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| **Pupil Premium Expenditure Strategy 2019-2020**  **(Statutory)** |

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| **Autumn 2019** |

**Pupil Premium Grant 2019-2020**

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|  | **Summary information** | | |  |  |
| **School** | **Corpus Christi Catholic Primary School** | | |  |  |
| **Academic Year** | 2019-2020 | **Total PP budget** | **£141,680** | **Date of most recent PP Review** | Autumn 2019 |
| **Total number of pupils** | 287 | **Number of pupils eligible for PP** | 108 | **Date for next internal review of this strategy** | Autumn 2020 |

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| **Context of Corpus Christi Catholic Primary School** |
| Corpus Christi Catholic Primary school is a larger than average Voluntary Aided Catholic primary school (NOR: 287). Figures from the September 2019 census reveal the following information. There are slightly more boys (52.4%) than girls (47.6%). 47% of pupils are White British with 53% of pupils from 11 of the 17 other ethnic groups (nationally BME is 34%). The largest individual ethnic minority group is children of ‘Black African’ heritage (24%), followed by ‘Other White’ (15%), ‘Black Other’ (8%) and ‘Asian Other’ (5%). Another 4% of the population is made up of 5 different groups that individually represent less than 5% of the population. The percentage of pupils with English as an additional language (36.5%) is above the national average of 21%. The area served by the school experiences significant levels of social and economic deprivation with 46% of the pupils coming from disadvantaged backgrounds as measured by the ‘School Deprivation Indicator'. The school deprivation indicator is higher than national indicating that levels of deprivation are much higher than average amongst the school population. 87% of children who attend the school live in an area classed as being amongst the 10% most deprived in England. Moreover, 58% of children live in an area classed as being amongst the 3% most deprived. The percentage of pupils eligible for FSM is 27.6% which is above the national average of 16% and 36.5% attract pupil premium funding compared to 23% nationally. The proportion of pupils with SEN Support is 25.9%, above the National average of 14%, whilst the percentage of pupils with a SEN EHCP is 0.34% (mainly SLCN and SEMH). Currently, there are two ‘Looked After’ pupils (0.69%) and two service pupils (0.69%) on roll. |

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| **Number of pupils and Pupil Premium Grant (PPG) received 2018/19**  **based on January 2018 census** |  |
| Total number of pupils on roll | 287 |
| Number of Primary pupils recorded in the January 2018 school census as eligible for free school meals (FSM) at any point in the previous 6 years i.e. since May 2012 as well as those first known to be eligible at January 2019 (FSM6)- £1,320 per pupil | **104** |
| Total Ever 6 FSM Pupil Premium Allocation | **£137,280** |
| Number of pupils eligible for the Service child Pupil Premium | **2** |
| Service child Pupil Premium Allocation | **£600** |
| **Total number of pupils eligible for Pupil Premium** | 106 |
| **Total provisional Pupil Premium allocation** | **£137,880** |
| Number of pupils eligible for the CLA Pupil Premium ( £1900 per pupil) | **2** |
| Total CLA Pupil Premium Allocation | **£3800** |
| Number of pupils eligible for Post-CLA Pupil Premium (£2300 per pupil) | 0 |
| Total Post- CLA Pupil Premium Allocation | 0 |
| **Total number of pupils eligible for Pupil Premium** | **108** |
| **Total provisional Pupil Premium allocation** | **£141,680** |

**Pupil Premium Strategy 2019-2020**

We plan to spend this year’s allocation of Pupil Premium of **£141,680** as outlined below taking into consideration the Education Endowment Foundation’s new guide on the Pupil Premium.

*In June 2019, the Education Endowment Foundation (EEF) published a new guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their pupils. The report recommends school take a tiered approach to Pupil Premium spending.* ***Teaching should be the top priority****, including professional development, training and support for early career teachers and recruitment and retention.* ***Targeted support*** *for struggling pupils should also be a key component of an effective Pupil Premium strategy;* ***as well as strategies that relate to non-academic factors,*** *including improving attendance, behaviour and social and emotional support.*

