cost £10,000</p>	<p>EEF Guide to the Pupil Premium September 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium <i>'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.'</i></p> <p>EEF Support for Schools-Schools Planning Guide 2022-2023 <i>'Effective professional development is vital to support, develop, and sustain high quality teaching.'</i> <i>'The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting.'</i></p> <p>EEF Support for Schools School Improvement Planning High Quality Teaching-Maximising Learning May 2021 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1 2 3 4</p>

'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'

EEF The Attainment Gap January 2018

<https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap>

'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...'

'Good teaching for all pupils has a particular benefit for disadvantaged pupils.'

'Catch up is difficult: we should aim to get it right first time round for all children.'

'EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.'

EEF Effective Professional Development October 2021

'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'

'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes...'

EEF Improving Literacy in Key Stage 1 (October 2021) and Key Stage 2 (November 2021), EEF Preparing for Literacy (January 2022)

'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. Yet despite our best efforts, a child from a disadvantaged background in England is still significantly more likely than their classmates from better-off homes to leave primary school without securing their skills in reading and writing.'

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

<https://writing4pleasure.com/2021/12/15/the-education-endowment-foundations-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing/>

EEF Improving Mathematics in the Early Years and Key Stage 1 (January 2020)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

'Children's early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people's educational progress and life outcomes. Yet not all children learn the skills they need to succeed. In 2018, just 66% of disadvantaged children achieved at least the expected level of development for number at the end of the Early Years Foundation Stage compared to 82% of their peers. Once children fall behind, it is hard for them to catch up and they are likely to fall further behind throughout school. It is crucial, then, that we start early and make sure that all young people—regardless of background—have access to great mathematics teaching in the early years and at primary school.'

EEF Improving Mathematics in Key Stages 2 and 3 (October 2021)

'Leaving school with a good GCSE in maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education. The skills we learn at school help us with everyday life too. Yet too many of our young people do not make the grade and, as a result, risk social and economic exclusion. These pupils are disproportionately drawn from disadvantaged homes. Last year, over half of those eligible for free school meals had not achieved the expected level in English and maths by age 16. That's one in two young people from low-income households who are automatically denied access to secure and well-paid careers, as well as to further study.'

<p>Purchase standardised diagnostic assessments Cost £3,500</p>	<p>Standardised tests can provide valuable insights into the specific strengths and weaknesses of individual and groups of pupils to inform future teaching. Termly tests with detailed analysis will be used to inform whole class teaching as well as targeted support.</p> <p>EEF Support for Schools-Schools Planning Guide 2022-2023 May 2022 https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>'Using diagnostic assessment to address learning gaps.'</p> <p>'Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.'</p> <p>EEF Blog- Learning recovery and the role of diagnostic assessment February 2021 https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up</p> <p>'Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.'</p>	<p>2 1 3</p>
<p>Increased adult: pupil ratios in class. Learning Support Assistants in class with extra hours for communication with teachers and for training.</p> <p>Cost £25,000 contribution to Learning Support Assistant costs</p>	<p>Each class will have a learning support assistant (LSA). There are two approaches to TA deployment as different routes to achieving separate outcomes. The most important principle underpinning both of these approaches to deployment is that all pupils should have access to high quality teaching, particularly those who are disadvantaged and need additional support to succeed.</p> <p>EEF Teaching and Learning Toolkit- Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key... Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact... when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.'</p> <p>EEF Blog The Impact of Teaching Assistants September 2021 https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</p> <p>'We can be confident however that the current evidence suggests TAs can, and do, make a significant contribution to the school communities in which they operate.'</p> <p>'There is also evidence that working with TAs can lead to improvements in pupils' attitudes, as well as positive effects for teachers, in terms of supporting their overall workload and reducing stress.'</p> <p>However, we need to be aware that, 'When pupils do receive support from a TA, this should not reduce the interactions they have with their classroom teacher and their peers, both during class and as a result of out-of-class interventions.'</p> <p>EEF The Attainment Gap January 2018 https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</p> <p>'What happens in the classroom makes the biggest difference.'</p>	<p>1 2 3 4 6</p>
<p>Additional qualified teacher in Year 6 and Year 5/6 classes to reduce class size for Reading and Writing to</p>	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=teacher%20becomes%20smaller,-Key%20findings,effective%20relative%20to%20other%20strategies</p> <p>Although evidence is mixed regarding the benefits of smaller class sizes, we feel that this has a very positive impact on the progress of our Year 6 pupils in maths, reading and especially writing. Pupils benefit from the increased flexibility for organising learners, the quality and quantity of feedback they receive as well as increased adult support to challenge the more able and support target pupils.</p>	<p>1 2 3 4 6</p>

