

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Catholic Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alexandra Mowatt Acting Head Teacher
Pupil premium lead	Alexandra Mowatt
Governor lead	Jason Pickett Foundation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years	£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	£19,240

Part A: Pupil premium strategy plan

Statement of intent

The intention of all stakeholders at Corpus Christi is that all pupils make good progress and are supported to meet their full potential and ability, both academically and personally, irrespective of their background or circumstances away from school life. This pupil premium strategy is designed to ensure this intention is met as fully as possible, enabling disadvantaged pupils achieve that goal and make progress from any starting point.

At Corpus Christi, we have a good understanding of the challenges faced by vulnerable pupils and their families. This statement is intended to support the needs of these children and families, including those with a social worker, those who act as young carers, families eligible for Free School Meals, Looked After and post Looked After children and children with parents in the armed forces.

Our strategy and approach to teaching and learning at Corpus Christi, places high-quality first teaching as a priority for all children in our care. We tailor our teaching and policies to the needs of the children and focus on those who require the most support and are disadvantaged in some way. A focus on high quality teaching is shown to have the greatest impact on closing the disadvantage attainment gap and as the same time will benefit their non-disadvantaged peers.

In order to recognise and address the needs of the children at which this strategy is aimed, we have highlighted the challenges and needs that are evident in our school community and used robust assessment strategies to ensure our approaches are designed to meet the need of our children and not generic assumptions.

Key Principles

- Ensuring disadvantaged pupils are receiving high quality first teaching, to develop progress and attainment to match their ability and that of their peers.
- Providing purposeful and measured interventions and approaches to build on and improve curricular content at their level and need.
- Breeding a whole school ethos of responsibility and high expectations towards our disadvantaged children, through all of our stakeholders.
- Offering opportunities for children to develop fully as their own person, building resilience, independence, empathy and knowledge and understanding of the wider world around them, to ensure they leave us with fully rounded life skills and prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Continuing to improve the progress of children in phonics and reading, to negate the impact of the lockdowns, including those higher level disadvantaged pupils, to ensure they achieve in line with their potential, based on the EYFS assessments were a number of SEND children and disadvantaged children have impacted the GLD for 2024.
2	Writing attainment and progress is not as expected, intensified by CoVid, and the number of children Home Learning in 2020 and 2021, based on the End of Year teacher assessments for 2023-24, which show a lower percentage of disadvantaged children achieved ARE in writing than their peers.
3	Improving attainment in Maths, including children's fluency and reasoning skills, based on the End of Year teacher assessments for 2023-24, which show a lower percentage of disadvantaged children achieved ARE in maths than their peers.
4	Social and emotional wellbeing and mental health, particularly in relation to children's understanding and acceptance of their emotions and developing coping strategies.
5	Continuing to see a lack of play-based experiences for those entering Early Years Education, following the lockdown impacting their formative years and being unable to access appropriate services, educational play opportunities and social interactions during isolation periods.

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
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in reading.</p>	<p><u>Quality First Teaching</u></p> <p>The attainment of reading for disadvantaged children will become closer to that of their peers, taking into account those with a Literacy Learning need, in which case their progress will at least match that of their peers.</p> <p>Read Write Inc phonics programme continually reviewed and refreshed across school.</p> <p>RWI resourced and full coverage of phonics taught to all children, following areas of learning missed during Lockdown.</p> <p>Introduce Guided Oral Reading instruction and Repeated Reading strategies into Key Stage 2 reading, as recommended by EEF.</p> <p>Coaching for all teaching staff to ensure that the specific strategies for successful comprehension are modelled, scaffolded and explicitly taught, to build comprehension skills for those fluent readers.</p> <p>High quality texts that are challenging and appropriate, which engage readers, used in all areas of reading and English teaching.</p> <p><u>Interventions</u></p> <p>TA time dedicated to regular assessment to aid with progression and correct phonics stages being covered by all children, to ensure correct interventions and levels are being accessed.</p> <p>TA time dedicated to Fast Track Tutoring sessions.</p> <p>Pupils not making expected progress in reading/phonics to receive weekly phonics intervention, additional to the High Quality First Teaching daily phonics sessions.</p> <p>Improved assessment techniques to include assessing children's fluency as well as blending, to ensure correct interventions and levels are being accessed.</p> <p>Focussed Home Reading books provided, focussing on the correct levels of the children, centring on the appropriate phonics sounds for those needing that support and book band for fluent readers who need support developing their comprehension skills further.</p> <p><u>Wider Strategies</u></p> <p>Children are regularly exposed to fiction and non-fiction text types, which challenge all learners and is accessed in all areas of the curriculum.</p> <p>Purchase of support networks in Foundation subjects, that include a wider variety of high-quality source and research materials and reading matter for the children to access and teachers to model from.</p>

