



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Corpus Christi School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	15.01%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 – 2024-25 (3 Year Plan)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jean Connery & Robert Coyle, Co-Headteachers
Pupil premium lead	Kate Smart
Governor / Trustee lead	Hilda Bellamy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355
Recovery premium funding allocation this academic year	£8,845
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	£88,200



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 and 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.



Our strategy is also linked to the wider school plans for education recovery. We run our own 1:1 tuition for pupil's 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, 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 lower than usual (we are usually at 89% and following two lockdowns we are currently at 78%) Our disadvantaged children have gaps in their phonic knowledge.
3	In the last academic year (2020-21) 18% of our Reception class were disadvantaged, of these 11 children, 6 did not achieve GLD. In this year's Reception Baseline, the scores were also lower than usual, particularly in PSED.



4	Our assessments based on a lockdown survey, and 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 examining our Diversity and Inclusion 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.

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.	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. KS2 reading outcomes for 2024/25 show that more than 90% of disadvantaged children met the expected standard
2) Our disadvantaged children's Phonics attainment remains consistently above National and Local average.	KS1 Phonics screening outcomes for 2024/25 shows that more than 80% 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 75% of Disadvantaged children attain GLD.



<p>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>	<p>From 2024/25, both children and families confident to refer themselves to:</p> <ul style="list-style-type: none"> • Safe Space • ELSA <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 2024/25, 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 • Upper Juniors: Diversity & Inclusion 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 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: £5,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase CPD training on Unconscious Bias	<p>It is vital to consider the importance of Unconscious Bias when setting up any kind of intervention or evaluation.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Evaluation/Setting_up_an_Evaluation/IP_E_guidance.pdf</p>	<p>5 (SIP Priority 2)</p>
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>	<p>5 (SIP Priority 2)</p>
<p>Purchase of RULER CPD training for staff.</p> <p>Purchase CPD ELSA training for staff</p> <p>Purchase Safe Space activities</p>	<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>	<p>4</p>
Purchase of Chrome Books for remote learning	<p>A quiet place to study is a good start, but an obvious prerequisite to online learning is having access to a computer that students can use to do their work in their homes.</p> <p>https://www.oecd.org/coronavirus/policy-responses/learning-remotely-when-schools-close-how-well-are-students-and-schools-prepared-insights-from-pisa-3bfda1f7/</p>	<p>6 (SIP Priority 2)</p>

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

Budgeted cost: £ 69,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of SALT time to support PSED</p> <p>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</p>	<p>3</p>

	<p>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>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 (SIP Priority 1)</p>
<p>Purchase of a DfE accredited phonics programme</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 (SIP Priority 1)</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>1,2 (SIP Priority 1)</p>

	<p>http://addressingdyslexia.org/supporting-learners-and-families</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: £20,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise/Pay for Disadvantaged children to attend Lego land, Butlins, Camp and PGL, 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 (SIP Priority 3)
Purchase Stringed Instruments for current Reception class	<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/ceri/arts.htm</p>	6 (SIP Priority 3)

<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_searchh&search_term</p>	<p>4 (SIP Priority 2)</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 (SIP Priority 3)</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/ceri/arts.htm</p>	<p>6 (SIP Priority 3)</p>

Total budgeted cost: £94,943



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Key areas of impact:

EYFS

Results of the EYFS Teacher Assessment (Lambeth & National data 2019)			
	Corpus Christi (2021)	Lambeth (2019)	National (2019)
All Learning Goals	58%	70%	n/a
Average Total Points for Cohort	34.4	33.3	34.6
Good Level of Development	58%	71%	71.4%

Key Stage Two

School Performance 2021 – Teacher Assessment (Lambeth & National data 2019)							
KS2 Expected	Corpus Christi (2021)	Lambeth (2019)	National (2019)	KS2 Greater Depth	Corpus Christi (2021)	Lambeth (No data)	National (2019)
Reading	98%	79%	73%	Reading	71%	30%	27%
Writing	95%	81%	78%	Writing	38%	24%	20%
Maths	93%	84%	79%	Maths	59%	31%	27%
RWM Combined	95%	81%	76%	RWM Combined	56%	28%	24%



Keys Stage 2 PPG & Disadvantaged context:

100% disadvantaged children achieved EXS or above in Reading and Maths.

28% Disadvantaged children achieved GDS in Reading and Maths

28% Disadvantaged children achieved GDS in Writing.

71% Disadvantaged achieved EXS or above in Writing.

- ✓ Recruited and sourced training for an ELSA 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.
- ✓ Bought and delivered Chrome books to support online learning for our most disadvantaged children.

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	Nessy
Reading Comprehension	Lexia
Times tables	Timetables Rockstars
Grammar	SPAG.com
Maths	Mathletics