

PUPIL PREMIUM 2018/ 2019

Total number of pupils on roll	398
Total number eligible for PPG	49
Amount received in academic year 2018/ 2019	£66,640

Key Strategies to close the attainment and progress gaps for Disadvantaged Pupils in receipt of a Pupil Premium Grant

The school uses the pupil premium grant to support the achievement, enrichment and wellbeing for the following groups of children:

- Pupils in year groups reception to year 6 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

Summary of barriers to educational achievement of disadvantaged children

At Corpus Christi School we understand there are barriers to success for children. However evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent teaching, sharing classroom practice and communicating with children about their learning to maximise progress. Our feedback and marking policy and practice prioritises this. At Corpus Christi we are aware of the barriers to learning for disadvantaged children and have identified the following:

- Language deficit – gap in vocabulary and lack of ability to manipulate language
- Emotional well-being – which can impact behaviour and limit learning capacity
- Limited cultural capital and enrichment – lack of experiences limit language, understanding and engagement
- Poor diet and limited exercise – can impact a child's concentration and learning focus

All disadvantaged children are carefully tracked so that funding enables their specific needs to be addressed through a range of intervention strategies, ensuring that their attainment is in line with or above national age related expectations. In addition, the pupil premium grant will ensure that disadvantaged children will have equal access to the wide variety of enrichment activities and programmes which the school offers. Our aim is to have a positive impact on all children's achievement and aspirations for the future.

On school entry, our EYFS baseline assessments demonstrate a significant gap between the attainment of Pupil Premium children and non-Pupil Premium children. However, following a wide range of interventions and opportunities, by the time children transfer to secondary school, this gap has significantly lessened.

At the end of Key Stages Pupil Premium children are performing at or above national age related expectations. The attached table describes how the funds have been used and the impact these interventions have had for the children.

We regularly evaluate the impact and benefits of the additional support that we put in place using these funds; this is evidenced within termly Pupil Progress meetings and the School Provision Map. These evaluations inform how we plan to spend the Pupil Premium Grant in the new financial year. It is expected that most of

the interventions and opportunities that are now in place will be replicated. As new opportunities or needs arise, we will endeavour to allocate funding to ensure that all children have equal access to an enriched education.

We have consistently received letters from the secretary of state for education, in recognition of Corpus Christi's position as one of the a highest achieving schools in terms of the attainment and progress of disadvantaged children since 2011.

HOW WE SPENT OUR PUPIL PREMIUM ALLOCATION 2018/2019

Strategy	Cost	Measuring Our Impact
Two PPG children in EYFS received additional Speech & Language Therapy	£3,960.00	EYFSP data shows these children made significant progress within Communication & Language scores across EYFS.
Concessions were provided at a 50% of the daily fee for PPG children in Breakfast club	£756.00	Significant improvement in punctuality. 'Children In Need' provided with a healthy breakfast and stable, calm morning routine which enabled them to start a school day positively.
Concessions for Residential trips for PP children	£1,697.00	All children get equal access to School journeys and an enriched experience that may not otherwise be available to them.
Concessions on Music for PP Children	£2,025.00	PP children found to have an aptitude for music have a 50% reduction on the cost of music lessons, where further support is needed this is considered on a case by case basis.
Concession on Educational trips for PP children	£1,710.00	All PP children have all educational trips and visitors funded through PP funding. This ensures that every child can access all the enrichment activities carried out during the school day.
Some children require counselling or mentoring. We have developed a safe space for these children to have a place they can go to talk about what is troubling them. Three TAs have been trained in counselling strategies and techniques.	£195.00	Children are regularly using the service and we have seen a notable improvement in the behaviours of some children.
Provision of additional support in reading, writing and maths. This will include staffing, training and resources to provide in class support and additional intervention. On average during 2017/18 we had 65 additional provisions running every term. These provisions targeted many pupil premium children.		Support and extension for children across the school including:
	£10,545.12	1 x SEN TA across all four phases of the school
	£6,584.00	10 x Chrome books purchased to support SEN teaching
	£100.00	Teaching materials and ICT materials to support existing intervention programmes such as Nessy and Communicate in print.
	£0.00	Class iPad to be used in small group work and interventions.
	£2,400.00	The gaps in all year groups between pupil premium children and non-pupil premium children are carefully tracked and monitored at regular intervals during pupil progress meetings and by assessment coordinators.
		Pupil premium children's attainment is broadly in line with non-pupil premium children's attainment in Reading, writing and maths combined at the end of KS2 (Lambeth profile)
Teaching assistant and specialist teacher costs	£12,365	Additional costs in training and resources to undertake support and extension groups such as Literacy, maths, dyslexia, EAL, Phonics, Speech and Language for pupil premium children to narrow the gap between the performance of pupil premium and non-pupil premium children. (LT)

