

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	18.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 – 2027-28 (3 Year Plan)
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jean Connery & Robert Coyle, Co-Headteachers
Pupil premium lead	Kate Smart
Governor / Trustee lead	Miranda Sawyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£ 109,080

Part A: Pupil premium strategy plan - Statement of intent

It is our intention that all our pupils, regardless of their living circumstances or individual challenges that they may face, will make good academic progress and achieve highly in all subjects. We are also committed to ensuring that all our children, have access to all wider learning opportunities, by giving them access to a broad, balanced, and inspiring curriculum with opportunities to excel in all subjects and unique areas of interest. We believe that with the correct support, all our children can achieve their full potential, to achieve this we ensure that their provision meets their needs.

We strive to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts
- Ensure that our school values are embedded in everything that we do to prepare all our children, regardless of circumstance, to be respectful, confident, and independent lifelong learners.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable our children to access a wide range of opportunities

We always consider the challenges, some of which are unique, that our vulnerable children face. We work closely with Social Workers, GPs the School Nurse, LMHST, our ELSA, St Martin's Nurture and our school Play Therapist as well as various charities to support this group of children, regardless of whether they are disadvantaged or not.

We always start with high quality teaching in the classroom, and use Pupil Progress Meetings, to carry out detailed Gap Analysis to target the areas where our disadvantaged children need the most support. There is evidenced based research (EEF) showing that re-teaching and regular memory testing benefits all pupils and has the greatest impact on closing the disadvantage attainment gap. It is implicit throughout our plan that the intended outcomes are that non disadvantaged children's attainment will be sustained and improved alongside the sustained progress of their disadvantaged peers.

We run our own 1:1 tuition for pupils who need individualised support, particularly those whose education has been worst affected, including non-disadvantaged pupils.

As always, we will follow a robust, evidence-based approach. We do not make assumptions about our children's attainment or the impact of disadvantage. We use data, pupil and parent conversations, teacher moderation and work samples to determine how best to support our children. Our support and intervention programmes, along with our equal access to wider

opportunities, such as music lesson, after school clubs and school journeys, complement each other to help our children excel. To ensure that we continue to be effective we will:

- Ensure that disadvantaged pupils are both challenged and supported where needed in the work that is planned for them
- Act quickly to put support in place as soon as a need is identified
- Maintain our whole school approach, where all our children are every teacher's responsibility. This means that all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve
- Target our EAL families and ensure that their children (and parents) have language partners to help ensure equal access to all school opportunities

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged children come from homes where their parents are time poor. This means that these children rarely read aloud at home and so do not have the opportunity to build stamina in their reading, or develop their reading comprehension, once decoding with fluency is achieved.
2	Our most recent Phonics data is higher than usual (in our last screening check we were at 93%) Early intervention and phonics tracking have supported this.
3	In the last academic year (2024-25) 16% of our Reception class were disadvantaged, of these 9 children, 4 did not achieve GLD. Children have also needed extra support particularly in PSED.
4	Our assessments based on class teacher referrals, ELSA time, LMHST and Play Therapy referrals as well as informal discussions with children and parents have shown that several of our children have developed social and emotional difficulties. Disadvantaged children, who were not able to attend school have been particularly affected.
5	We have noticed that disadvantaged pupils, rarely put themselves forward for positions of responsibility. We are expanding our opportunities for pupil leadership whilst also maintaining our focus on Diversity, Inclusion and Wellbeing as a school community.
6	We are a school that values the arts, specialist education and wider opportunities for our children, including off-site education, trips, and visits as well as adventurous activities. We know that the

