

Pupil premium strategy statement – Corpus Christi Catholic Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	18.75%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	16/10/2025
Date on which it will be reviewed	16/10/2026
Statement authorised by	Anne Louise Frair
Pupil premium lead	Anne Louise Frair
Governor / Trustee lead	Jason Pickett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£972922

Part A: Pupil premium strategy plan

Statement of intent

At Corpus Christi, our core aim is that every pupil makes strong progress and is fully supported to reach their potential — both academically and personally — regardless of their background or circumstances beyond school life. Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils are given the support, opportunities, and high-quality education they need to thrive and succeed from any starting point.

We have a clear understanding of the challenges faced by vulnerable pupils and their families, including those:

- with a social worker,
- acting as young carers,
- eligible for Free School Meals,
- who are Looked After or previously Looked After, and
- from families with parents serving in the armed forces.

Our approach places high-quality first teaching at the heart of everything we do. We adapt our teaching and policies to meet the needs of all learners, with a particular focus on those who face disadvantage. Research consistently shows that excellent teaching has the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged peers.

To ensure our strategy is targeted and effective, we use robust assessment and diagnostic tools to identify the specific needs of our children, avoiding generic or one-size-fits-all approaches.

Key Principles

- **High-quality first teaching:** Ensuring disadvantaged pupils have access to the best teaching, enabling them to make strong progress and achieve in line with their ability and their peers.
- **Targeted support and intervention:** Delivering purposeful, evidence-based interventions that build on and strengthen core curriculum learning at the right level and time.
- **Collective responsibility and high expectations:** Embedding a whole-school ethos in which all stakeholders share a commitment to supporting and championing our disadvantaged pupils.
- **Holistic development:** Creating opportunities for pupils to build resilience, independence, empathy, and a deeper understanding of the world, ensuring they leave Corpus Christi with the knowledge, skills, and confidence needed for the next stage of their education and life beyond primary school.

Challenges

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

Challenge number	Detail of challenge
1	Continuing to improve the progress of children in phonics and reading, to negate the impact of the lockdowns, including those higher level disadvantaged pupils, to ensure they achieve in line with their potential, based on the EYFS assessments were a number of SEND children and disadvantaged children have impacted the GLD for 2024.
2	Writing attainment and progress is not as expected, based on the End of Year teacher assessments for 2024, which show a lower percentage of disadvantaged children achieved ARE in writing than their peers.
3	Improving attainment in Maths, including children's fluency and reasoning skills, based on the End of Year teacher assessments for 2024, which show a lower percentage of disadvantaged children achieved ARE in maths than their peers.
4	Social and emotional wellbeing and mental health, particularly in relation to children's understanding and acceptance of their emotions and developing coping strategies.
5	Continuing to see a lack of play-based experiences for those entering Early Years Education.

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
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in reading.	Quality First Teaching The attainment of reading for disadvantaged children will become closer to that of their peers, taking into account those with a Literacy Learning need, in which case their progress will at least match that of their peers. Read Write Inc phonics programme continually reviewed and refreshed across school. RWI resourced and full coverage of phonics taught to all children,. Introduce Guided Oral Reading instruction and Repeated Reading strategies into Key Stage 2 reading, as recommended by EEF. Coaching for all teaching staff to ensure

	that the specific strategies for successful comprehension are modelled, scaffolded and explicitly taught, to build comprehension skills for those fluent readers. High quality texts that are challenging and appropriate, which engage readers, used in all areas of reading and English teaching. Interventions TA time dedicated to regular assessment to aid with progression and correct phonics stages being covered by all children, to ensure correct interventions and levels are being accessed. TA time dedicated to Fast Track Tutoring sessions. Pupils not making expected progress in reading/phonics to receive weekly phonics intervention, additional to the High Quality First Teaching daily phonics sessions. Improved assessment techniques to include assessing children's fluency as well as blending, to ensure correct interventions and levels are being accessed. Focussed Home Reading books provided, focussing on the correct levels of the children, centring on the appropriate phonics sounds for those needing that support and book band for fluent readers who need support developing their comprehension skills further. Wider Strategies Children are regularly exposed to fiction and non-fiction text types, which challenge all learners and is accessed in all areas of the curriculum. Purchase of support networks in Foundation subjects, that include a wider variety of high-quality source and research materials and reading matter for the children to access and teachers to model from.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in writing.	Quality First Teaching The attainment of writing for disadvantaged children will become closer to that of their peers, taking into account those with a Literacy Learning need, in which case their progress will at least match that of their peers. The promotion of fluent written transcription skills, by encouraging extensive and effective practice. An evaluation of our writing curriculum and the structure of lessons, to