Additional costs in training and resources to undertake support and extension groups such as Literacy, maths, dyslexia, EAL, Phonics, Speech and Language, ASD, Lego Therapy, Life Skills and Occupational Therapy.	£4,525.60	The combination of quality class teaching and intervention programmes has resulted in 80% of pupil premium children (cohort 10) at the end of KS2 reaching the expected standard in 2019 in reading, writing and maths respectively. (Lambeth profile)
Some children find the playground experience challenging and can have issues developing social skills. A 0.5 TA has been employed to teach life skills, social skills and help build friendships.	£7,473.00	Children are more confident and settled in the school environment, developing stronger friendships and social skills.
Implementation of the specialist RULER program (teaching emotional intelligence).		Through the implementation of the RULER program, pupils are more resilient and more able to problem solve personal challenges and friendship issues.
Purchased SpLD screening for dyslexic children who are PPG where needed	£475.00	
Some children require specialist interventions (including Lexia, Timestable Rockstars, Spellodrome, Mathletics and Nessy). In order to track this more effectively and to ensure we are meeting the needs of each individual child we have purchased provision mapping software and training to ensure that we can measure the impact of these interventions and also spot trends or dips in children's attainment.	£7,563.83	Children are closely monitored and individual support plans are in place where necessary. Their progress is monitored regularly to ensure effective provision.
ERR, one to one reading intervention and support for children in Y6	£980.00	ERR 1:1 support in classes daily from Yrs 2 – 6. 80% of Pupil Premium children (cohort 10) at the end of KS2 reached the expected standard in RWM combined. (Lambeth Profile)
Year 6 children were given additional booster class sessions in maths and English.	£2,243.49	Year 6 children were given additional booster class sessions in maths and English. The amount shown is for tuition for the PPG children only. The overall cost of booster classes was £8025.00. Pupil premium children at Corpus Christi outperform national pupil premium in relation to progress in reading, writing and maths respectively. (Lambeth profile)
PP children were given small group tuition to accelerate progress	£2,880.00	Additional tuition programmes have narrowed the gap between pupil premium and non-pupil premium children in KS2. 80% of pupil premium children (cohort 10) at the end of KS2 reached age related expectations in Reading, writing & maths combined. These are well above the attainment of PP children locally and nationally. (Lambeth Profile)

Total Spent

£68,478.20

HOW WELL HAVE CHILDREN ELIGIBLE FOR PUPIL PREMIUM FUNDING ACHIEVED AT CORPUS CHRISTI?

Corpus Christi we use PIRA/ PUMA tests termly to monitor progress. The results of these show the following:
(Year 2 and Year 6 data is taken directly from SATS results).

Reception	10 Pupil Premium Children 18 % of year group.
Standards:	70 % of this group achieved a Good Level of Development.
Analysis:	<ul style="list-style-type: none"> • This represents excellent progress by this group of pupils. • 40% of the Pupil Premium children achieved Exceeding in one or more Early Learning Goals.

Year 1	7 Pupil Premium Children – 10 % of year group.
Standards:	<p>READING: Pupil Premium Pupils achieving At or Above National Age Related expectations – 57 %.</p> <p>MATHS: Pupil Premium Pupils achieving At or Above National Age Related expectations – 71 %.</p> <p>SPAGS: Pupil Premium Pupils achieving At or Above National Age Related expectations – 28 %.</p>
Analysis:	<ul style="list-style-type: none"> • 71 % of Pupil Premium pupils are EAL and 66 % of these pupils also have SEND • 28 % of Pupil Premium pupils achieved Mastery in Reading • 57 % of Pupil Premium pupils achieved Mastery in Maths • Targeted SEND and literacy support will be in place to support these pupils in the next academic year (2019 - 2020).

