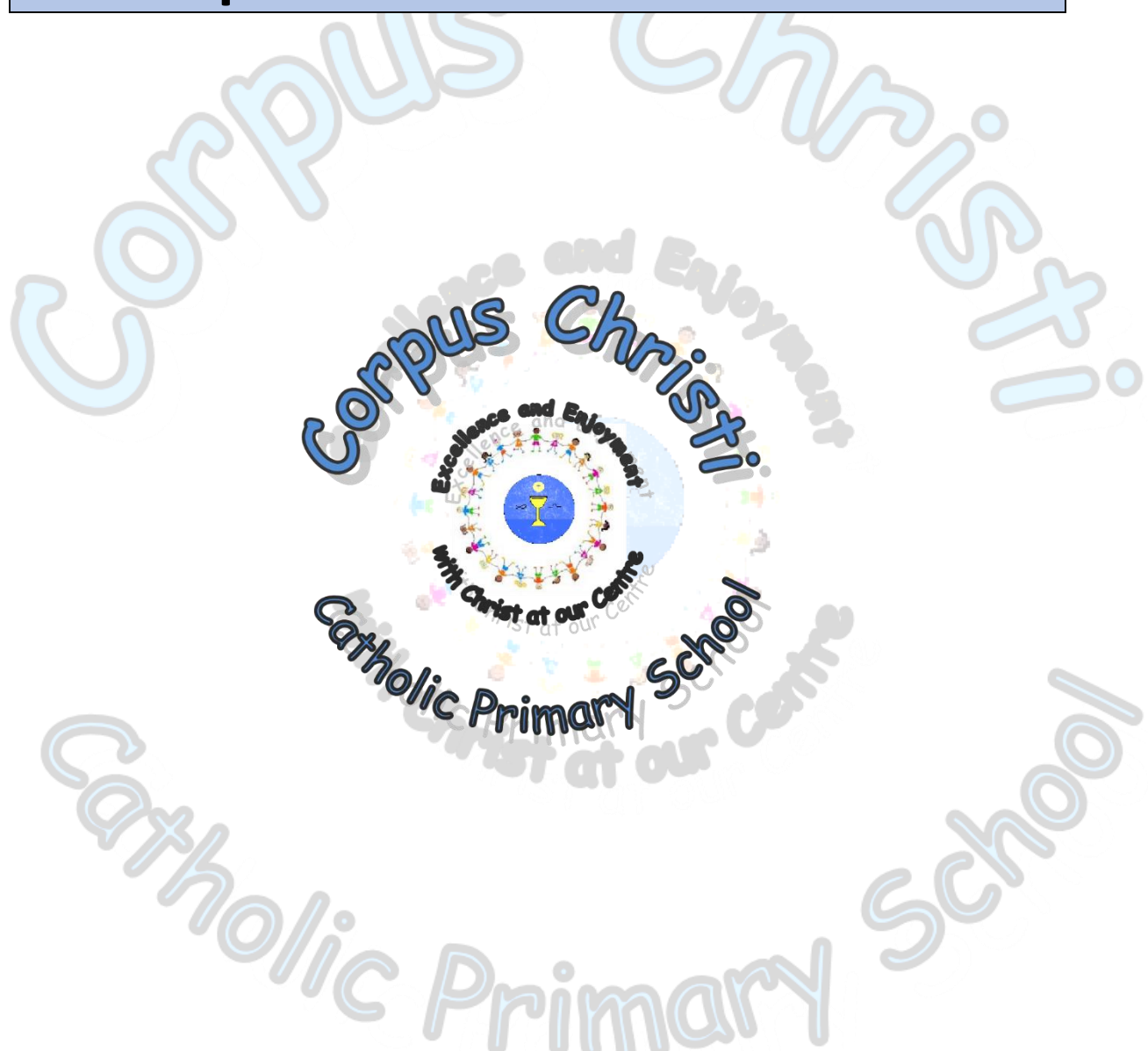


**Impact Statement  
for Pupil Premium Grant 2017-2018**



**Autumn 2018**

# Impact Statement for Pupil Premium Grant 2017-2018

Summary information					
<b>School</b>	Corpus Christi Catholic Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£170,760	<b>Date of most recent PP Review</b>	Autumn 2017
<b>Total number of pupils</b>	313	<b>Number of pupils eligible for PP</b>	130	<b>Date for next internal review of this strategy</b>	Autumn 2018

