

Pupil premium strategy statement – Corpus Christi Catholic School -This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Marie Baxter
Pupil premium lead	Suzy Sanders
Governor / Trustee lead	Dr Ricarda Micallef

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	£4,350
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	-£816.00 to be recovered
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,184

Statement of intent

Statement of Intent

At Corpus Christi Catholic Primary School, we are committed to equality. We aim for every pupil to fulfil their God-given potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We intend for all our pupils from disadvantaged backgrounds to leave Corpus Christi as confident, happy individuals who have had equal opportunities to experience all our curriculum has to offer. We are specifically targeting the **attainment gap in Reading and Writing** and **Attendance rates** through:

1. Supporting Exceptional Teaching (Quality First Teaching) We recognise that high-quality teaching is the most important lever for improving outcomes for disadvantaged pupils. We will ensure:

- **Explicit Instruction:** A focus on modelling and scaffolding, particularly in writing composition.
- **Oracy & Vocabulary:** Prioritising oral language skills to build the foundation for reading comprehension and writing.
- **Data-Driven Adaptation:** Using diagnostic assessment to identify gaps immediately, rather than waiting for end-of-term data.

2. Providing Targeted Academic Interventions We will utilise evidence-based strategies to close the gap for those currently working below age-related expectations in Reading and Writing:

- Systematic Synthetic Phonics (fidelity to the scheme).
- Small group precision teaching for writing (sentence structure and grammar).
- Pre-teaching of vocabulary before lessons to boost confidence and access.

3. Using Wider Strategies to Overcome Barriers (Attendance Focus) We recognise that pupils cannot learn if they are not in school. We will move beyond "monitoring" attendance to "actively supporting" it by:

- Building strong relationships with families to understand unique barriers.
- Providing immediate support (uniforms, breakfast, emotional regulation) to make coming to school easier.
- Celebrating presence and punctuality to create a culture of belonging.

In addition to the above, our pupils eligible for the Grant will continue to receive our standard support package (uniforms, trip reductions, club exemptions) to ensure full curriculum access.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Literacy (Reading/Writing): Baseline assessments indicate that a significant percentage of PPG pupils are entering key stages with vocabulary and phonics knowledge below age-related expectations.
2	The Writing Gap: Disadvantaged pupils struggle specifically with transcription (spelling/handwriting) and composition (structuring ideas), leading to a lack of stamina in writing tasks compared to their peers.
3	Attendance & Punctuality: Historical data shows PPG attendance is lower than non-PPG peers. "Broken weeks" (regularly missing 1 or 2 days).
4	Social and Emotional Regulation: Post-pandemic, an increase in anxiety and lack of self-regulation is affecting readiness to learn. Pupils struggle to focus on complex tasks (like extended writing) due to emotional barriers.
5	Home Learning Environment: Some pupils lack access to high-quality reading materials or a quiet space to practice writing/homework at home, widening the gap during holidays and weekends.

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
Improved Attainment in Reading and Writing	PPG pupils at the end of KS2 achieve the expected standard in RWM. An increase of PPG children achieving the expected standard and Greater Depth Standard. Phonics Screening Check pass rate for PPG pupils matches the national average for non-PPG pupils.
Improved Writing Stamina and Quality	Book scrutinies show PPG pupils are writing at length across the curriculum (History, RE, Science), not just in English lessons. <ul style="list-style-type: none"> Vocabulary assessments show a reduction in the "word gap" between PPG and non-PPG pupils.
Improved Attendance and Punctuality	Target: 96% attendance. <ul style="list-style-type: none"> Persistent absence (attendance below 90%) among PPG pupils is reduced by 50%.

	<ul style="list-style-type: none"> • Punctuality data shows fewer "minutes lost" to late-ness in the morning.
Social and Emotional Stability	<p>Pupils can independently use <i>Zones of Regulation</i> strategies to return to a state of 'readiness to learn' without leaving the classroom.</p> <ul style="list-style-type: none"> • Reduction in behavioural incidents during unstructured times.

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: £ 9,634.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE Validated Phonics Programme resources & Staff Training - RWI	Phonics has a strong evidence base (EEF +5 months progress) that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1, 2
Implementation of Oracy "Talk for Writing"	Writing is complex. Approaches that focus on <i>oral rehearsal</i> (saying the sentence before writing it) and <i>sentence combining</i> help children who struggle with composition.	1, 2
Whole-school "Reading Fluency" Project	Research shows that if pupils cannot read fluently (at speed), their working memory is overloaded, preventing them from understanding the text. Focused fluency practice helps "free up" brain space for comprehension.	1
Staff Training on Zones of Regulation	100% of staff trained to support emotional regulation ensures a consistent language is used, preventing lost learning time due to behavioural dysregulation.	4