	ensure children are given opportunities to practise writing stamina and fluency across a range of genres. CPD given to staff on a refreshed approach to writing, including the structure of the lessons and clear and effective progression. High quality teaching resources and texts purchased, created and developed to ensure the children are accessing valuable learning experiences to build their knowledge on. Interventions Small group support for children requiring handwriting intervention, with a Teaching Assistant. Small group support for children requiring spelling intervention, with a Teaching Assistant. Access to IDL Literacy for those children requiring intervention for transcription and spelling progress. Wider Strategies Children are regularly exposed to fiction and non-fiction text types and given writing opportunities across the curriculum.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths.	Quality First Teaching Children access a fully rounded Maths curriculum with a variety of mastery questions, including opportunities to develop and practise their Mathematical thinking, variation, fluency and structure. A consistent and progressive approach to Maths that exposes all children to challenging concepts and a greater depth of vocabulary. CPD for staff and the Maths lead, including access to network opportunities with the North West Maths Hub and St Helens Teaching Alliance. Purchase of resources to ensure children across all key stages continue to access manipulatives and representations at their level, in order to engage the children fully in mathematical ideas. Interventions The purchase of manipulatives and representations to ensure children are able to cement concepts that are missing from their learning, after missing these learning concepts during lockdown. Access to White Rose to Premium resources, including the videos for interventions and covering objectives the children have a

	learning gap in. Wider Strategies TT Rockstars access for both in school and home. TT Rockstars competitions to boost access to the resource
For all children to feel empowered to develop the fundamental social and emotional learning skills which will enable them to make positive choice throughout life, including the development of self-control, emotional awareness and interpersonal problem-solving skills.	Quality First Teaching Continued CPD for staff to deliver the PATHS (Promoting Alternative Thinking Strategies) Programme, including INSET training for all staff. Coaching and Mentoring programme to build staff understanding and confidence in delivering the PATHS programme. A consistent, evidence-based approach to the Social and Emotional Curriculum. Acquire the resources necessary to teach the PATHS programme, including schemes of work, posters and puppets. Interventions Children with limited understanding of the emotional languages and social skills will be identified and use small group work with teaching assistant time to focus their time and practise their skills, in sessions which match the whole school, high quality teaching content. Wider Strategies Align the school behaviour policy and anti-bullying policies with the PATHS programme. Actively engage with parents to reinforce the skills taught in the home environment. Establish schoolwide routines, including Pupil of the Day and Turtle Time. Children will be more confident in discussing their emotions and barriers to learning, allowing them access to the curriculum sooner when they are facing difficulties.
For all children in EYFS to access a play based curriculum, in order to cement learning experiences and social constructs, across a range of curriculum areas.	Quality First Teaching Classroom environment reviewed and developed for play based learning and an enriching early years curriculum, with a range of activities and a mixture of child and adult initiated learning. CPD refreshers for staff on Development Matters and the statutory changes to the EYFS curriculum, building on our early adopter status, through networking as part of the St Helens Teaching Alliance. Updated resources, pertinent to the

	curriculum changes and developments, ensuring all children are able to access quality first learning experiences at school, and play based activities to cement learning. 7 Improvements in the layout of the EYFS area, allowing children to access the provision and learning opportunities at their level and ability, building on their knowledge and understanding of the world around them and objectives. Interventions Using the baseline assessments in the Autumn term, alongside teacher baselining, to gain a better understanding of where the children are starting from in our EYFS setting. Continue the review of the play based approach and assessments, judging which resources are needed to form the most beneficial support for children who need targeted activities. Wider Strategies Improvement in the resources and layout of the base, leading to constructive learning and building children's independence, resilience and social skills from their first point of entry into school. Instil ground rules in group work and classroom discussion that children can move into their own play practices. Modelling of staff of social and emotional behaviours through play based activities and child-initiated learning.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7345

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – coaching by the Reading lead for all Read Write Inc staff, in phonics, upgrading the school's offer using a DFE validated Systematic Synthetic Phonics programme to secure stronger, high quality teaching for all pupils	A consistent, systematic approach to phonics, using high quality teaching, resources and assessment has a strong evidence base for its impact on improving children's word reading and fluency, particularly for disadvantaged pupils.	
CPD – training for teaching staff on their use of reading in other subjects, ensuring accessible and challenging texts are used to support teaching and learning in other subjects.	EEF recommendations state that children will need a range of wider language and literacy experiences to develop their understanding of written texts in all of their forms, including active engagement with different media and genres of texts and a wide range of content topics.	
Review and refresh of resources to enable teachers to provide high quality texts during lessons, which match the children's phonetic ability, fluency in reading and understanding of text.	A systematic, synthetic phonics programme has been highly evidenced as being vital to children's education and ability to progress well in their reading skills, leading to more children being able to access the full curriculum offer of the school, particularly with regards to children from disadvantaged backgrounds. By purchasing the resources to match the Read Write Inc synthetic phonics programme, the children will access texts and resources at the level they need to progress well. EEF guidance also recommends regular, targeted assessments and these resources will enable that tool to be used effectively and the children to access the curriculum.	
CPD – curriculum review into the school's approach to writing, including training and in-service time to	A systematic, synthetic phonics programme has been highly evidenced as being vital to children's education and ability to progress well in their reading skills, leading to more children	