	<p>CPD given to teaching staff about building links between Reading objectives and the Foundation Subjects, particularly in History and Geography.</p> <p>The school environment encourages a love of reading and encourages children to read through interesting and engaging 'reading for enjoyment' texts, both as a class reader and in the appealing reading corners in every classroom.</p>
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in writing.</p>	<p><u>Quality First Teaching</u></p> <p>The attainment of writing for disadvantaged children will become closer to that of their peers, taking into account those with a Literacy Learning need, in which case their progress will at least match that of their peers.</p> <p>The promotion of fluent written transcription skills, by encouraging extensive and effective practice.</p> <p>An evaluation of our writing curriculum and the structure of lessons, to ensure children are given opportunities to practise writing stamina and fluency across a range of genres.</p> <p>CPD given to staff on a refreshed approach to writing, including the structure of the lessons and clear and effective progression.</p> <p>High quality teaching resources and texts purchased, created and developed to ensure the children are accessing valuable learning experiences to build their knowledge on.</p> <p><u>Interventions</u></p> <p>Small group support for children requiring handwriting intervention, with a Teaching Assistant.</p> <p>Small group support for children requiring spelling intervention, with a Teaching Assistant.</p> <p>Access to IDL Literacy for those children requiring intervention for transcription and spelling progress.</p> <p><u>Wider Strategies</u></p> <p>Children are regularly exposed to fiction and non-fiction text types and given writing opportunities across the curriculum.</p>
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths.</p>	<p><u>Quality First Teaching</u></p> <p>Children access a fully rounded Maths curriculum with a variety of mastery questions, including opportunities to develop and practise their Mathematical thinking, variation, fluency and structure.</p> <p>A consistent and progressive approach to Maths that exposes all children to challenging concepts and a greater depth of vocabulary.</p> <p>CPD for staff and the Maths lead, including access to network opportunities with the North West Maths Hub and St Helens Teaching Alliance.</p> <p>Purchase of resources to ensure children across all key stages continue to access manipulatives and representations at their level, in order to engage the children fully in mathematical ideas.</p>

	<p><u>Interventions</u></p> <p>The purchase of manipulatives and representations to ensure children are able to cement concepts that are missing from their learning, after missing these learning concepts during lockdown.</p> <p>Access to White Rose to Premium resources, including the videos for interventions and covering objectives the children have a learning gap in.</p> <p><u>Wider Strategies</u></p> <p>TT Rockstars access for both in school and home.</p> <p>TT Rockstars competitions to boost access to the resource.</p>
<p>For all children to feel empowered to develop the fundamental social and emotional learning skills which will enable them to make positive choice throughout life, including the development of self-control, emotional awareness and interpersonal problem-solving skills.</p>	<p><u>Quality First Teaching</u></p> <p>Continued CPD for staff to deliver the PATHS (Promoting Alternative THinking Strategies) Programme, including INSET training for all staff.</p> <p>Coaching and Mentoring programme to build staff understanding and confidence in delivering the PATHS programme.</p> <p>A consistent, evidence-based approach to the Social and Emotional Curriculum.</p> <p>Acquire the resources necessary to teach the PATHS programme, including schemes of work, posters and puppets.</p> <p><u>Interventions</u></p> <p>Children with limited understanding of the emotional languages and social skills will be identified and use small group work with teaching assistant time to focus their time and practise their skills, in sessions which match the whole school, high quality teaching content.</p> <p><u>Wider Strategies</u></p> <p>Align the school behaviour policy and anti-bullying policies with the PATHS programme.</p> <p>Actively engage with parents to reinforce the skills taught in the home environment.</p> <p>Establish schoolwide routines, including Pupil of the Day and Turtle Time.</p> <p>Children will be more confident in discussing their emotions and barriers to learning, allowing them access to the curriculum sooner when they are facing difficulties.</p>
<p>For all children in EYFS to access a play based curriculum, in order to cement learning experiences and social constructs, across a range of curriculum areas.</p>	<p><u>Quality First Teaching</u></p> <p>Classroom environment reviewed and developed for play based learning and an enriching early years curriculum, with a range of activities and a mixture of child and adult initiated learning.</p> <p>CPD refreshers for staff on Development Matters and the statutory changes to the EYFS curriculum, building on our early adopter status, through networking as part of the St Helens Teaching Alliance.</p> <p>Updated resources, pertinent to the curriculum changes and developments, ensuring all children are able to access quality first learning experiences at school, and play based activities to cement learning.</p>

Improvements in the layout of the EYFS area, allowing children to access the provision and learning opportunities at their level and ability, building on their knowledge and understanding of the world around them and objectives.

