

# 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	CCCHS
Number of pupils in school	814
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2025
Date this statement was published	September 2021 September 2022 September 2023 September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J Hankin
Pupil premium lead	S Botes / C Wignall
Governor / Trustee lead	V McGeoghan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,400

# Part A: Pupil premium strategy plan

## Statement of intent

We will utilise the Pupil Premium Fund to provide the highest quality education for those who are disadvantaged.

We believe strongly that the most effective approaches in ensuring that a high-quality education is provided benefits all pupils, not just those who are disadvantaged. However, we are also acutely aware of the additional barriers faced by our disadvantaged pupils. In providing the highest quality of education, we believe that this includes improving academic outcomes for those who are disadvantaged. However, this is not the only measure of the quality of education provided, particularly for those who are disadvantaged.

Firstly, pupils must attend school to access the high-quality education on offer. Our attendance systems are proven to improve attendance for all, but we will utilise funding in a way that is specifically aimed at the barriers to strong attendance for those who are disadvantaged.

When pupils arrive in school, the single most important factor in ensuring the very best pupil outcomes, including for those who are disadvantaged, is the quality of teaching experienced. The skill level required to teach those who have additional barriers is significantly higher than when teaching non-disadvantaged pupils. Our CPD programme is highly effective and is proven to improve teaching practice, which in turn benefits those who are disadvantaged.

Where high-quality teaching is not enough, we will use funding to provide high quality intervention and academic support. This will incorporate literacy, reading and numeracy intervention, and subject-specific intervention for all year groups.

An exceptional education must incorporate an extended curriculum which offers wider experiences than those provided in the core curriculum. Our extended curriculum, through CPSHE and Extended Learning Days, ensures that all pupils, including those who are disadvantaged, experience educational visits, high quality guest speakers and a curriculum that provides fundamental life skills. We will use funding to ensure that all pupils can access this provision, despite potential financial restraints for families who are disadvantaged.

Those who are disadvantaged are more likely to miss such opportunities due to poor behaviour and subsequent sanctions. We will use funding to provide bespoke support for those who are at risk of exclusions, including weekly mentoring. We will also provide safeguarding education as part of the extended curriculum, focusing funding on those who are disadvantaged and therefore more likely to be at risk from online and offline dangers.

Finally, accessing high-quality education means accessing all that Corpus Christi has to offer. This includes an extensive extra-curricular programme. We will use funding to ensure that those who are disadvantaged can access all provision on offer and that their financial situation is never a barrier.

The culmination of the strategies outlined will ensure that the attainment and progress of those who are disadvantaged improves further.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Attendance of disadvantaged pupils is lower than non-disadvantaged pupils. Lower attendance is a significant factor in the lower attainment of pupils.</p> <p>The gap between disadvantaged and their non disadvantaged peers at the end of the 2021 Autumn Term was 4.05%. In Autumn 2019 - pre-pandemic - the gap was 5.8% and the aim is to further reduce this gap as the pandemic recedes.</p>
2	<p><b>Poor literacy and low reading age on entry</b></p> <p>Reading age assessments and progress data indicates that disadvantaged pupils in Key Stage 3 typically have lower levels of reading ability (fluency, accuracy and speed) than their peers. This impacts their attainment in all subjects.</p> <p>Our internal assessments show that 53.3% of disadvantaged pupils in Key Stage 3 are not reading at age-related expectations. This is compared with 40.4% of their peers.</p>
3	<p><b>Parental engagement</b></p> <p>Parents of disadvantaged pupils who are most difficult to engage with require extensive support. On average, only 45% of all disadvantaged parents registered with Synergy check their child's information regularly.</p>
4	<p><b>Behaviour</b></p> <p>There are more incidents of disruptive behaviour and fixed-term exclusions by pupils in the disadvantaged cohort than in the non-disadvantaged. This is represented across all year groups.</p> <p>In the academic year 2018-19 (pre-pandemic), 86.6% of fixed-term exclusions were issued to disadvantaged pupils.</p>
5	<p><b>Cultural capital</b></p> <p>Pupils in our disadvantaged cohort often do not receive opportunities to experience broader experiences which will widen their perspectives and raise their aspirations. They are less likely to be able to participate in optional trips, such as visits to the French and Belgian Battlefields and to Berlin. This has been further exacerbated by the limiting factor of the pandemic.</p>
6	<p><b>Wellbeing</b></p> <p>Analysis of our safeguarding data, discussions with pupils and meetings with parents have identified a significant number of pupils with social and emotional issues. These consist of factors such as low self-esteem (requiring external support), poor mental health and online concerns. These challenges particularly affect our disadvantaged pupils, including their progress, attainment and attendance to school.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance of disadvantaged pupils will improve to national average and the percentage of pupils who are PA will reduce to also be in line with national average.
Improved literacy skills and reading ages for all pupils, including those who are disadvantaged.	Reading assessment data demonstrates improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also recognise this improvement through engagement with texts, understanding of vocabulary and fluency of pupil reading.
The behaviour of disadvantaged pupils improves and, as a result, they access the high-quality teaching provided.	By the end of 2024/25, the number of fixed term exclusions has reduced significantly, including for those who are disadvantaged.
Disadvantaged pupils engage in all aspects of school life and, as a result, they display positive attitudes to learning and ambition.	By the end of 2024/25 disadvantaged pupils will achieve more House Points and engage in more extra-curricular activities. The % of disadvantaged pupils accessing post-16 education will improve from 79% in 2018, to 95% by 2025.
Improved progress among disadvantaged pupils across the curriculum at the end of KS4.	By the end of 2024/25, the progress of disadvantaged pupils will show consistent improvement since 2019. There will also be a greater proportion of disadvantaged pupils entered for English Baccalaureate (EBacc) subjects (13.5% in 2019).
All pupils, including those who are disadvantaged, receive high-quality safeguarding education which supports improved wellbeing.	Pupil, staff and parent voice demonstrates high levels of wellbeing and a secure understanding of actions to take to improve their wellbeing.

