

# Pupil premium strategy statement

## Corpus Christi Catholic College

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 College |
| Number of pupils in school  | 857                             |
| Proportion (%) of pupil premium eligible pupils   | 39%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 - 2026                     |
| Date this statement was published   | October 2024                    |
| Date on which it will be reviewed   | October 2025                    |
| Statement authorised by   | J O'Doherty                     |
| Pupil premium lead  | T Hall                          |
| Governor / Trustee lead   | E Kirkwood                      |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £332,130 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £332,130 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Corpus Christi Catholic College, it is our intention that all students irrespective of their background or starting point in life, should make good progress and leave school with the qualifications needed to create a successful future. We strive to ensure that all students leave school as confident and ambitious individuals.

Our pupil premium strategy has been thought out carefully, drawing upon the best evidence available, to ensure that disadvantaged students are supported to achieve their goals. We know that the evidence indicates that high quality teaching has the greatest impact on outcomes and as such, we prioritise CPD in our strategy to continue to drive standards in the classroom, alongside an extensive programme of careers education and guidance. Combined, it is our aim that our disadvantaged students have the highest aspirations and the means to achieve them.

Our vision is that every disadvantaged child will be ready to take their next steps upon leaving Corpus Christi at the end of Year 11. We believe that every child is full of potential and has a unique part to play in society, successfully demonstrating our school values, in everyday life.

**Key Principles:** As recommended by the EEF (Education Endowment Foundation) our Pupil Premium strategy at Corpus Christi College is based on this 3-tiered approach. The EEF recommends that schools use the grant firstly to improve teaching quality - which benefits all pupils but has a disproportionate benefit for disadvantaged pupils. Basic needs, pastoral and academic support follow. Teaching and Learning is our top priority, including professional development, training and support for early career teachers, as well as recruitment and retention. Targeted support for struggling students forms another key component of our new Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

**1. Quality First Teaching and Learning** is at the heart of this approach: Spending on improving teaching might include professional development, training and support for early career teachers as well as recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Our curriculum will be ambitious, broad and inclusive to meet the needs of all our learners. This year we are adopting a more rigorous approach to Assessment with the implementation of the SSAT Embedding Formative assessment 2 year programme in school.

**2. Targeted Academic Support:** We are taking an evidence-informed approach to Pupil Premium spending to help us to compare how other schools have approached similar challenges, the impact of these interventions, and their cost-effectiveness. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the three areas below, but ensuring a focus on improving teaching quality – investing in learning and development for teachers. Evidence has shown the positive impact that targeted academic support can have, including for those who are not making good progress across the spectrum of achievement. Considering how 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 a vital component of our Pupil Premium strategy. As a school we will focus our intervention on Numeracy and Literacy. We will provide target intervention and support on both 1:1 basis and in small groups.

**3. Wider Strategies:** These relate to the most significant non academic barriers to success in school, including attendance, behaviour and social and emotional support. A high quality pastoral system will be the foundation of this culture. Excellent relationships will be cultivated between staff, students and their families. Our vision will be shared with all stakeholders, including governors and owned by all who work with our young people. High aspirations will be at the heart of our approach, where the success of each child will be celebrated by all, both within and outside our school. Our core values as a catholic college are put into practice every day as we work, learn, pray and grow together. We will put these values into action everyday to enable us to shape our strategy and approaches to support our community.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Continue to further develop quality first teaching so that staff are confident in using a wide range of strategies which support the learning of disadvantaged students.   |
| 2                | <p>Our assessment, observations and discussion have shown us that many of our disadvantaged students reading comprehension make accessing complex written text more challenging.</p> <p>Focus on strategies to improve reading levels, vocabulary, comprehension, prosody and a love of reading and lifelong learning. Use identified reading strategies to support this. Their oracy skills and vocabulary knowledge need additional support to help them achieve better outcomes in writing and more confidence to express their thinking.</p> |

|   |   |
|---|---|
| 3 | Disadvantaged students are more likely to have had learning severely disrupted by Covid 19 and be impacted by the ongoing disruption to learning. We have seen an increase in emotional dysregulation and resilience of many of our learners, especially our most disadvantaged, who need strengthening and support with their SEMH.  |
| 4 | Low attendance, persistent absenteeism and poor punctuality affects disadvantaged students disproportionately. This is a complex and nuanced challenge which requires more investment of time, staffing and range of approaches.  |
| 5 | Raise expectations and aspirations so that the learning of all students, including the disadvantaged, is supported.<br><br>Our observations and discussions with families and students show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities to enable them to aim high and be motivated to succeed academically |