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

Budgeted cost: £17,799.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and Small Group Tuition (School-Led Tutoring)	Tuition targeted at specific needs (e.g., specific phonics sounds or writing grammar rules) is more effective than generic support. Sessions will be short, regular (3x weekly), and sustained.	1, 2
Oral Language Interventions	Oral language interventions emphasise the importance of spoken language and verbal interaction. This directly supports writing skills by increasing vocabulary and sentence construction capability.	1, 2
Precision Teaching for Phonics/Spelling	Short, intense bursts of 1:1 support (5-10 mins daily) to close gaps in code knowledge.	1

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

Budgeted cost: £ 19,750.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance "First Day Calling" & Family Support Officer	A designated staff member to contact parents immediately when a child is absent, not to punish, but to ask: "How can we help get them in?" (e.g., offering to collect the child, resolving anxiety).	3
"Soft Start" / Breakfast Club Provision	Providing a free, calm breakfast club ensures PPG children are onsite, fed, and settled before registration begins. This improves punctuality and readiness to learn.	3, 5
Uniform and Equipment Bank	Providing a uniform shop for all to access.	3, 4
Enrichment Access	To ensure that cost is never a barrier to participation, we have a clear system in place for families eligible for the Pupil Premium Grant (PPG). We automatically fund 100% of all day trips and 50% of residential trips , guaranteeing that no student misses out.	1, 4

Total budgeted cost: £ 47,184

Part B: Review of outcomes in the previous academic year

This is an evaluation of 2024/25

We take a holistic, evidence-informed approach to closing gaps in attainment and opportunity, ensuring disadvantaged pupils are well supported to thrive both academically and personally. This review reflects our ongoing work, outcomes, and next steps.

Attainment and Progress:

Group Performance

Proportion achieving expected standard or above at each key stage and high standard at KS2

	EYFSP GLD		PSC WA		KS2 RWM (Expected)		KS2 RWM (High)	
	No.	%	No.	%	No.	%	No.	%
All	56	75	58	86	61	64	61	18
Male	30	67	36	86	34	65	34	29
Female	26	85	22	86	27	63	27	4
Disadvantaged*	1	0	2	0	12	50	12	8
SEN Support	7	29	2	50	7	0	7	0
EHCP	0	-	4	0	1	0	1	0
EAL	22	82	22	77	29	62	29	21
Asian	8	100	17	76	14	79	14	21
Black	2	0	2	100	2	100	2	0
Mixed	5	80	7	100	4	50	4	25
Other	11	64	4	75	8	75	8	38
White	30	77	27	89	33	55	33	12
National		68		80		62		8

Early Years Foundation Stage (EYFS)

The EYFS cohort achieved strong overall attainment, with 75% of pupils reaching a Good Level of Development (GLD), surpassing the national average of 68%. The single PPG pupil in the cohort did not achieve GLD,

Phonics Screening Check (PSC)

Performance in Year 1 was high, with 86% of all pupils reaching the expected standard. There were two pupils eligible for pupil premium, neither of whom achieved the expected standard.

Of the 4 pupils in Year 2 who were eligible for the phonics screening check last year, 25% achieved the expected standard, highlighting a continued need for targeted support for those who did not meet the standard in Year 1. Success has been driven by systematic phonics teaching and early identification; consequently, the school is now focused on strengthening the provision for Reading in Year 3, utilising the FFT’s Lightning Squad programme to close gaps in attainment alongside regular phonics intervention to recap speed sounds.

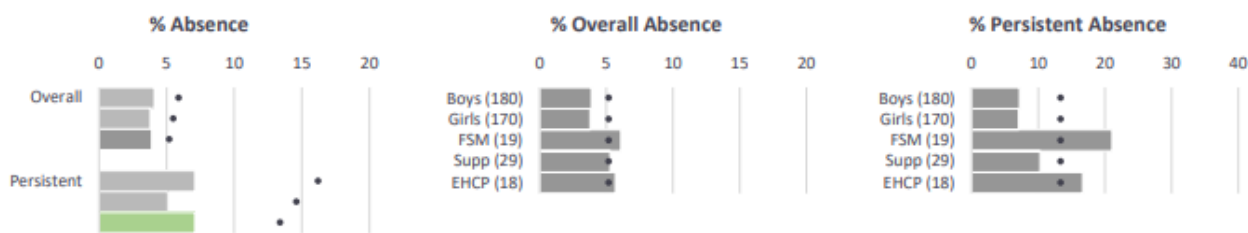
Key Stage 2 (Year 6 SATs)

The school’s combined Reading, Writing, and Mathematics (RWM) attainment was 64%, in line with the National Average of 62%

- PPG Outcomes: Within the Year 6 cohort of 12 PPG pupils, 50% achieved the expected standard in RWM. While lower than the cohort average, these figures are influenced by the sample size and individual pupil complexities.

- Impact: High-quality teaching and sustained interventions have ensured that disadvantaged pupils make strong progress from their respective starting points. However, narrowing the gap for pupils with additional needs remains a priority through further inclusive strategies.

Attendance



Attendance figures for the school remain stable and above national benchmarks, with an overall absence rate of 3.9% (National: 5.2%).