<p>accelerate progress through QFT.</p> <p>Cost £20,000 contribution to costs</p>	<p><i>'Classroom teachers and teaching assistants can provide targeted academic support...is likely to be a key component of an effective Pupil Premium strategy.'</i></p> <p><i>'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.'</i></p>	
<p>Increased adult to pupil ratio in Reception of 2 teachers to 31 pupils and additional 0.5 Learning Support Assistant to accelerate progress through Quality First Teaching (QFT) in smaller classes.</p> <p>Cost £20,000 contribution to costs</p>	<p>EEF Teaching and Learning Toolkit</p> <p>Many of the Pupil Premium eligible pupils, not all, are behind age related expectations on starting school and some do not receive additional support at home. We recognise that the youngest children often have the most to catch up.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=teacher%20becomes%20smaller,-Key%20findings,effective%20relative%20to%20other%20strategies.</p> <p><i>'There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.'</i></p> <p><i>'In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes, although the class size threshold at which this impact is identifiable varies between literacy and maths, and potentially also geographical area.'</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>
<p>Non-class based SENDCO (3 days)</p> <p>Cost £10,000 contribution to costs</p>	<p>The provision of a non-class based SENDCO is an important part of our strategy as our Pupil Premium pupils may also have other needs. SENDCO time to lead and manage SEN provision, ensuring high quality teaching for identified pupils. The SENDCO works with specific targeted groups across school, mostly to support language and reading development. The SENDCO also trains the staff team and coordinates the multi-agency support for the most vulnerable pupils in school.</p> <p>EEF Special Educational Needs in Mainstream Schools October 2021</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p><i>'An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.'</i></p>	<p>3</p> <p>2</p> <p>5</p> <p>6</p> <p>1</p>

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

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted academic support through structured interventions</p> <ul style="list-style-type: none"> - Small group tuition - One-to-one support delivered by teacher and learning support assistants. - Out of school hours booster sessions <ul style="list-style-type: none"> • Y2 Phonics Nov – Dec • Y2 Reading, Spelling and Maths (Group 1 Nov-May, Group 2 Jan-May) • Y6 Reading, EGPS, Maths March -May • Y1 Phonics April- June <p>Cost £21,000</p> <ul style="list-style-type: none"> - National Tutoring Programme tuition Spring 2024 - White Rose Maths (Spring) <p>Cost £10,000</p> <p>Total Cost £31,000</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>EEF Support for Schools-Schools Planning Guide 2022-2023 May 2022 https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support ‘...research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.’</p> <p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition ‘Evidence consistently shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.’ ‘Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’ ‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’</p> <p>EEF Pupil Premium Strategy November 2021 https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy ‘Targeted academic support: Evidence consistently shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.’</p> <p>EEF School Improvement Planning- Targeted Academic Support https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. It is likely that some pupils, especially disadvantaged pupils, will require high quality, targeted interventions.’ ‘Learning in one to one and small groups is carefully linked with classroom teaching.’ ‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’</p>	<p>1 2 3</p>

Speech and Language support Contribution to cost £15,000	1 day per week Speech and Language Therapist Contribution to cost £12,000 1 day per week Speech and Language Assistant Contribution to cost £3000	Research has shown that pupils from low-income backgrounds lag behind their high-income counterparts on vocabulary by 16 months on entry into the school system.	4 6 3 1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

