



Pupil premium strategy statement: Christ the King Catholic Primary School

1. Summary information

School	Chris the King Catholic Primary School				
Academic Year	2017/18	Total PP budget	£51,020	Date of most recent PP Review	Sept 2017
Total number of pupils	352	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Sept 2018

End of Key Stage 2 Current Attainment 2017 (Based on Teacher Assessment July 2017)	All Pupils (42)	Pupil Premium (4)	Non – Pupil Premium (38)
% achieving ARE + or above in reading, writing and maths	79%	75%	83.8%
% at ARE+ in reading	83%	100%	84.2%
% at ARE+ in writing	81%	75%	83.8%
% at ARE+ in maths	83%	75%	84.3%
% at ARE+ in GPS	86%	100%	



3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

- A.** Poor attainment in RWM Combined by PP children.
- B.** PP children make insufficient progress (in the view school) to enable a greater proportion of PP children achieve at a greater depth.
- C.** Poor attainment and social issues with the Y4 cohort is having a detrimental effect on their academic progress and that of their peers. Percentage of PP below ARE in RWM combined is higher than other year groups.

External barriers

- D.** Attendance rates for pupils eligible for PP are below the target for all children of 96% This reduces their school hours and causes them to fall behind on average.
- E.** Support provided to families.

4. Outcomes

		<i>Success criteria</i>
A.	Children eligible of PP attain well in reading, writing and maths.	Pupils eligible for PP across school make rapid progress by the end of the year so that 70% of pupils eligible for PP meet age related expectations in reading, writing and maths combined.
B.	PP children identified as high ability are making as much progress as other children in R, W and M with a greater proportion achieving greater depth.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established with other schools.
C.	Attainment improved and improved academic attitude of Year 4 pupils addressed.	Attainment of Y4 cohort improves particularly for PP children RWM combined. End of Year 3 data for RWM combined for Y4 cohort 36.2%. Improved to +60% RWM figure with accelerated progress across all subjects in Y4.
D.	Increased attendance rates for pupils eligible for PP. PP children with less 90% attendance have targeted intervention to improve their attendance rates.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.8% to 96% in line with 'other' pupils.



5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved attainment in reading, writing, maths combined across KS1 and KS2 of pupil premium children.	Class structure 2017-2018 with small class sizes in KS2 addresses needs of poorly attaining year groups. Further teacher added to class structure for 2017-2018 Curriculum design by English and Maths leads ensures PP children attain well with resources to support their development.	PP children show poor attainment in RWM combined in both KS1 and KS2 with a greater proportion below ARE compared to their Non-PP peers (Particularly in Y4)	Work alongside NQT's employed to develop teaching to address the needs of the children in their classes. Highlight PP children that need first quality teaching to ensure accelerated progress.	SLT and NQT's KK and JS	Throughout 2017-2018 during assessment periods and Pupil Progress Meetings.
B. PP children identified as high ability are making as much progress as other children in R, W	LSA targeted intervention at high ability children. Staff training in staff meeting and	PP children identified as high ability are not making as much progress as other children.	Work with LSA's to ensure high ability PP children are targeted to ensure they make as much possible progress throughout KS2.	LSA's in KS2 GP, SB and MM.	Sept 2018.



and M with a greater proportion achieving greater depth.	collaboration of ideas during staff meeting time to ensure Talk for Writing strategies are incorporated into planning. Curriculum design by English and Maths leads ensures PP children attain well with resources to support their development.			KK and JS	
Total budgeted cost					£28,000



ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved attainment in RWM combined across KS1 and KS2 of pupil premium children.	1-2-1 and small group provision using Read, Write, Inc resources with intervention LSA with poorly attaining PP children. Pie Corbett materials used also.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Inclusion Lead - DD	KS1 class teachers and LSA's delivering Read, Write Inc. Class Teachers in KS2 English Lead - KK	Jan 2018