Interventions

Using the NFER baseline in the Autumn term, alongside teacher baselining, to gain a better understanding of where the children are starting from in our EYFS setting.

Continue the review of the play based approach and assessments, judging which resources are needed to form the most beneficial support for children who need targeted activities.

Wider Strategies

Improvement in the resources and layout of the base, leading to constructive learning and building children's independence, resilience and social skills from their first point of entry into school.

Instil ground rules in group work and classroom discussion that children can move into their own play practices.

Modelling of staff of social and emotional behaviours through play-based activities and child-initiated learning.

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: £ 6,449.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – coaching by the Reading lead for all Read Write Inc staff, in phonics, upgrading the school's offer using a DFE validated Systematic Synthetic Phonics programme to secure stronger, high quality teaching for all pupils.</p>	<p>A consistent, systematic approach to phonics, using high quality teaching, resources and assessment has a strong evidence base for its impact on improving children's word reading and fluency, particularly for disadvantaged pupils.</p>	<p>1, 2</p>
<p>CPD – training for teaching staff on their use of reading in other subjects, ensuring accessible and challenging texts are used to support teaching and learning in other subjects.</p>	<p>EEF recommendations state that children will need a range of wider language and literacy experiences to develop their understanding of written texts in all of their forms, including active engagement with different media and genres of texts and a wide range of content topics.</p>	<p>1, 2</p>
<p>Review and refresh of resources to enable teachers to provide high quality texts during lessons, which match the children's phonetic ability, fluency in reading and understanding of text.</p>	<p>A systematic, synthetic phonics programme has been highly evidenced as being vital to children's education and ability to progress well in their reading skills, leading to more children being able to access the full curriculum offer of the school, particularly with regards to children from disadvantaged backgrounds.</p> <p>By purchasing the resources to match the Read Write Inc synthetic phonics programme, the children will access texts and resources at the level they need to progress well.</p> <p>EEF guidance also recommends regular, targeted assessments and these resources will enable that tool to be used effectively and the children to access the correct level of teaching and phonetic learning.</p>	<p>1, 2</p>
<p>CPD – curriculum review into the school's approach to writing, including</p>	<p>Following the advice given by the EEF, a focus of fluent writing and transcription will 'support composition because pupils' cognitive resources are freed from focusing on handwriting, spelling</p>	<p>2</p>

<p>training and in-service time to develop an approach with boosts children's stamina, fluency and transcription skills.</p>	<p>and sentence construction'. Building on these skills with appropriate progression within the curriculum will support children in their ability to write sustained pieces of a good standard for their age and stage. The EEF recommends, at all stages of school life, a large amount of purposeful practice, supported by effective feedback I required develop fluency. Therefore, we will look to review and redevelop our writing approaches to fully support this recommendation and practice.</p>	
<p>CPD – access for subject leaders and teachers to North West Maths Hub and St Helens Teaching Alliance.</p>	<p>The EEF guidance on improving Mathematics emphasises the many connections between mathematics facts, procedures and concepts and that teachers needs the subject knowledge in order to ensure pupils understand the procedure and to consciously choose between strategies.</p> <p>Access to subject specific training and networking opportunities that can be accessed by all or used by the subject leaders to inform staff inset time and CPD within school will allow us to be up to date with our understanding of the methods and strategies, accessing staff strengths and knowledge throughout all the year groups.</p>	3
<p>Purchase of up to date practical resources to ensure concrete and pictorial learning opportunities help to cement understanding before abstract concepts approached.</p>	<p>The EEF states manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas and that teachers need to understand the links between the manipulatives, the representatives and the mathematical ideas they symbolise. In order to ensure the children can access this support, we will review the available resources and purchase any resources needed to cement these concepts for the children.</p>	3
<p>Review and purchase of the Early Years setting, including the range of resources and play-based learning activities available.</p> <p>A reconfiguration of the classroom, including updating continuous provision stations, building in access for all children.</p>	<p>The EEF Early Years guidance discusses the evidence base for play-based learning, stating that there is a quantitative component in the research that suggests in improves learning outcomes by approximately five additional months and that positive outcomes have been identified for a range of early outcomes including vocabulary, reasoning and early numeracy.</p> <p>When considering play-based learning in our setting, EEF guidance tells us to consider the organisation of equipment In a learning environment which supports active learning, play and exploration, allowing children to access resources independently. By thoroughly reviewing and overhauling the EYFS environment, we can provide these opportunities for children to access the play-based learning, which is so important to their early education and which lockdown would have deprived them of, particularly in relation to those children from disadvantaged backgrounds.</p>	5