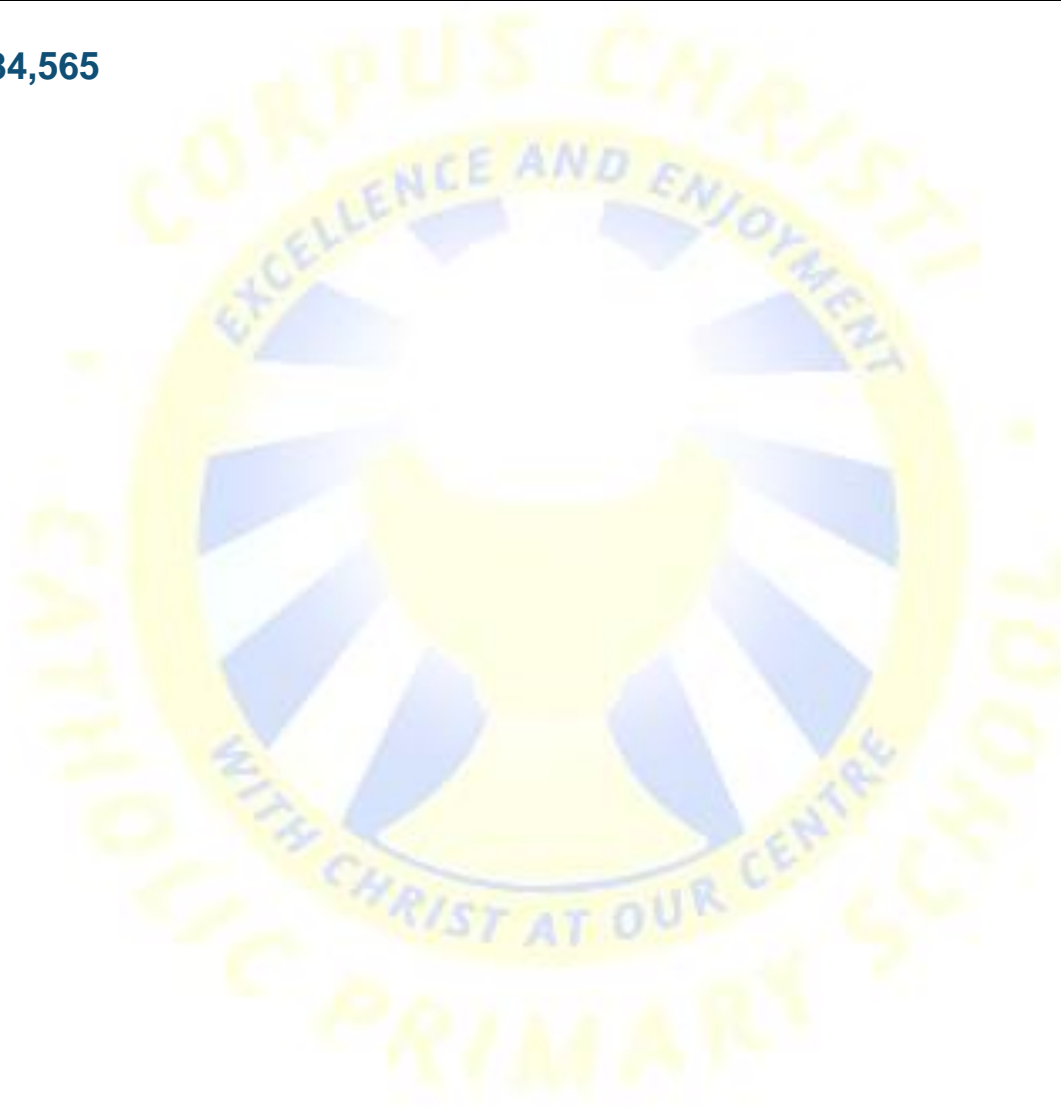
Budgeted cost: £41,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expose pupils to a wide variety of subject areas by providing arts and wider personal development opportunities to ensure children have the valuable and enriching life experiences, knowledge and cultural capital they need to succeed in life.</p> <p>Cost £16,000 contribution to enhancement opportunities</p>	<p>An Unequal Playing Field July 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf <i>'One of the best bits about childhood is doing the things you enjoy outside the classroom – joining a football team, learning to dance or playing the drums. Yet our research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.'</i> <i>'Children from the poorest households were much less likely to take part in any extra-curricular activity, but particularly music and sport.'</i></p> <p>Arts Participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation <i>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</i> <i>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.'</i></p> <p>EEF Life Skills Enrichment <i>'At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</i></p>	7 1 2
<p>Make sure that all members of the school community, including pupils, understand the importance of good attendance and punctuality. Use updated DFE guidance to</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies <i>'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'</i></p> <p>School attendance parental responsibility measures (January 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf</p>	5 1