### 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   |
|---|--|
| Through quality-first teaching and learning, achieve an outcome for our disadvantaged students in line with all non-disadvantaged students at Corpus Christi. Through quality-first teaching and learning, achieve Attainment 8 value for our disadvantaged students in line with the Attainment 8 value of all non-disadvantaged students at Corpus Christi College and towards the national Attainment 8 figure for all non-disadvantaged pupils. | KS4 outcomes of our disadvantaged cohorts will have Improved towards the levels of their non-disadvantaged peers.<br>Disadvantaged students have detailed knowledge and skill across the curriculum and demonstrate strong levels of progress.                         |
| Disadvantaged students make accelerated levels of progress in reading which enable them to access the whole curriculum more successfully.   | The majority of disadvantaged students have made accelerated progress in their reading ability by the end of Key stage 3.<br>Reading age and GL assessment results show sustained improvement. The progress gap between the disadvantaged groups diminishes over time. |
| A significant improvement in attendance figures and reduction in persistent absenteeism through a relentless focus on attendance at all levels by all stakeholders.   | Attendance and punctuality figures will be in line with, or better than national average.  |
| Disadvantaged students demonstrate sustained positive SEMH, Achievement and   | Data demonstrates improved positive attitudes to learning.   |

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| self regulatory skills among our disadvantaged cohort in all year groups.  | Qualitative student, parent and teacher voices will demonstrate improved attitudes to learning   |
| To invest in enhanced post-16 careers education and opportunities which lead to positive destinations for all learners. To increase participation of the non-disadvantaged in enrichment activities. | The destinations of our disadvantaged cohort to be as aspirational as their non disadvantaged peers.<br>Participation rates in enrichment activities will increase, especially for our disadvantaged cohort. |

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,814

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Recruitment, retention and professional development of subject specialist staff through high quality continuous professional development in and out of school, including network meetings, intensive collaboration with the Directors of English and maths, etc. | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</a>                                  | 1,2, 3                        |
| Close collaboration with and use of expertise across other schools to harness and implement best practice in all aspects including behaviour, attitudes and attendance with a particular focus on Positive Discipline, base provision for vulnerable students.   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br>EEF Toolkit<br><br>1: 1 small group intervention - EEF evidence of positive impact of such strategies | 1,2,3,4                       |

|  |   |          |
|--|---|----------|
| School-wide consistent use of Purple Zone and Active seating planners to support revision and promote 'exam readiness'   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br>EEF Toolkit<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> | 1,2,3,4, |
| Introduction and consistent application of individually chosen Teaching and Learning models to best meet professional needs of staff and to enable them to best support their students | A unique repository of key teaching methods - Supporting Quality first Teaching.<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>   | 1        |

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

Budgeted cost: £92,437

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Literacy interventions across KS3.<br><br><i>Lessons at KS3 Timetabled Study+ lessons at KS4. Additional timetabled intervention across the whole school</i> | Department for Education<br>DfE Principles for improving literacy<br><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a><br><br>EEF Improving literacy<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a><br><br>Education Endowment Foundation Reading Comprehension Strategies<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> | 1,2,3                         |

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| <i>Dedicated nurture groups to facilitate learning in smaller groups. Lexia is used for the nurture students to develop literacy skills.</i> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br>EEF Toolkit<br><br>1: 1 small group intervention - EEF evidence of positive impact of such strategies | 2,3,4   |
| <i>Utilising school-led intervention to support disadvantaged students and those most at risk of becoming NEET.</i>                          | Education Endowment Foundation report on Small Group Tuition<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                                      | 2,3,4,5 |
| <i>Into university intervention for the most disadvantaged</i>   | Sutton Trust Potential for Success<br><br><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</a>  | 3,1     |

