

## PUPIL PREMIUM 2016/ 2017

Total number of pupils on roll	398
Total number eligible for PPG	53
Amount received in academic year 2016/ 2017	£69,960

### 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

These 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.

The school were awarded Pupil Premium Award Winner status in 2016, in recognition of the work undertaken to ensure Pupil Premium children have the same opportunities as every other child.

The school also received a letter in February 2016, from Sam Gyimah, parliamentary undersecretary of State for Childcare and Education, in recognition of Corpus Christi's position as one of the highest achieving schools in terms of the attainment and progress of disadvantaged children since 2011.

## HOW WE SPENT OUR PUPIL PREMIUM ALLOCATION 2016/2017

Area of Support	Strategy	Cost	Measuring Our Impact
<b>Early Years Intervention</b>	Children in the EYFS received Speech & Language Therapy	£900.00	EYFSP data shows these children made significant progress within Communication & Language scores across EYFS.
<b>Breakfast Club</b>	Concessions were provided at a 50% of the daily fee for PPG children	£500.00	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.
<b>Wellbeing and Emergency Care</b>	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. This year we have made changes to the environment in the safe space, purchasing new comfortable furniture and making it feel 'homely' and inviting.	£2,000.00	Children are regularly using the service and we have seen a notable improvement in the behaviours of some children.
<b>Additional support and extension opportunities</b>	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 2016/17 we had 65 additional provision running every term. These provisions targeted many pupil premium children.	£9000.00	<p>Support and extension for children across the school including:</p> <p>1 x Teaching assistant (LT) across all four phases of the school</p> <p>Teaching materials and ICT materials to support existing intervention programmes such as Nessy and Communicate in print.</p> <p>Class Ipads to be used in small group work and interventions.</p> <p>A set of laptops to be used for group work.</p> <p>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</p> <p>There are no gaps between pupil premium children and non-pupil premium children at National Age Related Expectations at the end of KS2.</p>

<b>Specialist Support</b>	Teaching assistant and specialist teacher costs	£15,000.00	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, ILS, Lego Therapy, Life Skills and Occupational Therapy. In addition to this Accelerated Spelling and Grammar training.	£19,000.00	The combination of quality class teaching and intervention programmes has resulted in 100% of pupil premium children at the end of KS2 making at least 2 levels progress in reading, writing and mathematics.
	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. Implementation of the specialist RULER program (teaching emotional intelligence).	£9,000.00	Children are more confident and settled in the school environment, developing stronger friendships and social skills. Through the implementation of the RULER program, pupils are more resilient and more able to problem solve personal challenges and friendship issues.
	Some children require 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.	£2,500.00	Children are closely monitored and individual support plans are in place where necessary. Their progress is monitored regularly to ensure effective provision.
<b>Reading Recovery Programme</b>	2 x TAs trained to deliver reading recovery programme.	£3,000.00	Two teaching assistants were trained in the reading recovery programme and administered this support across key areas of need in the school. Additional reading resources were purchased. The children made expected and more than expected progress at the end of the year in reading, meeting and exceling year group targets.
	Reluctant Reader programme, one to one reading intervention and support for children in Y6		Children in Year 6 experienced a Reluctant Reading Programme which resulted in children making more than expected progress in Reading from KS1 to KS2. 100% of Pupil Premium children at the end KS2 achieved 'National'.

<b>Booster Classes</b>	Year 6 children were given additional booster class sessions in maths and English.	£1,072.20	Year 6 children were given additional booster class sessions in maths and English. Overall progress from KS1 exceeded APS. The amount shown is for tuition for the PPG children only. The overall cost of booster classes was £8025.00
<b>Additional Tuition for KS2 Pupil Premium Children</b>	PP children were given small group tuition to accelerate progress	£2,500.00	Additional tuition programmes have narrowed the gap between pupil premium and non-pupil premium children in KS2. 100% of pupil premium children at the end of KS2 reached age related expectations in Reading & Maths.
<b>Enrichment</b>	PP children across the school received partial or full concessions to partake in enrichment activities, trips and school journeys.	£4,669.00	This has enable to take part in educational trips and residential school journeys. Musical tuition had a positive impact on academic performance for these children. The funding paid for music tuition, the hire of instruments, ABRSM exams to be taken and accompanists. Pupils took part in performances at the Queen Elizabeth Hall and at the turning on off Brixton Christmas Lights. These opportunities teach positive learning behaviours, such as discipline, perseverance and offers the opportunity to perform and gain musical qualifications. It has also enabled some pupils to gain musical scholarships when applying to secondary school.
		<b>£69,141.209</b>	