<p>Continuing to implement the PATHS programme for SEL.</p> <p>CPD for all staff in delivering and the PATHS programme.</p> <p>Mentoring and coaching provided for all teaching staff in delivering the PATHS programme.</p> <p>All resources acquired and in use across all key stages in school.</p>	<p>The EEF recommend SEL should be taught using a range of strategies to teach key skills, both in dedicated time and in every day teaching. CPD for staff will be provided to ensure this takes place.</p> <p>The recommendations from EEF also state that teachers should embed SEL across a range of subject areas and training and CPD will be provided through Inset and staff meeting in order to ensure a fully rounded curriculum that shows progression.</p> <p>By using the PATHS programme, we are following a planned series of lessons to teach skills in dedicated time, following the EEF Guidance into EEF teaching, building skills sequentially across lessons and year groups.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,890.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics 1:1 intervention, following Read Write Inc Fast Track Tutoring programme, to match the DFE validated Synthetic Phonics programme in place as a whole school approach, matching the child's ability and current level, appropriate to their learning need.</p> <p>Monitored intervention to ensure targeted support on exactly what is needed to improve.</p>	<p>There is extensive research from EEF that shows the positive impact phonics teaching has on early reading skills, particularly for those children from disadvantaged backgrounds. Matching the teaching of phonics to children's current level of skill in terms on their awareness of phonemes and the connecting graphemes.</p>	<p>1</p>
<p>Additional 1:1 reading to support home reading across Early Years, Year1 and Year 2, to ensure children are accessing appropriate texts for their phonetic knowledge and curriculum level both at</p>	<p>It is widely evidenced that, on average, disadvantaged children are less likely to own a book of their own and read at home with family members. For these reasons they may not acquire the necessary skills for reading and understanding challenging texts outside of school hours. By providing the opportunity, understanding and resources for the children, this</p>	<p>1</p>

home and in school, during interventions.	should boost the access and progress of these children as they study a wide range of texts.	
Renew subscription to IDL Literacy	IDL baselines pupils and then provides progressive and graduated exercises, designed to build children's understanding and fluency in their literacy skills, at the appropriate stage for their learning needs. This diagnostic assessment package is recommended by the EEF Literacy review. The IDL package offers the structured intervention approach EEF also recommends, diagnosing 'capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty'.	1, 2
Engagement of Learning Support Services and the Educational Psychologist.	Children with additional needs will have appropriate support in place, removing barriers to learning to impact progress. A number of children have fallen behind ARE because of a need, for which we need to seek advice and support for both home and school to help children progress at an accelerated rate and overcome any barriers. Engage with services from within the LA. Children discussed at termly planning meetings with other professionals.	1, 2, 3
Continue access to White Rose Maths and their videos, to be used for interventions, allowing children to access objectives and teaching of concepts that are gaps in their learning.	White Rose resources won the 2021 BETT Covid 19 Response Champions award for the content and work during the pandemic. The learning videos and resources were commended on their ability to support children to help pupils catch up on any learning lost due school closures or illness. As part of our interventions, supported by Teaching Assistant time, those children who need access to missing learning or who need continued practice of a concept can continue to access the appropriate resources and learning opportunities, supplementing the teaching they are receiving in class, with explicit connections between the two, as advised by the EEF.	3
Review and purchase of manipulative and representatives for all ages and stages so that children with a learning need can access	The EEF recommends a large amount of purposeful practice to develop fluency and involve systematic instruction that motivate pupils. By reviewing the use, purpose and quality of the resources used for intervention we can ensure that any gaps in reserves can be noted and improved in order to meet the needs of the children.	3