Context of Corpus Christi Catholic Primary School
<p>Corpus Christi Catholic Primary school is a larger than average Voluntary Aided Catholic primary school (NOR: 313). The majority of pupils are White British (53%) with 47% of pupils from 10 of the 17 other ethnic groups. The largest individual ethnic minority group is children of 'Black African' heritage (18%), followed by 'Other White' (11%), 'Black Other' (6%) and 'Asian Other' (5%). Another 7% of the population is made up of 5 different groups that individually represent less than 5% of the population. The percentage of pupils with English as an additional language (22%) is significantly above the national average. The area served by the school experiences significant levels of social and economic deprivation with 40% of the pupils coming from disadvantaged backgrounds as measured by the 'School Deprivation Indicator'. The school deprivation indicator in 2017 is much higher than national and in the 1st quintile, indicating that levels of deprivation are much higher than average amongst the school population. The percentage of pupils eligible for FSM is 40%, significantly above the national average. The proportion of children who have ever been eligible for FSM is almost twice as high as the national figure and in the top 20% of schools nationally. The proportion of pupils with SEN Support is 22%, significantly above the NA, whilst the percentage of pupils with a SEN EHCP is 0.9% (mainly SLCN and SEMH). Currently, there is one 'Looked After' pupil and one adopted pupil on roll.</p>
Objectives of Pupil Premium Spending at Corpus Christi Catholic Primary School

At Corpus Christi Catholic Primary School, our key aim is to ensure that the attainment and progress of pupils eligible for pupil premium funding compare favourably with non pupil premium pupils nationally. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a successful record of ensuring all pupils achieve well, aiming for consistently high levels of attainment and progress for all pupils including Pupil Premium. Through targeted interventions we are working to eliminate the barriers to learning presented below and enhance every child's progress. Many of our children and young people start our school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they move through school so as to raise their attainment and improve their life chances.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide high Quality First Teaching (QFT) and effective feedback through reduced numbers in groupings, in order to maximise impact and increase progress.

<b>Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)</b>
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )
Pupils being 'ready to learn' in class (being in a secure place mentally/emotionally)
Low attainment on entry
Limited speech and language skills which impacts on learning
Poor learning skills (for example perseverance, resilience etc.)
Gaps in prior learning
Consistent attendance and punctuality
Access to resources, such as books, libraries and life experiences (especially cultural).
Raising aspirations about what can be achieved and how to be successful
Parental engagement with school and supporting parents in prioritising learning and achievement.
Support for parents regarding home learning including home reading, homework, spellings and having the correct equipment in school (e.g. PE kit)

**The range of provision that Corpus Christi Catholic Primary considers making to address any barriers includes:**

- Additional teachers to reduce the teacher to pupil ratio
- Learning Support Assistants delivering targeted support to some of our most vulnerable pupils so as they can make the progress expected of them.
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning.
- Pupil premium resources are also be used to target able pupils on Free School Meals to achieve Greater Depth
- 1:1 support
- Behaviour support
- Speech and language therapist provision
- Supporting the funding of specialist learning software
- Employing a family support worker and two Catholic Care counsellors (one from April 2018) as well as accessing Cluster support to work with vulnerable pupils and to help them eliminate barriers to learning
- Supporting parents paying for enrichment activities, educational visits and residentials - enabling pupils to have first-hand experiences to use in their learning in the classroom
- Transition from primary to secondary

This list is not exhaustive and will change according to the needs and support our pupils require.

### **Number of pupils and Pupil Premium Grant (PPG) received 2017/18**

Total number of pupils on roll	313
Number of Primary pupils eligible for free school meals (FSM) at any point in the last 6 years (FSM6)- £1,320 per pupil	128
Total Ever 6 FSM Pupil Premium Allocation	£168,960
Number of pupils eligible for the Service child Pupil Premium	0
Service child Pupil Premium Allocation	0
Number of pupils eligible for the CLA Pupil Premium ( £1900 per pupil)	1
Total CLA Pupil Premium Allocation	£1,900
Number of pupils eligible for Post-CLA Pupil Premium (£1900 per pupil)	1
Total Post- CLA Pupil Premium Allocation	£1,900
<b>Total number of pupils eligible for Pupil Premium</b>	<b>130</b>
<b>Total provisional Pupil Premium allocation</b>	<b>£170,760</b>

## Pupil Premium Strategy 2017-2018

We spent the 2017-2018 allocation of Pupil Premium of **£170,760** as outlined below.