## 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).

<b>Reception</b>	<b>4 Pupil Premium Children - 7% of year group.</b>
Standards:	25% of Pupil Premium Pupils achieved a GLD ~ (Good Level of Development) in EYFS Profile.
Analysis:	75% of Pupil Premium pupils this are EAL and 50% have SEN. These pupils made good progress throughout Early Years and will have continued access to SALT, EAL support groups and literacy and maths interventions.

<b>Year 1</b>	<b>4 Pupil Premium Children - 7% of year group.</b>
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 100%.</p> <p>MATHS: Pupil Premium Pupils achieving At National Age Related expectations – 100%.</p> <p>SPAGS: Pupil Premium Pupils achieving At National Age Related expectations – 50%.</p>
Analysis:	75% of Pupil Premium pupils are EAL and experience suggests that these pupils find SPAGS difficult early on in school. Targeted EAL group work and additional SPAGS support will be in place to support these pupils in the next academic year (2017 – 2018).

<b>Year 2</b>	<b>4 Pupil Premium Children - 7% of year group.</b>
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 50%.</p> <p>MATHS: Pupil Premium Pupils achieving At National Age Related expectations – 75%.</p> <p>SPAGS: Pupil Premium Pupils achieving At National Age Related expectations – 75%.</p>
Analysis:	Progress was good for all pupils.

<b>Year 3</b>	<b>9 Pupil Premium Children - 17% of year group.</b>
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 89%.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 89%.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 89%.</p>
Analysis:	<p>Progress was good for all Pupil Premium pupils within this year group. Five pupils achieved within the top 5% of 'Above' in SPAGS and Reading suggesting that they will be likely to achieve 'Greater Depth' when there is a facility to score this on a test.</p>

<b>Year 4</b>	<b>11 Pupil Premium Children - 19% of year group.</b>
Standards:	<p>READING: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 55%.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 55%.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 64%.</p>
Analysis:	<p>Progress was good for all Pupil Premium pupils within this year group. It should be noted that there are three Pupil Premium pupils within this group who have an EHC plan and several other pupils with SEN needs. Two pupils achieved within the top 5% of 'Above' score in SPAGS and Reading suggesting that they will be likely to achieve 'Greater Depth' when there is a facility to score this on a test.</p>

<b>Year 5</b>	<b>10 Pupil Premium Children - 17% of year group.</b>
Standards:	<p>READING: Pupil Premium Pupils achieving At/Above National Age Related expectations – 70%.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 50%.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 60%.</p>
Analysis:	<p>Progress was good for all Pupil Premium pupils within this year group. 80% of these pupils have EAL.</p>

<b>Year 6</b>	<b>7 Pupil Premium Children - 12% of year group.</b>
Standards:	<p>READING: Pupil Premium Pupils achieving At/Above National Age Related expectations – 100%.</p> <p>MATHS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 100%.</p> <p>SPAGS: Pupil Premium Pupils achieving At/ Above National Age Related expectations – 85%.</p>
Analysis:	<p>Progress was excellent for all Pupil Premium pupils within this year group.</p>

## PUPIL PREMIUM ALLOCATION STRATEGY FOR 2017/2018

Our Pupil Premium allocation for the new academic year is £62,040, this was based on 47 Pupil Premium pupils at the January 2017 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. 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 and other enrichment activities will also be targeted as interventions for specific children with EAL and SEND where appropriate.
Therapeutic Listening Service	Previously the school has seen a significant improvement in pupils listening skills, concentration, organisation skills and wellbeing through the use of the therapeutic listening program. Changes in the way that the service is offered has meant that we were unable to access this last year. This year, we intend to make a significant investment in the materials (music chips, headphones, MP3 players) to enable us to deliver this program to vulnerable pupils more easily.	A before and after questionnaire is given to parents/ carers and class teachers which enables us to monitor changes in pupils concentration and cognitive skills as well as their well-being. Feedback from parents/ carers about this program was overwhelmingly positive. Teachers reported previously that they noticed improvements in pupil's concentration and organisational skills particularly.

Progress of our strategy will take place termly by the SLT and the end of year review will take place in July 2018.