Year 2	9 Pupil Premium Children – 15 % of year group.
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 33 %.</p> <p>MATHS: Pupil Premium Pupils achieving At National Age Related expectations – 22 %.</p> <p>SPAGS: Pupil Premium Pupils achieving At National Age Related expectations – 33 %.</p>
Analysis:	<ul style="list-style-type: none"> • 88 % of Pupil Premium pupils are EAL and 55% of these pupils have SEND • Targeted interventions to support lower achievement in Maths and SPAGS will be available next year, such as in class literacy support and a lower junior's maths intervention. • 1 of these children is in the EHCP application process

Year 3	5 Pupil Premium Children – 9 % of year group.
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 80 %.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 80 %.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 60 %.</p>
Analysis:	<ul style="list-style-type: none"> • Progress was good for all Pupil Premium pupils within this year group.

Year 4	8 Pupil Premium Children - 14 % of year group.
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 87 %.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 75 %.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 87 %.</p>
Analysis:	<ul style="list-style-type: none"> • 62% of Pupil Premium pupils are EAL and 25 % of Pupil Premium pupils have SEND • 37% of Pupil Premium pupils achieved Above/ Mastery in Reading. • 50 % of pupils achieved Above/ Mastery in SPAGS.

Year 5	9 Pupil Premium Children – 18 % of year group.
Standards:	<p>READING: Pupil Premium Pupils achieving At/Above National Age Related expectations – 88 %.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 88 %.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 70 %.</p>
Analysis:	<ul style="list-style-type: none"> • 77 % of Pupil Premium pupils have EAL and 11% have an EHCP. • 55% of Pupil Premium pupils achieved Above/Mastery in Reading • 55% of Pupil Premium pupils achieved Above/Mastery in Maths • Progress was excellent for all Pupil Premium pupils within this year group.

Year 6	9 Pupil Premium Children – 18 % of year group.
Standards:	<p>READING: Pupil Premium Pupils achieving At/Above National Age Related expectations – 80 %.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 80 %.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 80 %.</p>
Analysis:	<ul style="list-style-type: none"> • 80 % of Pupil Premium pupils have EAL and 20 % have an EHCP. • Progress was excellent for all Pupil Premium pupils within this year group. • 60 % of Pupil Premium pupils achieved Greater Depth in Reading • 40 % of Pupil Premium pupils achieved Greater Depth in SPAG • 20 % of Pupil Premium pupils achieved Greater Depth in Maths.

PUPIL PREMIUM ALLOCATION STRATEGY FOR 2019/2020

Our Pupil Premium allocation for the new academic year is 68,640 this was based on 52 Pupil Premium pupils at the January 2019 census

Focus Areas	Interventions & Rationale	Measuring Impact
Academic Support	A wide range of intervention and extension groups are organised and monitored on a termly basis throughout the school.	Each year group is monitored to ensure that there is no significant difference in results between PP and non PP children. Individual interventions will be implemented where a particular child is not meeting expected outcomes this includes additional support and booster classes. An extra member of staff will be employed to run EAL groups for pupils who fit into vulnerable categories (PP, SEND particularly).
Pastoral Support	The welfare and emotional wellbeing of all children is our priority. We provide a variety of opportunities to monitor the wellbeing of pupils. The RULER program will continue to be implemented across the school and further training will take place with staff and parents. Implementation of the SafeSpace to ensure each and every child has an opportunity to voice concerns.	Close monitoring to identify any children requiring intervention in this area, particular focus will be on LAC, SEND, EAL and disadvantaged children. Pupil Voice and Parental questionnaires to measure satisfaction levels.
Enrichment Opportunities	We believe that a broad and varied education, which is personalised and focuses on the strengths of each child provides the most productive and positive learning environment.	Every child is supported in accessing enrichment opportunities. Music, art, sport and other enrichment activities will also be targeted as interventions for specific children with EAL and SEND where appropriate.
Specialist Interventions	Some children find the playground experience challenging and can have issues developing social skills. A 0.8 TA has been employed to teach life skills, social skills and help build friendships. Use of Lexia, Timestable Rockstars, Spellodrome, Athletics and Nessy to support specialist interventions.	In order to track this more effectively and to ensure we are meeting the needs of each individual child we have purchased provision mapping software and training to ensure that we can measure the impact of these interventions and also spot trends or dips in children's attainment. Observations of intervention groups in order to assess impact.

Progress of our strategy will take place termly by the SLT and the end of year review will take place in July 2019..