	cost of these activities can be a barrier to participation for our disadvantaged children.
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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) Our disadvantaged children are able to read with confidence, fluency, comprehension and stamina.	<p>Assessments and daily reading focus indicate significantly improved reading stamina, fluency and comprehension. This is evident when triangulated with lesson visits, pupil workbooks and data from standardised tests.</p> <p>KS2 reading outcomes for 2024/25 show that 88% of disadvantaged children met the expected standard.</p>
2) Our disadvantaged children's Phonics attainment remains consistently above National and Local average.	KS1 Phonics screening outcomes for 2024/25 shows that 78% of disadvantaged children met the expected standard.
3) Our disadvantaged children's Reception GLD attainment remains consistently above national and local average.	Continual observations throughout the year in all areas (Literacy, Maths, PSED, PD and CL) as well as moderation and formative assessments (green pen rewind time) show that 56% of Disadvantaged children attain GLD.
4) For our children to be able to express themselves with confidence and access support to maintain their wellbeing, particularly for our disadvantaged children.	<p>From 2025/26, teachers, children and families are confident to refer themselves to:</p> <ul style="list-style-type: none"> • Safe Space • ELSA • LMHST • Play Therapy <p>Full participation in enrichment activities, particularly among disadvantaged children.</p> <p>Children to recognise, name and regulate their emotions, in line with our whole school Emotional Literacy project. (RULER)</p>

<p>5) For all our children, particularly our disadvantaged children, to have the opportunity to experience leadership and service in our school.</p>	<p>From 2025-26, every year group will provide children with leadership opportunities, widening opportunities for disadvantaged children to lead and serve:</p> <ul style="list-style-type: none"> • EYFS: Horticulture Champions • Key Stage 1: Eco Team • Lower Juniors: School Council & Mini Vinnies • Upper Juniors: Diversity, Inclusion & Wellbeing Champions
<p>6) For there to be no cost barrier for any child, particularly disadvantaged children, to access wider opportunities and cultural capital in our school.</p>	<ul style="list-style-type: none"> • Every child that wishes to continue learning an instrument following the Royal Academy of Music Programme or the Musitrax Band programme, will have the opportunity for individual lessons and access to an instrument • Every child to be able to take ABRSM or Trinity Music exams, regardless of cost and accompanist fees. • Every child to have access to tuition from a specialist art tutor (resident artist) • Every child able to attend three residential school trips in their school career at Corpus Christi • Every child to attend all school trips, visits and wider opportunities for curriculum enrichment • Every child from Year Four onwards to have the opportunity to ride at Ebony stables for half a term. • Every child to have access to school theatre groups, drama lessons and perform in school shows, concerts and productions.

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: £27,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase CPD training on SALT	<p>It is vital to consider the importance of SALT in the Early Years and across the school where there is a SEN. All staff need to know the basics to support children best</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/556912/DFE-RR247-BCRP10.pdf</p>	5
Purchase Inclusion Champion Training from Global Dignity	<p>To support us building a safe, dynamic and equitable school environment, giving all children and families a voice.</p> <p>https://neu.org.uk/media/13036/view</p>	5
Purchase of Play Therapist time Purchase Wellbeing award courses and training for staff Purchase Safe Space activities	<p>National-level research in the UK, suggests both eudaimonic and hedonic wellbeing are positively associated with the engagement and frequency of pupils' reading. Self-efficacy can be understood as a form of eudaimonic wellbeing, suggesting there are meaningful links between pupils' eudaimonic wellbeing and their academic achievement</p> <p>https://journals.sagepub.com/doi/full/10.1177/1477878520980197</p>	4
Purchase of Chrome Books and I pads	<p>Ensuring that computing resources can be used 1:2 means that the children's learning experience is enriched, and the staff have enough resources for CPD.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057817/Education_Technology_EdTech_Survey.pdf</p>	6