develop an approach with boosts children's stamina, fluency and transcription skills	being able to access the full curriculum offer of the school, particularly with regards to children from disadvantaged backgrounds. By purchasing the resources to match the Read Write Inc synthetic phonics programme, the children will access texts and resources at the level they need to progress well. EEF guidance also recommends regular, targeted assessments and these resources will enable that tool to be used effectively and the children to access the correct level of teaching and phonetic learning.	
CPD – access for subject leaders and teachers to North West Maths Hub and St Helens Teaching Alliance.	The EEF guidance on improving Mathematics emphasises the many connections between mathematics facts, procedures and concepts and that teachers need the subject knowledge in order to ensure pupils understand the procedure and to consciously choose between strategies. Access to subject specific training and networking opportunities that can be accessed by all or used by the subject leaders to inform staff inset time and CPD within school will allow us to be up to date with our understanding of the methods and strategies, accessing staff strengths and knowledge throughout all the year groups.	
Purchase of up to date practical resources to ensure concrete and pictorial learning opportunities help to cement understanding before abstract concepts approached.	The EEF states manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas and that teachers need to understand the links between the manipulatives, the representations and the mathematical ideas they symbolise. In order to ensure the children can access this support, we will review the available resources and purchase any resources needed to cement these concepts for the children.	
Review and purchase of the Early Years setting, including the range of resources and play-based learning	The EEF Early Years guidance discusses the evidence base for play-based learning, stating that there is a quantitative component in the research that suggests it improves learning	

activities available. A reconfiguration of the classroom, including updating continuous provision stations, building in access for all children.	outcomes by approximately five additional months and that positive outcomes have been identified for a range of early outcomes including vocabulary, reasoning and early numeracy. When considering play-based learning in our setting, EEF guidance tells us to consider the organisation of equipment In a learning environment which supports active learning, play and exploration, allowing children to access resources independently. By thoroughly reviewing and overhauling the EYFS environment, we can provide these opportunities for children to access the play-based learning, which is so important to their early education and which lockdown would have deprived them of, particularly in relation to those children from disadvantaged backgrounds.	
Continuing to implement the PATHS programme for SEL. -CPD for all staff in delivering and the PATHS programme. -Mentoring and coaching provided for all teaching staff in delivering the PATHS programme. -All resources acquired and in use across all key stages in school.	The EEF recommend SEL should be taught using a range of strategies to teach key skills, both in dedicated time and in every day teaching. CPD for staff will be provided to ensure this takes place. The recommendations from EEF also state that teachers should embed SEL across a range of subject areas and training and CPD will be provided through Inset and staff meeting in order to ensure a fully rounded curriculum that shows progression. By using the PATHS programme, we are following a planned series of lessons to teach skills in dedicated time, following the EEF Guidance into EEF teaching, building skills sequentially across lessons and year groups.	

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

Budgeted cost: £19740

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics 1:1 intervention, following Read Write Inc Fast Track Tutoring programme, to match the DFE validated Synthetic Phonics programme in place as a whole school approach, matching the child's ability and current level, appropriate to their learning need. Monitored intervention to ensure targeted support on exactly what is needed to improve.	There is extensive research from EEF that shows the positive impact phonics teaching has on early reading skills, particularly for those children from disadvantaged backgrounds. Matching the teaching of phonics to children's current level of skill in terms on their awareness of phonemes and the connecting graphemes.	
Additional 1:1 reading to support home reading across Early Years, Year1 and Year 2, to ensure children are accessing appropriate texts for their phonetic knowledge and curriculum level both at home and in school, during interventions.	It is widely evidenced that, on average, disadvantaged children are less likely to own a book of their own and read at home with family members. For these reasons they may not acquire the necessary skills for reading and understanding challenging texts outside of school hours. By providing the opportunity, understanding and resources for the children, this should boost the access and progress of these children as they study a wide range of texts.	
Renew subscription to IDL Literacy	IDL baselines pupils and then provides progressive and graduated exercises, designed to build children's understanding and fluency in their literacy skills, at the appropriate stage for their learning needs. This diagnostic assessment package is recommended by the EEF Literacy review. The IDL package offers the structured intervention approach EEF also recommends, diagnosing 'capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty'	
Engagement of Learning Support Services and the Educational	Children with additional needs will have appropriate support in place, removing barriers to learning to impact progress. A number of children have fallen behind ARE because of a need,	