<p>improve attendance and lower persistent absenteeism.</p> <p>Cost £5,000</p>	<p><i>'Good behaviour and attendance are essential to children's educational prospects.'</i></p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>How schools are managing attendance effectively - Teaching (blog.gov.uk)</p> <p>https://www.bi.team/increasing-attendance-with-parent-messages-supportive-how-to-guide-for-schools/</p>		
<p>Supporting parents</p> <p>Cost £1,000</p>	<p>Increased parental engagement in their child's education positively impacts on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p><i>Schools...can support parents to engage with their children's learning in a wide range of ways, for example, by:</i></p> <ul style="list-style-type: none"> - <i>Running more intensive programmes for children struggling with reading...</i> 	<p>10</p> <p>1</p> <p>3</p>	
<p>Provide Social, Emotional and Mental Health (SEMH) support for vulnerable/disadvantaged pupils and families)</p> <p>Provide pupils and their families with</p> <ul style="list-style-type: none"> - Support for their emotional well-being - Strategies on how to deal with issues affecting their emotional health - Programmes for confidence building/self-esteem to develop a 'have a go' attitude <p>Cost £16,000</p>	<p>Continued employment of Catholic Care Social Worker /Counsellor for 1 day per week- (Emotional & behavioural support)</p> <p>Cost £10,000 contribution to cost</p> <hr/> <p>Continued TNCP Cluster contribution for the provision of care, guidance and support</p> <p>Cost £6,000 contribution to cost</p>	<p>SEMH issues can affect pupils' focus and ability to learn over time.</p> <p><i>"The specific non-academic barriers of the community each school serves will drive spending and focus in this category."</i> EEF Guide to Pupil Premium 2019</p> <p>EEF- Social and Emotional Learning (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p><i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</i></p> <p><i>'The teaching of SEL should be explicit, including simple activities, routines and strategies aligned with everyday class teaching. Five core competencies at the heart of SEL include:</i></p> <ul style="list-style-type: none"> • <i>Self-awareness;</i> • <i>Self-regulation;</i> • <i>Social awareness;</i> • <i>Relationship skills; and</i> • <i>Responsible decision making.</i> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EEF Behaviour interventions (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'</i></p>	<p>5</p> <p>3</p> <p>1</p> <p>6</p>

<p>Free fruit/veg scheme for KS2 pupils every day Cost £3,089 contribution to cost (50% of cost)</p>	<p>All pupils have a healthy snack during the school day to aid learning and to encourage healthy eating habits that can be carried into later life.</p>	<p>9</p>
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Total budgeted cost: £184,565



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 2022 to 2023 academic year.

End of KS2	All Pupils	National 2023	Pupil Premium	National 2023
	CCPS (45 pupils)		CCPS (29 pupils)	
EGPS	87%	72%	81%	59%
Reading	78%	73%	69%	60%
Writing	89% *externally moderated	72%	88%	58%
Maths	91%	73%	88%	59%
Combined R/W/M	78%	60%	69%	44%

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
Nessy	Nessy
TimesTable Rockstars	Maths Circle
Numbots	

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?	Accessed additional tuition and as a result reached the expected standard in Reading, Writing and Maths.
What was the impact of that spending on service pupil premium eligible pupils?	