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: **£80,890**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The schemes explicitly identify and plan for misconceptions, explicit terminology and language.</p>	<p>Schemes of work improve the quality of the intended and implemented curriculum. This impacts all pupils but has a particularly positive effect on children eligible for the pupil premium funding.</p> <p>Careful selection of language should be taught with high frequency words found in different contexts.</p> <p><a href="#">EEF Guide to using Pupil Premium</a></p> <p>Collaborative learning strategies that are well-selected and carefully designed.</p> <p><a href="#">EEF Collaborative learning approaches</a></p> <p><a href="#">Principles of teaching vocabulary (Alex Quigley)</a></p>	<p>2</p>
<p>English schemes of work have planned for the explicit teaching of reading.</p>	<p>Reading comprehension strategies have a high impact, which has been proven to improve the literacy of all pupils, particularly children eligible for the pupil premium funding.</p> <p><a href="#">EEF Reading comprehension strategies</a></p> <p>Targeted reading aloud and book discussion improves reading and literacy.</p> <p><a href="#">EEF Oral language interventions</a></p>	<p>2</p>
<p>Measuring and tracking of reading ages of pupils.</p>	<p>When reading ages are measured, and poor oral language and communication skills are identified as particular barriers, gaps in reading and language can be</p>	<p>2</p>

	<p>addressed. The explicit teaching of reading in English and across the curriculum improves the communication and acquisition of language of all pupils. Vocabulary knowledge is key to pupils' achievement, and often related to socio-economic status. Effective diagnosis of reading difficulties is key in developing solutions.</p> <p>Language acquisition must be a priority to improve access to the curriculum.</p> <p><a href="#">EEF Guide to using Pupil Premium</a></p> <p><a href="#">EEF Reading comprehension strategies</a></p>	
Whole school CPD programme planned to improve quality of teaching	<p>Good teaching is the most important tool schools have to improve outcomes for disadvantaged pupils. Training teachers to ensure they model and develop pupils' oral language skills and vocabulary acquisition through the explicit teaching of language and vocabulary across subjects will improve outcomes for all pupils.</p> <p><a href="#">EEF Oral language interventions</a></p>	2
Investment in CPD materials for all teachers.	<p>CPD improves quality of pedagogical knowledge.</p> <p>Spending on developing high-quality teaching may include investment in professional development.</p> <p><a href="#">EEF Guide to using Pupil Premium</a></p>	2,1
Investment in classrooms resources through digital televisions and visualisers.	<p>Technology can improve the quality of teacher explanations and modelling for all pupils, supporting the quality of instructions for remote learning, homework activities, and revision.</p> <p><a href="#">EEF Using Digital Technology to Improve Learning</a></p>	1