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

Budgeted cost: £6237.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent application of Pupil of the Day across school.</p>	<p>Self-esteem is a vital part of children’s ability to learn. Building confidence in children’s self is a vital part of developing their independence and resilience, both in the classroom and out of it.</p> <p>Pupil of the day and the regular activity of giving compliments, will build this self-esteem and allow positive perceptions and relationships to grow.</p> <p>Pupil of the day will also link to home, with those adults surrounding children outside of school hours able to reinforce the concepts, as suggested by the EEF guidance into SEL and shown below.</p> <div data-bbox="534 1030 1045 1534" data-label="Diagram"> </div> <p>By teaching the five main strands of SEL in the classroom, building it out into whole school practice, the final step is to develop it in our children’s homes and our communities.</p>	<p>4</p>
<p>The development of children’s self-control and resilience when dealing with a range of emotions.</p>	<p>By differentiating between emotions explicitly in class teaching, the children will then be able to relate to these in their day to day lives. The Yale-New Haven Middle School Social Problem Solving Program (Weissberg, Caplan and Bennetto, 1988) is the basis of the Control Signals Poster used as part of the PATHS programme of study. It allows the children to access methods</p>	<p>4</p>

	for calming down strong emotions, including the turtle technique.	
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Total budgeted cost: £ 28,576.46

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.

During 2023-24 school year, Pupil Premium activity continued to focus on ensuring our disadvantaged pupils were supported to ensure we continue to maintain their good levels of progress and help them to meet age related expectations.

Read Write Inc phonics, the DFE approved systematic synthetic phonics programme has been monitored and a coaching support model has been used to support staff in their approaches. This has had an impact on the structure of our phonics teaching and seen excellent progress in Year 1, from the level of Good Level of Development to their Phonics Assessment. We have also seen a vast improvement in the number of children moving off the Read Write Inc programme during Year 2.

A number of high quality resources and manipulatives were purchased to continue to ensure High Quality Maths teaching and interventions. An increase in children's understanding of the links between concrete, pictorial and abstract concepts was observed and results continued to show progress in Maths.

The implementation of the PATHS (Promoting Alternative THinking Strategies) approach across the whole school has seen an impact on the emotional literacy and understanding of coping strategies across all year groups. Children in the younger year groups have been heard talking about 'Turtle Time' and their feelings using a wider range of vocabulary. Staff are using the phrases and strategies (comfortable and uncomfortable, hot chocolate breathing, Ready Steady Go) as part of everyday conversations with the children across all areas of school.

The engagement of the Learning Support Services and Educational Psychologist has continued us to support children with additional needs and from disadvantaged background, putting in to place appropriate support and removing barriers to learning that had previously impacted their progress. A number of children had fallen behind there are because of a need, which was only exacerbated by the lockdowns and partial school closures.

In 2023-24, we continued to ensure disadvantaged children had access to the equipment needed to improve their skills across the curriculum. This developed confidence and maturity amongst our vulnerable learners. We continued to support children that had fallen behind ARE because of a need. Access to ICT equipment continued to help the children progress at an accelerated rate and overcome any barriers. Laptops were acquired to enable provision to be continued for PPG and vulnerable children. As our homework moved to an online platform, we were also able to support families in accessing this as part of their revision and catch up.

We continued to identify children who had a particular need or barrier to learning, some of which had been exacerbated by the multiple lockdowns. To support these children we continued to

subscribe to the learning tool IDL, allowing the children to access exciting safe online learning activities and builds confidence amongst our vulnerable learners. This tool was used for both intervention and home learning, as it could be accessed both at home and a school. IDL continued to be licenced and logins provided for children who had recently been diagnosed with a need through the Learning Support Service. Logins were also provided for children experiencing isolation periods. SLT will continue to monitor the provision and evaluate the impact of the intervention through progress tests and assessment data.

The directing of staff towards interventions for pupils with a barrier for learning, to ensure children made good progress through the year, allowed us to again put in place a personalised support programme for children who needed intensive provision. Interventions that took place had a positive impact, particularly in relation to Phonics progress in Year 1. The interventions put in place also allowed the disadvantaged children in Key Stage 1 and 2 to make good progress, including where a learning need affected the ARE of the child, using standardised teacher assessment to judge. The impact of the lockdown periods needs to be continually monitored to ensure achievement and opportunities for all children continues to be prioritised and progress to continue to be good across all key stages.

The steps put in place for 2024-25 will work to ensure the progress of the children continues to be at least good and the attainment levels of disadvantaged pupils moves to be more in line with their peers.