Psychologist.	for which we need to seek advice and support for both home and school to help children progress at an accelerated rate and overcome any barriers. Engage with services from termly planning meetings with other professionals. the LA.	
Continue access to White Rose Maths and their videos, to be used for interventions, allowing children to access objectives and teaching of concepts that are gaps in their learning.	As part of our interventions, supported by Teaching Assistant time, those children who need access to missing learning or who need continued practice of a concept can continue to access the appropriate resources and learning opportunities, supplementing the teaching they are receiving in class, with explicit connections between the two, as advised by the EEF	
Review and purchase of manipulative and representatives for all ages and stages so that children with a learning need can access	The EEF recommends a large amount of purposeful practice to develop fluency and involve systematic instruction that motivate pupils. By reviewing the use, purpose and quality of the resources used for intervention we can ensure that any gaps in reserves can be noted and improved in order to meet the needs of the children.	

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

Budgeted cost: £4730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent application of Pupil of the Day across school.	Self-esteem is a vital part of children's ability to learn. Building confidence in children's self is a vital part of developing their independence and resilience, both in the classroom and out of it. Pupil of the day and the regular activity of giving compliments, will build this self-esteem and allow positive perceptions and relationships to grow. Pupil of the day will also link to home, with those adults surrounding children outside of school hours able to reinforce the concepts, as	

	suggested by the EEF guidance into SEL and shown below. By teaching the five main strands of SEL in the classroom, building it out into whole school practice, the final step is to develop it in our children's homes and our communities	
The development of children's self-control and resilience when dealing with a range of emotions.	By differentiating between emotions explicitly in class teaching, the children will then be able to relate to these in their day to day lives. The Yale-New Haven Middle School Social Problem Solving Program (Weissberg, Caplan and Bennetto, 1988) is the basis of the Control Signals Poster used as part of the PATHS programme of study. It allows the children to access methods 4 13 for calming down strong emotions, including the turtle technique.	

Total budgeted cost: £ 31815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–25 school year, Pupil Premium activity at Corpus Christi continues to focus on ensuring that disadvantaged pupils are fully supported to maintain strong progress and meet age-related expectations. The implementation of Read Write Inc phonics, a DfE-approved systematic synthetic phonics programme, remains a central element of our strategy. Teaching is supported through a structured coaching model, strengthening consistency and quality across staff. This has had a measurable impact on the structure of phonics teaching and resulted in steady progress in Year 1, from Good Level of Development to the Phonics Screening Check. There has also been an increase in the number of children moving off the Read Write Inc programme in Year 2, enabling them to access a wider range of reading opportunities.

High-quality mathematical resources and manipulatives have continued to be purchased and embedded to support effective teaching and intervention. This has further strengthened pupils' understanding of the links between concrete, pictorial and abstract concepts, contributing to improved outcomes in Maths and greater confidence in problem solving.

The PATHS (Promoting Alternative Thinking Strategies) programme remains embedded across the school, supporting children's emotional literacy and their ability to manage feelings. Pupils in younger year groups are using strategies such as 'Turtle Time', 'Hot Chocolate Breathing' and 'Ready Steady Go' to express emotions, while staff consistently model and reinforce these approaches across the school day. This has contributed to a more emotionally literate and resilient school community.

Engagement with Learning Support Services and Educational Psychology continues to ensure early identification of need and timely, targeted support for disadvantaged pupils. Personalised strategies and provision have been used to address barriers that may have been compounded by previous periods of lockdown and partial school closure. Disadvantaged pupils have also continued to benefit from access to ICT equipment, including laptops, to support both in-school learning and home-based activities. This has enabled pupils to participate fully in online homework, revision, and intervention activities, increasing confidence, engagement and progress across the curriculum.

The use of the IDL (Interactive Dyslexia Learning) tool remains a valuable intervention for children with identified barriers to literacy and numeracy. This accessible online resource allows pupils to continue learning both at school and at home, helping to build confidence and accelerate progress. Licences are provided for pupils with diagnosed needs, and impact is closely monitored through progress tests and assessment data.

Staff have continued to be strategically directed to deliver targeted interventions for pupils with specific barriers to learning. This personalised support has had a particularly positive impact on phonics progress in Year 1 and has supported disadvantaged pupils in Key Stages 1 and 2 to make good progress, even where additional learning needs affect attainment against age-related expectations. Standardised teacher assessments continue to be used to measure progress effectively and ensure provision remains well matched to need. The longer-term impact of previous lockdowns continues to be monitored carefully to ensure that achievement and

opportunities for all pupils are prioritised and progress remains at least good across all key stages.

The steps now in place for 2025–26 are designed to build on these outcomes, ensuring that disadvantaged pupils continue to make strong progress and that attainment gaps between disadvantaged and non-disadvantaged pupils are reduced further, bringing outcomes more closely in line with their peers.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.