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

Budgeted cost: £ 63,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of SALT time to support PSED Development EYFS and whole school</p>	<p>Speech, language and communication difficulties affect more children and young people in the UK than any other single condition and are core impairments for many children with a learning, physical or sensory disability. Seven per cent of all children (two in every classroom) have speech, language and communication needs (SLCN), rising to more than 50% of children from socially disadvantaged communities.</p> <ul style="list-style-type: none"> •Early identification ensures appropriate interventions and strategies that will address long term health and education inequalities for the child •Parents/carers •Hard-to-reach parents get access to early speech, language and communication (SLC) support and advice •Parents are supported in understanding the needs of their children and can start to identify and contribute to strategies that support SLC development in the home <p>https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/therapy-provision-surestart-northern-ireland.pdf</p>	<p>3</p>
<p>EYFS Social Skills groups</p>	<p>Acquiring social skills is a fundamental part of mental health. Social skills are learned behaviours based on social rules and enable individuals to interact appropriately with others in society. Further, based on another definition, social skills are defined as a component of social competence and a general measure of the quality of social behaviour.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6681026/</p>	<p>3</p>
<p>EYFS Fine motor skills groups</p>	<p>It is known that there is a clear connection between the brain areas involved in motor skills (mainly, the cerebellum) and those involved in cognitive skills (mainly, the pre-frontal cortex); and the development of both takes place simultaneously and is especially rapid over the 1st years of life, with a developmental peak occurring between 5 and 10 years of age.</p> <p>https://frontiersin.org/articles/10.3389/fpsyg.2020.01044/full</p>	<p>3</p>

<p>Staff time to liaise with parents</p>	<p>Meta-analyses of relevant research have identified clear, measurable benefits for children when their parents are actively engaged in their learning. These studies demonstrate that the children are more likely to develop positive self-esteem, be motivated to learn, be positive about school and achieve good grades.</p> <p>https://www.acer.org/gb/discover/article/parents-and-teachers-working-together</p>	<p>3</p>
<p>1:1 Tuition for specific Gap analysis catch up.</p> <p>Small group tuition for specific Gap analysis catch up.</p> <p>Booster Classes for Year Six</p>	<p>1:1 tuition has been shown to impact +5 months of progress.</p> <p>Small group tuition has been shown to impact +4 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>
<p>Purchase of NFER standardised tests for years 1 – 6</p>	<p>Standardised scores place children accurately on an ARE attainment scale.</p> <p>The tests also contribute to the detailed Gap Analysis that teachers carry out in Pupil Progress Meetings.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	<p>1,2</p>
<p>Purchase of many different DfE accredited phonics programmes to create on bespoke Corpus Christi one.</p> <p>(Ed Shed, Literacy Tree)</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/phonics/</p>	<p>1,2</p>
<p>Purchase of time of Literacy link expert to diagnose; dyslexia, processing difficulties, working memory challenges and meet with parents</p>	<p>People with dyslexia will benefit from early identification, appropriate intervention and targeted, effective support at the right time. Supporting children to understand themselves as individual and that understand their dyslexia is not a reflection of their cognitive ability. If they are able to develop and maximise their strengths this can help with the areas where they experience difficulties.</p> <p>http://addressingdyslexia.org/supporting-learners-and-families</p>	<p>1,2</p>

	<p>It is incredibly important to ensure that each and every child gets an opportunity to learn. This will open up a world of opportunities to them. If a child does not learn the way we are teaching, then it is imperative that we adapt the way we are teaching to the needs of the child.</p> <p>https://senmagazine.co.uk/behavioural-emotional-and-social-difficulties-besd/11926/supporting-children-with-processing-issues/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise/Pay for Disadvantaged children to attend Lego land, SLSC, Camps, in years 4,5 & 6	<p>Use of the outdoors makes a major contribution to physical and environmental education and enhances many other curriculum areas. It contributes towards personal growth and social awareness and develops skills for life and the world of work. Qualities such as a sense of responsibility and a purpose in life are nurtured. There is also a great deal of intrinsic enjoyment and satisfaction to be experienced from participation in outdoor activities.</p> <p>https://www.englishoutdoorcouncil.org/Values_and_benefits.htm</p>	6
PGS support (Potential, Growth, Success)	<p>Weekly sessions for targeted children who have wellbeing, emotional and behaviour challenges.</p> <p>Each workshop will be centred around personalised workbooks that will support pupil development across the following key areas: - Self-Awareness - Social Emotional Literacy The sessions aim to develop resilience, confidence, self-esteem, communication, school/lesson engagement, improve self-awareness, and equip pupils to be aspirational, supporting them with re-engaging with learning in a meaningful and sustained way</p> <p>https://pgs-educators.co.uk/</p>	4