Classroom displays	Use of purposeful, curriculum-focused, dialogue to support quality teaching of subject-specific language and vocabulary.  <a href="#">EEF Oral language interventions</a>	2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£83,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing an internal tutoring programme which works similarly to the NTP to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and gaps can be an effective method to support any pupil who may be falling behind, both one-to-one;  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups;  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 5, 6
For long periods of time during Year 11 providing an extra class per day of high quality teaching for all Y11 pupils to increase face to face learning and close gaps. All disadvantaged pupils in Year 11 are targeted.	The average impact of involving extending school time is approximately an additional 3 months' progress over the course of a year.  <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	2, 5, 6
HLTA (Literacy)	Our internal evidence shows that using one-to-one and small group intervention to develop reading and basic English concepts helps to improve confidence and understanding. Intervention will be targeted at specific needs, such as dyslexia, and	2, 6

	<p>those who are not meeting the required standards for reading.</p> <p>Targeted intervention can be an effective method to support low attaining pupils or those falling behind, both on a one-to-one basis:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
Adopting a targeted teaching strategy in English as a reading intervention for disadvantaged pupils who need additional help to read fluently and accurately.	<p>Strategies to develop accurate and fluent reading can have a positive impact on pupils' ability to understand a text and develop their automaticity and prosody.</p> <p><a href="#">Closing the Reading Gap   The Confident Teacher</a></p>	2, 5, 6
SORA subscription for all pupils to access independent reading material on their devices.	<p>Evidence shows that silent reading is ineffective as a strategy for developing reading in under-functional readers. However, fluent readers must also be inspired to read further and, as such, vulnerable pupils are able to access a wide range of texts and audiobooks through SORA.</p> <p><a href="#">Sora, by OverDrive - The student reading app from OverDrive Education.</a></p>	2, 5, 6
Secondary phonics course to improve the way reading is taught to our weakest readers.	<p>Struggling readers access a KS3 phonics programme to develop their decoding skills.</p> <p>This is particularly effective as interventions can be delivered over a shorter timespan:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 6
Specialist teacher (dyslexia) course for SENCO to enable dyslexia to be diagnosed in-house	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	2, 6



<p>and for reading barriers to be addressed more effectively.</p> <p>Purchase of standardised diagnostic assessments.</p>	<p>This is particularly effective when teaching and support staff are provided with in-depth interpretation of pupils' strengths and weaknesses, as it allows them to design support for pupils more effectively.</p> <p><a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk/blog/assessing-learning-in-the-new-academic-year-part-1...">EEF Blog: Assessing learning in the new academic year (Part 1...   EEF (educationendowmentfoundation.org.uk))</a></p>	
<p>HLTA (EAL)</p>	<p>Our internal evidence shows that utilising small group intervention to develop the acquisition of the English language helps to improve confidence and understanding of the language spoken in the classroom. Intervention will be targeted towards pupils who have under-functional verbal English skills and those who are unable to write coherently.</p> <p>Targeted intervention can be an effective method to support pupils to communicate effectively in English:</p> <p><a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk/blog/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research shows that a focus on literacy and language is especially important to support pupils for whom English is an additional language.</p> <p><a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk/blog/english-as-an-additional-language-eal">English as an additional language (EAL)   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 6</p>

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

Budgeted cost: **£95,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional training provided for staff using School Synergy.</p> <p>Staff have been provided with a clear framework of contact to make communication between home and school via Synergy more focused.</p>	<p>Following feedback from parents of our pupils, a required action is to make communication with home more succinct and focused.</p> <p>Feedback from staff also suggests that more efficient training is required when using the School Synergy software (introduced November 2020).</p> <p>Research shows that, without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, the time and resources that will be required, and what ongoing support should be available.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning-eeef">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Audit of parents who actively engage with Synergy regularly and targeting those who do not.</p> <p>Leaders will carry out regular engagement checks to identify which parents engage with Synergy consistently. They will use this information to target those who do not engage as regularly to monitor the progress of their</p>	<p>Internal evidence highlights a significant gap in engagement with Synergy when comparing the parents of non-disadvantaged and disadvantaged pupils.</p> <p>Research demonstrates that use of technology is most effective when clearly integrated into school life.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning-eeef">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3