Intended Pupil Premium Grant spending by action/activity /project 2017-2018																																																											
Action/Activity/Project	Cost	Intended Outcomes	Impact																																																								
Reduced class size in Reception to provide additional support	£12500	Many Pupil Premium eligible pupils, not all, are behind age related expectations on starting school and do not receive additional support at home. We recognise that the youngest children often have the most to catch up.	<p><b>End of EYFS Data 2018</b></p> <table border="1"> <thead> <tr> <th colspan="4">EYFS Good Level of Development (GLD) 2018</th> </tr> <tr> <th colspan="4">GLD Expected and above</th> </tr> <tr> <th>% achieving Good Level of Development</th> <th>No. Children*</th> <th>Corpus Christi Primary %</th> <th>National %</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>33</td> <td>73%</td> <td>72%</td> </tr> <tr> <td>Disadvantaged</td> <td>11</td> <td>63.6%</td> <td>56.9%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>22</td> <td>77.3%</td> <td>73.7%</td> </tr> <tr> <td>Total in Year Group</td> <td>33</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Year 1 Phonics Screening Data 2018</b></p> <table border="1"> <thead> <tr> <th colspan="4">Y1 Phonics Screening Check</th> </tr> <tr> <th colspan="4">% Working At the expected standard (Yr1)</th> </tr> <tr> <th></th> <th>No. Children*</th> <th>School %</th> <th>National %</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>45</td> <td>93.3%</td> <td>82.6%</td> </tr> <tr> <td>Disadvantaged</td> <td>12</td> <td>91.7%</td> <td>71.7%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>33</td> <td>93.9%</td> <td>84.7%</td> </tr> <tr> <td>Total in Year Group</td> <td>45</td> <td></td> <td></td> </tr> </tbody> </table>	EYFS Good Level of Development (GLD) 2018				GLD Expected and above				% achieving Good Level of Development	No. Children*	Corpus Christi Primary %	National %	ALL	33	73%	72%	Disadvantaged	11	63.6%	56.9%	Non-Disadvantaged	22	77.3%	73.7%	Total in Year Group	33			Y1 Phonics Screening Check				% Working At the expected standard (Yr1)					No. Children*	School %	National %	<b>ALL</b>	45	93.3%	82.6%	Disadvantaged	12	91.7%	71.7%	Non-Disadvantaged	33	93.9%	84.7%	Total in Year Group	45		
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Additional support with learning in Year 1 by reducing the adult to pupil ratio with 2 teachers and LSAs to 45 pupils	£21500 £1000	Targeted QFT for pupils who did not achieve GLD at the end of EYFS which narrows the range of ability in both classes.																																																									
Booster classes in Year 2	£4000	Targeted interventions for pupils to reach Age Related																																																									

		Expectations and Greater Depth. Provision during the school day or after school.
Additional qualified teacher in in Year 6 and Year 5/classes to reduce class size and accelerate learning by QFT in smaller groups	£42000	Pupils taught in smaller class groups for English and Maths.  Pupils to have a number of opportunities for small group work with teachers and LSAs to focus on specific areas of weaknesses.
Booster classes in Year 6  Parent Support Worker (ASC homework club)	£6000  £3500	Specifically targeted interventions to support QFT in a booster session for pupils to reach Age Related Expectations and Greater Depth. Provision during the school day or before/after school.

### End of Key Stage 1 Data 2018

Key Stage 1 Expected									
	Pupils	Reading		Writing		Maths		RWM	
		CCPS	National	CCPS	National	CCPS	National	CCPS	National
All		84.1%	75.5%						
Disadvantaged	12	66.7%	62.3%	66.7%	55.2%	83.3%	62.7%	66.7%	50.0%
Non-Disadvantaged	32	90.6%	78.5%	84.4%	73.4%	90.6%	79.3%	84.4%	68.9%

Key Stage 1 Greater Depth									
	Pupils	Reading		Writing		Maths		RWM	
		CCPS	National	CCPS	National	CCPS	National	CCPS	National
All		25%	25.6%	15.9%	15.8%	20.5%	21.8%	14%	12%
Disadvantaged	12	8.3%	13.9%	0.0%	7.6%	8.3%	11.7%	0%	5%
Non-Disadvantaged	32	31.3%	28.3%	21.9%	17.7%	25.0%	24.1%	19%	13%