<p>Purchase Stringed Instruments for continuing learners in Years 4, 5 and 6</p>	<p>High quality Music and arts education enhances performance in non-arts academic subjects such as mathematics, science, reading and writing, and to strengthen students' academic motivation, self-confidence, and ability to communicate and co-operate effectively.</p> <p>https://www.oecd.org/education/cei/arts.htm</p>	<p>6</p>
<p>Purchase Weekly Play Therapist time</p>	<p>Any Quinn (Play Therapist) supports four children weekly with a year-long programme – goals are agreed in advance with parents and class teachers.</p> <p>Any Quinn does group therapy for children to build friendship and social engagement confidence.</p>	<p>4</p>
<p>Extended Care Concessions</p>	<p>Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. UK policymakers are trying to address these problems by implementing school nutrition programmes, IFS researchers in collaboration with the National Children's Bureau finds that offering disadvantaged primary school children support to access before-school breakfast clubs and after school care can improve pupils' academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_search_h&search_term</p>	<p>4</p>
<p>Music Tuition Concessions</p>	<p>Engagement in community music classes sparks neuroplasticity and language development in children from disadvantaged backgrounds Children who were engaged in the music program—as defined by better attendance and classroom participation—developed stronger brain encoding of speech after 2 years than their less-engaged peers in the program.</p> <p>https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01403/full</p>	<p>6</p>
<p>Purchase time from resident artist to lead high quality art weeks for years 1 - 6</p>	<p>High quality arts education has an impact on developing critical and creative thinking and has a positive impact on the three subsets of skills that we define as "skills for innovation": subject-based skills, including in non-arts subjects; skills in thinking and creativity; and behavioural and social skills.</p> <p>https://www.oecd.org/education/cei/arts.htm</p>	<p>6</p>

Total budgeted cost: £110,527

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 2023 to 2024 academic year.

Key areas of impact:

EYFS 2025

Foundation Stage Profile	Corpus Christi 2025	Lambeth 2025	National 2025
Good Level of Development	73%	69%	67%
Gaining all learning goals	73%	69%	67%
Average Points Per Goal	15.2	14.1	14.1

Key Stage Two 2025

KS2 Expected	Corpus Christi 2025	Lambeth 2025	National 2025	KS2 Higher Standard	Corpus Christi 2025	Lambeth 2025	National 2025
Reading	96%	80%	75%	Reading	43%	40%	33%
Writing	89%	76%	72%	Writing	20%	18%	13%
Maths	100%	77%	74%	Maths	30%	31%	26%
RWM COMBINED	85%	67%	62%	RWM combined	15%	11%	8%

Keys Stage 2 PPG & Disadvantaged context: 2025

13 out of 15 disadvantaged children achieved EXS or above in reading.

100% disadvantaged children achieved EXS or above in maths

13 out of 15 disadvantaged children achieved EXS or above in writing

- ✓ Recruited and sourced training for an ELSA to support our most vulnerable pupils
- ✓ Recruited a Play Therapist to support our most vulnerable pupils
- ✓ Teacher assessed end of KS2 results - continue to improve and remain above local and national and in line with our own year-on-year average.

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
Phonics and Grammar	Ed Shed – Phonics
Spelling	Ed Shed - Spelling
Reading Comprehension	Ed Shed - Comprehension
English Curriculum	Literacy Tree
Times tables	Timetables Rockstars
Maths	Ed Shed (Maths)