child/children more consistently.		
Pastoral Action Plans	<p>Pupils 'at risk' of fixed term exclusions and/or permanent exclusion benefit from advanced pastoral support from a range of staff using focused strategies to reduce the number of exclusions and the number of pupils at risk of exclusion.</p> <p>Research shows that while there are a variety of interventions that teachers can focus on at a class level, and members of school staff can be trained to target undesirable behaviours, school behaviour approaches can also involve consistency and coherence at a whole school level.</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Pastoral Support Officers	<p>Pastoral Support Officers (PSOs) work with pupils in each year group who face challenges regarding their behaviour and conduct. This support also encompasses social and emotional support for pupils.</p> <p>Research shows that schools should focus on three stages of promoting a school culture that deliberately and carefully optimises conduct, character and academic achievement. The role of the Pastoral Support Officers supports this by offering intervention for those pupils at risk of exclusion or requiring emotional support.</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Exclusions Manager and supporting staff</p> <p>The Exclusions Manager will utilise qualification and expertise in Cognitive Behaviour Therapy to reduce the risk of</p>	<p>Using a wider range of strategies for those pupils most in need, research evidence suggests that both reactive and preventative interventions may improve behaviour, while a reduction in challenging behaviour can also help to improve other variables such as classroom climate, attendance and attainment.</p>	4

<p>exclusion for pupils. The Exclusion Manager will also consult with the supporting member of exclusion staff to offer effective mentoring and pastoral support for those at risk.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Extra-Curricular Programme</p>	<p>Pupils can participate in a wide range of activities which provide experiences both within and outside the classroom, deepening their understanding and enjoyment of subject areas, as well as offering new experiences. These are co-ordinated by subject teachers and other staff (such as the Chaplaincy Team), with other activities delivered by external partners. Pupils are also able to offer feedback on desired activities, with these needs met if it is possible and there is sufficient interest to maintain provision.</p> <p>Arts participation: <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Physical activity: <a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Extended Learning Days</p>	<p>All pupils participate in days with a difference, where the timetable is collapsed and all pupils are able to experience broader and more cross-curricular experiences, including trips for all pupils in Years 7-10. They also benefit from input from external providers.</p> <p>Physical activity <a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Citizenship and PSHE</p>	<p>Pupils benefit from skilfully crafted lessons once a fortnight which explicitly deal with one of six key strands: HRSE, Careers, Financial Capability, Personal Safety, Citizenship and Healthy Mind and Body. Schemes of Work have been carefully designed by staff in their dedicated teams</p>	<p>5</p>

	and include visits from external speakers and groups.	
Attendance monitoring and funding of two Attendance Officers. All pupils are informed of their weekly and overall attendance during form time. This is recorded in their planners. Pupil absence is carefully monitored and robustly challenged.	The ongoing process of raising the profile and importance of excellent attendance is a key feature of the DfE guidance on <a href="#">Improving School Attendance</a> and also the EEF guidance on <a href="#">behaviour intervention</a> . Pupil absence is carefully monitored and challenged by the Attendance Officer through a range of phone calls, letters home and home visits as required. Meetings to resolve attendance and punctuality issues take place and where necessary, legal action is taken.	1
<b>Attendance intervention</b> Pupils who fall below expectations for attendance are placed in St Benedict's forms with a dedicated member of staff who supports them to catch up with academic work that has been missed during this absence.	In line with EEF guidance on improving behaviour <a href="#">targeted strategies</a> ensure that pupils who fall below expectations receive tailored support to improve attendance and catch up with academic work. After school support is also used if pupils do not catch up in a timely fashion.	1
<b>Attendance Rewards</b> Prizes and travel are subsidised. Pupils with excellent attendance are routinely rewarded.	Attendance certificates are given in rewards assemblies, there is a prize draw each half term and rewards trips at Christmas and in the summer term. The rewarding of good and/or improved attendance is a key component of the guidance from both the <a href="#">DfE</a> and the <a href="#">EEF</a> .	1
<b>Safeguarding education</b> Development of the whole school curriculum to ensure that the required content of Keeping Children Safe in Education and online safety are fully delivered within the	It is crucial that as a school we put in as many preventative measures as we can to stop bullying, cyber bullying and other safeguarding concerns such as peer on peer abuse, from occurring. This is outlined in Keeping Children Safe in Education and the following articles:  <a href="#">Preventing and tackling bullying (publishing.service.gov.uk)</a>	

appropriate subject area.	<a href="http://publishing.service.gov.uk">Department for Education - (publishing.service.gov.uk)</a>	
<p><b>Use of external agencies</b></p> <p>To provide specialised knowledge and training for pupils through assemblies and smaller group work to enable them to deal with safeguarding concerns such as mental health, if and when they arise.</p>	<p>It is important to help pupils cope with poor mental health and create a culture that prevents it.</p> <p><a href="http://publishing.service.gov.uk">Mental health and behaviour in schools (publishing.service.gov.uk)</a></p>	

**Total budgeted cost: £260,400**