Lexia	£1460	Targeted interventions for pupils to reach Age Related Expectations and Greater Depth in Reading and to improve spelling scores.
Assertive Mentoring	£2000	Improve pupil outcomes through teaching to close the gaps by QFT and target interventions. Provide 1:1 support as required
Support staff	£33358	
Additional funding to support enhancement activities such as school trips and visitors	£9000	Subsidising all enhancement activities ensures all pupils have access to educational visits/visitors and no one is disadvantaged. Ensure that all Year 6 pupils are able to attend the residential by
Additional funding to support Y6 residential visit	£2000	

### End of Key Stage 2 Data 2018

Key Stage 2 Expected											
	Pupils	EGPS		Reading		Writing		Maths		RWM	
		CCPS	National	CCPS	National	CCPS	National	CCPS	National	CCPS	National
All	51	94%	77%	94%	75%	94%	78%	94%	76%	94%	64%
Disadvantaged	23	95.7%	66.5%	95.7%	63.8%	95.7%	67.2%	95.7%	63.5%	95.7%	50.3%
Non-Disadvantaged	28	92.9%	82.0%	92.9%	79.7%	92.9%	82.7%	92.9%	80.3%	92.9%	69.9%

Key Stage 2 Greater Depth											
	Pupils	EGPS		Reading		Writing		Maths		RWM	
		CCPS	National	CCPS	National	CCPS	National	CCPS	National	CCPS	National
All	51	67%	34%	49%	28%	24%	20%	29%	22%	18%	10%
Disadvantaged	23	56.5%	23.2%	47.8%	17.5%	13%	11%	21.7%	13.5%	13%	4.3%
Non-Disadvantaged	28	75%	38.8%	50%	32.2%	32.1%	23.2%	35.7%	27.6%	21.4%	12%

		subsidising the cost.
Additional Speech and Language Provision for one day a week to provide targeted support	£9000	Early intervention for pupils with speech and language needs
Parent Support Worker SEMH	£3500	Provide pupils and their families with
Employment of Catholic Care Social Worker /Counsellor for 2 days a week- (Emotional & behavioural support for vulnerable/disadvantaged pupils and families)	£8442 (50% of £16,484)	<ul style="list-style-type: none"> <li>- Support for their emotional well-being</li> <li>- Strategies on how to deal with issues affecting their emotional health</li> </ul>
Cluster provision contribution	£7500 (of £17,928 cost)	<ul style="list-style-type: none"> <li>- Programmes for confidence building/self-esteem to develop a 'have a go' attitude</li> </ul>
Free fruit/veg scheme for all pupils every day	£2500 (50% of £5000 cost)	All pupils have a healthy snack during the school day to aid learning and to encourage healthy eating habits that can be
Subsidised breakfast club	£1000	

Scaled Scores						
	EGPS		Reading		Maths	
	CCPS	National	CCPS	National	CCPS	National
All	112	106	109.1	105	107.2	104.3
Disadvantaged	110.9	103.6	109.0	102.5	106.3	101.8
Non- Disadvantaged	112.5	107.1	109.1	106.0	107.9	105.4

## Progress

### Average Progress over time for all pupils in reading, writing and maths

### Progress in reading, writing and maths

#### Reading

Number of pupils = 51

Pupils with adjusted scores = 0

**Well above average 4.35**

Confidence interval  
2.7 to 5.9

#### Writing

Number of pupils = 51

Pupils with adjusted scores = 0

**Above average 2.40**

Confidence interval  
0.8 to 4.0

#### Maths

Number of pupils = 51

Pupils with adjusted scores = 0

**Well above average 3.18**

Confidence interval  
1.7 to 4.7



		carried into later life.  Identified pupils are fit for learning
Summer school contribution for Year 6 leavers	£500	Support for vulnerable learners transition to high school.
<b>Total</b>	<b>£170,760</b>	

### Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>4.92</b>	<b>1.84</b>	<b>2.88</b>
Confidence interval	2.5 to 7.3	-0.5 to 4.1	0.7 to 5.1
Number of disadvantaged pupils	23	23	23
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

- Almost half of the year group qualified as disadvantaged.
- The average progress score for disadvantaged pupils in Reading (+4.92) was even higher than the overall progress figure for the year group, and is significantly above average.
- The average progress score for disadvantaged pupils in Writing (+1.84) was not quite as high as the figure for the full cohort, and even though the score is well above zero, it would have had to be 0.5pts higher in order to be significantly above average.
- The average progress score for disadvantaged children in Maths (+2.88) was slightly lower than the figure for the year group as a whole but is still significantly above average.

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