

Pupil premium strategy statement 2022

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2021 to 2022 academic year. It also sets out proposed spending and actions for the 2022 to 2023 academic year.

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	436
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing body
Pupil premium lead	Karen Ingleby
Governor / Trustee lead	Anna Murphy Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£79,510

Part A: Pupil premium strategy plan

Statement of intent

At Corpus Christi the ultimate objectives for our disadvantaged pupils are:

- *Equality, diversity and inclusion for all.*
- *Vulnerable children and families to be prioritised in all areas.*

At Corpus Christi our current pupil premium strategy plan works towards achieving these objectives:

- *Children in receipt of pupil premium are give preferential option in class*
- *Parents have access to support to meet all of their children's needs*
- *Reading achievement for children in receipt of PP to be inline with those pupils not in receipt of pupil premium*

Challenges

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

Challenge number	Detail of challenge
1	Covid disruption to children's learning and ongoing effect upon wellbeing, mental health and access to services.
2	Access to reading materials in the home.
3	Disengagement by a small number of parents to reading at home.
4	Recurring attendance issues due to Covid anxiety and restrictions to travel and family situations.
5	Over exposure to online activities lessens time for reading at home.

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
<ul style="list-style-type: none">• <i>The gap in data between pupil premium and non-pupil premium children to be closed.</i>	<ul style="list-style-type: none">• <i>Data will show that children in receipt of pupil premium will be inline with that of children not in receipt at the end of Year 6. Achieved in reading. In the following academic year we will focus on maths for pupils in receipt of pupil premium.</i>

	<ul style="list-style-type: none"> • All children in receipt of pupil premium to be fluent readers before leaving in Year 6. 83% in line with those not in receipt of pupil premium. • All children in receipt of pupil premium to be fluent in mathematics before leaving in Year 6. This is a focus for the academic year 2022-23 in particular in Years 4, 5 and 6
<ul style="list-style-type: none"> • Children in receipt of pupil premium will have equal or preferential access to to teaching and learning 	<ul style="list-style-type: none"> • Attendance for all children in receipt of pupil premium is in line with or above national average. • Marking and feedback books will show a focus on children in receipt of pupil premium. Evident in book looks
<ul style="list-style-type: none"> • Children in receipt of pupil premium will have their emotional needs met, enabling them to learn. 	<ul style="list-style-type: none"> • Needs are identified and intervention planned. • Pastoral support and ELSA work will support children in raising self esteem, self confidence and support children in being ready to learn. • Families are signposted to support that improves outcomes for the whole family. Navigator/ AET/ PSW referrals and guidance Work to be further increased in coming year.
<ul style="list-style-type: none"> • To ensure all children in receipt of pupil premium have equal access to life experiences 	<ul style="list-style-type: none"> • Priority is given to children in receipt of pupil premium funding for after school clubs. ASC also gives priority to PP children • Where appropriate children are referred for WAVE project surfing 18 pupils had wellbeing sessions and 8 additional children referred • All parents of children in receipt of pupil premium funding are offered HAF funded holiday clubs. This continues and there is a good uptake for this coming Summer holiday. • No child is excluded from school trips for financial reasons.

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: £16,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a specialist intervention teacher	EEF impact of wave two interventions	Number of children impacted: 24
Employment of a specialist intervention TA	EEF impact of wave two interventions	24

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

Budgeted cost: £45,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced pupil:teacher ratio in Year 6 1:20.	Gap decreasing over previous years	20
Targeted reading interventions	EEF impact of wave two interventions	
Children in receipt of pupil premium receive pupil conferencing	EEF impact of wave two interventions	36
High quality phonics teaching and interventions in EYFS and KS1	DfE approved systematic synthetic phonics literacy programme	All children EYFS and KS1 (180) with a particular focus on 24 pupils

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.5 PSW	Supports children's wellbeing and follows on to impact on learning.	Regular: 42 Ad hoc: many others
Trick box children and parents	Supports children's wellbeing and follows on to impact on learning.	436
ELSA	SDQs	20
Clothing	Supports children's wellbeing and follows on to impact on learning.	4
Clubs and trips	Supports children's wellbeing and follows on to impact on learning.	6
EHAs	Evidence on early intervention	1
Wave project	Feedback on raised self-esteem	18

Total budgeted cost: £ 98,795

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 2021 to 2022 academic year.

In Maths Year 6 SATs results Summer 2022 there was a minimal gap between non pupil premium (63%) and pupil premium (58%) achieving EXS and better.

In Writing Year 6 SATs results Summer 2022 there was a gap between non pupil premium (75%) and pupil premium (54%) achieving EXS and better.

In Reading Year 6 SATs results Summer 2022 there was a gap between non pupil premium (75%) and pupil premium (46%) achieving EXS and better

This has fed into the 2022-2023 actions.

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
IDL Literacy intervention	IDL

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?	ELSA
What was the impact of that spending on service pupil premium eligible pupils?	Emotional support in place

Further information (optional)

Buddy, our therapy dog, is having a positive impact on wellbeing across the school. This is evident in feedback from parents, children and staff alike.

Our focus upon the arts including specialist teachers in Art, Music, PE and Spanish also have a positive effect on our vulnerable children.

We also saw an increased engagement in pastoral support, free clubs outside of school hours and vouchers for food during school holidays.