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| **Intended Pupil Premium Grant spending by action/activity /project 2019-2020** | | | | |
| **1. Quality Teaching** | | | | |
| **Rationale** | **Action/Activity/Project** | **Cost** | **Intended Outcomes** | **Impact** |
| **1. Quality Teaching**  ***‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*‘**  **EEF Pupil Premium Report June 2019** | Use CPD to ensure all teaching is of a high standard. | £2000 | SDM meetings, courses and consultant support focus on CPD for all teaching staff led by SLT/subject leaders and external experts. | **End of EYFS Data 2020**  **Year 1 Phonics Screening Data 2020**  **End of Key Stage 1 Data 2020**  **End of Key Stage 2 Data 2020** |
| Support for Year 2 teacher (RQT) by AHT | £1500 | Provide RQT with practical support, strategies and ideas. |
| Continued additional qualified teacher in Year 6 and Year 5/6 classes to reduce class size and accelerate learning through Quality First Teaching (QFT) in smaller groups | £26200 | Pupils are taught in smaller class groups for English and Maths.  Pupils to have a number of opportunities for small group work with teachers and LSAs to focus on specific areas of weaknesses. |
| **EEF Pupil Premium Report June 2019**  **1. Teaching**  ***‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*‘**  **2. Targeted academic support-**  ***‘Classroom teachers and teaching assistants can provide targeted academic support…is likely to be a key component of an effective Pupil Premium strategy.’*** |
| Support staff | £25000 | Improve pupil outcomes through  - QFT teaching to close the gaps  - Targeted interventions which support QFT which link to classroom teaching.  - Provide 1:1 support as required which link to classroom teaching. |  |
| Increased adult to pupil ratio in Reception | £5000 | Many of the Pupil Premium eligible pupils, not all, are behind age related expectations on starting school and some do not receive additional support at home. We recognise that the youngest children often have the most to catch up. |  |
| Reduced class size in Year 1/2 to provide additional support for those pupils who did not achieve a Good Level of Development | £14000 | Improve pupil outcomes through teachers and learning support assistants providing targeted academic support which link to classroom teaching to close the gaps. |  |
| **Sub-total for quality teaching** | | **£73700** | | |
| **2. Targeted academic support**  ‘Classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’ **EEF Pupil Premium Report June 2019** | | | | |
| **Rationale** | **Action/Activity/Project** | **Cost** | **Intended Outcomes** | **Impact** |
| **2. Targeted academic support**  ***‘Classroom teachers and teaching assistants can provide targeted academic support…is likely to be a key component of an effective Pupil Premium strategy.’*** | Booster phonics sessions | £1480 | Targeted phonics interventions | **End of EYFS Data 2020**  **Year 1 Phonics Screening Data 2020**  **End of Key Stage 1 Data 2020**  **End of Key Stage 2 Data 2020** |
| Purchase additional phonetically decodable reading resources | £1000 |
| Booster classes in Year 2 for low, middle and higher attainers | £3500 | Targeted interventions during the school day or after school for pupils to reach Age Related Expectations and Greater Depth. |
| Booster classes in Year 6  for low, middle and higher attainers | £5000 | Specifically targeted interventions to support QFT in a booster session for pupils to reach Age Related Expectations and Greater Depth. Provision during the school day or before/after school. |
| Lexia programme and reading interventions | £4100 | Targeted interventions for pupils to reach Age Related Expectations and Greater Depth in Reading and to improve spelling scores. |
| Parent Support Worker  (ASC homework club) | £3000 | With support, pupils can complete home learning tasks in a quiet environment. |  |
|  | Continued Speech and Language provision for one day a week to provide targeted support | £9000 | Early identification of pupils with speech and language needs  Targeted intervention for pupils with speech and language needs  Close the gap in S &L for those pupils who come into school with underdeveloped spoken language skills |  |
|  | Employ Speech and Language Assistant for one day a week to provide targeted support | £3500 |  |
|  | Summer school contribution to Corpus Christi College for Year 6 leavers | £1000 | Transition to high school support for identified learners. |  |
| **Sub-total for targeted academic support** | | **£31580** | | |
| **3. Wider strategies** | | | | |
| **Rationale** | **Action/Activity/Project** | **Cost** | **Intended Outcomes** | **Impact** |
| **EEF Pupil Premium Report June 2019**  **3. Wider strategies**  *‘Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.’* | Additional funding to support enhancement activities such as school trips and visitors | £9000 | Subsidising all enhancement activities ensures all pupils have access to educational visits/visitors and no one is disadvantaged. Ensure that all Year 6 pupils are able to attend the residential by subsidising the cost. | **End of EYFS Data 2020**  **Year 1 Phonics Screening Data 2020**  **End of Key Stage 1 Data 2020**  **End of Key Stage 2 Data 2020** |
| Additional funding to support Y6 residential visit | £2000 |
| Parent Support Worker  SEMH | £3500 | Provide pupils and their families with   * Support for their emotional well-being * Strategies on how to deal with issues affecting their emotional health * Programmes for confidence building/self-esteem to develop a ‘have a go’ attitude |
| Continued employment of Catholic Care  Social Worker /Counsellor for  1 day per week-  (Emotional & behavioural support for  vulnerable/disadvantaged pupils and families) | £10500 |
| Continued TNCP Cluster provision contribution for care, guidance and support | £7500 |
| Free fruit/veg scheme for all pupils every day | £2900  (50% of  cost) | All pupils have a healthy snack during the school day to aid learning and to encourage healthy eating habits that can be carried into later life. |
| Subsidised breakfast club | £1000 | Identified pupils are fit for learning |
| **Sub- total for wider strategies** | | **£36400** |  |  |
| **Total** | | **£141,680** | | |