<p>B. PP children identified as high ability are making as much progress as other children in R, W and M with a greater proportion achieving greater depth.</p>	<p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Impact overseen by maths co-ordinator. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Coordinator – MM Maths lead - JS</p>	<p>Jan 2018</p>
<p>C. Attainment improved and improved academic attitude of Year 4 pupils addressed.</p>	<p>Class structure for 2017-2018 addresses the needs of the Year 4 cohort as well as benefitting other year groups. Social concerns are picked up by class teachers and any short term social interventions are put in place.</p>	<p>Children in year 4 have social concerns in comparison to the other year groups in school. End of Year 3 data for RWM combined for Y4 cohort 36.2%. Improved to +60% RWM figure with accelerated progress across all subjects in Y4.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Use pupil progress to identify needs of PP children across RWM to target quality teaching to ensure they make accelerated progress throughout year 4 and attain well with +60% of both PP children and the cohort achieving in RWM combined.</p>	<p>Inclusion Lead -DD KK and JM</p>	<p>Jan 2018</p>
Total budgeted cost					<p>£1000</p>



iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Engage with EWO to monitor pupils and follow up quickly on absences. First day response provision. Provide support with residential visits and school trips. Provide highly motivating music lessons to boost attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.8% (Summer 2017) to 96% in line with 'other' pupils.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	KG	Jan 2018
C. Social issues in Year 4 addressed	Identify a targeted social intervention for identified children. Teachers to engage with parents before regularly before intervention begins. Develop restorative approaches and focus on positive behaviours. Develop Forest Schools – staff training and Forest School Area on field.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation of a nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in school for	Year 4 teachers CN – Forest School Lead Resonate Service.	Jan 2018



			<p>developing positive behaviours. The training for forest school leaders will take 2 years to implement and be effective on PP attainment.</p> <p>Further Enrichment of curriculum to stimulate academic resilience will be offered with Music Lessons provided by the Resonate Service.</p>		
E. Support offered to our PP families.	<p>School Uniform Support</p> <p>Christmas Present/Educational Home Support</p> <p>Residential Visits</p> <p>Fairshare</p>	<p>Friendly and confidential support will be offered to families who require our assistance with providing uniform for their children to come to school. Research has shown that children who come to school well prepared and clothed appropriately are more likely to achieve.</p> <p>We will provide Christmas presents and Educational resources to help our families with the most need.</p> <p>Support will be offered to children to take part in Residential activities. Any further clothing will also be provided for if needed. Residential activities promote children’s well-being and readiness to learn from a wide range of experiences.</p> <p>As a school we provide pupil premium families the opportunity to gain support</p>	<p>Office staff will approach families who require support to provide uniform from our supplier.</p> <p>Laptops will be provided for 2 children.</p> <p>Support will be offered by office staff to families to promote PP children’s well-being and self-confidence.</p> <p>Office staff will approach families who require support and deliver fairshare</p>	<p>Office Staff</p> <p>SLT</p>	



	After school activities for PP children	<p>with food shopping. Food that is still in date but supermarkets feel cannot be sold in brought into school and families can use this is if they wish. Any food that doesn't get used by our families is used in classes and in school for cookery and DT. Children who are well nourished - succeed.</p> <p>Promoting well-being through exercise is evidenced to impact on achievement in the classroom.</p>	<p>food.</p> <p>JP to offer after school activities to PP children.</p>		
Total budgeted cost					£16,100



2. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Read, Write Inc improved attainment in phonics and caught up children who didn't achieve.	Staff INSET and development days for Read, Write Inc.	Mixed: training has informed approach to building aspiration in school. We measured the impact on phonics attainment for all children, not just PP eligible. Success criteria: A marked improvement in attainment in phonics at the end of Y1.	Staff were positive about the training and believe it has affected attainment in phonics very well. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£5000 including staff development days and supply cover.
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Reading outcomes for PP SEN children.	Barrington Stoke scheme of books bought for PP SEN children.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test and Salford Reading test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1000
Improved attainment for R,W and M for targeted children who attain poorly.	Intervention LSA	Targeted support for PP children	More Specific tracking of PP children within LSA's groups and accurate assessment data. Look into using O'track for Intervention groups.	£18000



iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Resonate Music lessons boosted attendance rates of PP children.	Music lessons taught by highly motivating teacher across KS2.	Medium: positive impact for students who attended. Difficult to measure impact of Music lessons taught on specific days. Success criteria partly met. .	Next year we will try to provide more intensive after-school support aswell as continuing resonate Music lessons for the Music curriculum in KS2. More focus with parental engagement and EWO support to encourage attendance.	£7500

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.