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

Budgeted cost: £154,391

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Specialist Attendance Lead   | Regular attendance is a priority in more successful schools, with the importance of this being shared with all pupils and families. Many schools have a designated member of staff or team to ensure attendance. (DFE 2015)   | 2,3,4,5                       |
| <i>Full time careers advisor</i><br><br><i>Year 10 Work Experience</i> | Work experience is a valuable opportunity to raise aspirations and improve attendance. A work experience scheme is making a big difference to the prospects of our young people, helping them get off benefits and into work. | 3,4,5                         |



|  |  |  |
|--|--|--|
|  | <p>Work experience gives young people vital skills they will need to get a job and a chance to shine in front of a potential employer. (DFE 2015)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-intervention</a></p> |  |
|--|--|--|

**Total budgeted cost: £337,642 (101.6% of funding)**

## 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 2023-2024 academic year.

Our exam results suggested that the performance of disadvantaged pupils in terms of attainment at 9-4 has increased slightly compared to the previous year and the gap between the most disadvantaged compared to others has reduced. The improvement in outcomes we aim to achieve in our current strategy are based over three years on challenges we have identified for 2023-2026. We aim to work tirelessly towards showing we are improving outcomes for all by the end of the current strategy.

Much of the work we carried out to improve outcomes for all last year was centred on high quality teaching and learning in the classroom, underpinned by our promise to our vulnerable pupils. As part of this commitment our intention was to ensure we secured a full staff body. Two years ago we had a 58% staff turnover which left teaching and learning somewhat weakened. In light of this, we invested in skills development and CPD for staff, including wellbeing CPD. This has now stabilised and turnover is below 5%. In addition, we allocated each teaching member of staff one period of professional development time per week. We continue to work on staff retention and personal development to improve consistency of high quality teaching and learning across the school.

We have a small number of students who challenge us with lateness and internal truancy. This has decreased over the autumn term with new monitoring systems, sanctions, positive reports and increased pastoral support. However, our most disadvantaged students are disproportionately represented in this group. Attendance at Corpus Christi remains a key area for improvement. During 2023-2024 a new attendance team was formed, we joined and were supported by a DFE Attendance Hub (White Horse Federation) and a full review of systems was undertaken and reviewed procedures were implemented.

We continue to invest in an enhanced pastoral structure that, in addition to the highly skilled attendance team, consists of non-teaching Student Welfare Officers, Directors of Student Welfare, a Safer Schools Police Officer, a Director of PSHE and a Director of Careers. This offers our school bespoke pastoral support for each year group. We also invested in a full time Director of Careers to help promote aspirations and knowledge of next destinations after school. Research highlights that investing in CEIAG develops and improves purposeful engagement in pupils' own learning, especially with our most disadvantaged pupils. It is anticipated that our pupils will benefit from this additional resource and furthermore, research indicates that it will help close the gaps with our most disadvantaged.

Throughout 2023 Year 10 benefited from support to access their next steps beyond school, including securing work experience, college interviews, support from 'Into University' and college visits. We are pleased to observe that over 80% of this cohort managed to secure work experience placements. This was the first time Year 10 had the opportunity to experience a week-long work placement since 2018. Moving forward, the investment in our pastoral offer and subsequent employment of three Directors of Achievement will benefit our students in the long term. Also, by raising our CEIAG profile for our most disadvantaged we aim to ensure that all PP students' aspirations will be raised and they will secure appropriate destinations. Our NEET figure at the end of 2022-23 currently stands at 88%.

The extra-curricular offer and participation has increased significantly in 2023-24. We now have over 20 different clubs and activities on offer in school and student voice surveys have repeatedly cited that this is becoming a strength of the school. This is encouraging and is a significant improvement on the last few years. Further encouragement and intervention will take place in order to increase this offer and make sure all clubs are suitably inclusive. It should be noted we are developing a more inclusive and strategic approach to trips and visits across the school years and curriculum.

## 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            |
|---|---------------------|
| Ark Curriculum (English, Maths, Science, Geography) | Ark Curriculum Plus |
| Lexia   | Lexia Learning      |
| NGRT  | Pearsons            |
| SOL Attendance Tracker                              | SOL Attendance      |

## Further information (optional)

### *Strategies include:*

Intervention to improve the progress of PP students, closely monitoring the data for PP students and introducing additional intervention during tutor time for years 10 and 11 as well as ensuring all students have access to revision materials.

The use of pupil premium money was vital for targeting intervention and support for this cohort. We are building on this approach in our new plan to focus on wellbeing as well as reducing the gaps between PP and Non PP, Male and Female pupils. We will focus on High quality teaching and learning as well as a whole school consistent approach for both attendance and SEMH provision.