



Pupil premium strategy statement: Christ the King Catholic Primary School

1. Summary information

School	Chris the King Catholic Primary School				
Academic Year	2018/19	Total PP budget	£44880	Date of most recent PP Review	Sept 2018
Total number of pupils	382	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Sept 2019

End of Key Stage 2 Current Attainment 2018 (Based on Teacher Assessment July 2018)	All Pupils (45)	Pupil Premium (4)	Non – Pupil Premium (41)
% achieving ARE + or above in reading, writing and maths	68.9%	50%	70.3%
% at ARE+ in reading	73.3%	50%	75.6
% at ARE+ in writing	80%	50%	82.9%
% at ARE+ in maths	73.4	50%	75.6%



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

In-school barriers

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| 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 Y5 cohort is having a detrimental effect on their academic progress and that of their peers. |

External barriers

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| 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.	High levels of progress and improved learning attitudes are evident of children in Year 5.	Attainment of Y5 cohort improves particularly for PP children RWM combined. End of Year 3 data for RWM combined for Y5 cohort 36.2%. Improved to +70% RWM figure with accelerated progress across all subjects in Y5.
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	2018/19
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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, particularly Greater Depth Writers.	<p>Class structure 2018-2019 with small class sizes in KS2 addresses needs of poorly attaining year groups.</p> <p>Further teacher added to class structure for 2018-2019</p> <p>Curriculum design by English and Maths leads ensures PP children attain well with resources to support their development.</p>	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 Y5)	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 2018-2019 during assessment periods and Impact Meetings.
B. As set out in the Equality Statement 2018 Objectives - PP children identified as high ability are making as much progress as other children in R, W	Targeted intervention and deployment of staff. Staff training in staff meeting and collaboration of ideas during staff meeting time to ensure Talk for	PP children identified as high ability are not making as much progress as other children.	Monitoring of interventions to ensure high ability PP children are targeted to ensure they make as much possible progress throughout KS2. Focussed discussions around PP children during Impact meetings, particularly to ensure a greater number achieve greater depth.	DDY/MMS Class Teachers.	Ongoing reviews.



<p>and M with a greater proportion achieving greater depth.</p>	<p>Writing strategies are incorporated into planning.</p> <p>Curriculum design by English and Maths leads ensures PP children attain well with resources to support their development.</p>			<p>KK and JS</p>	
Total budgeted cost					<p>£28,000</p>

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?
<p>A. Improved attainment in RWM combined across KS1 and KS2 of pupil premium children, particularly Greater Depth writers.</p>	<p>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.</p>	<p>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.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Inclusion Lead - DD</p>	<p>KS1 class teachers and LSA's delivering Read, Write Inc. Class Teachers in KS2</p> <p>English Lead - KK</p>	<p>Jan 2019</p>



<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 2019</p>
<p>C. Attainment improved and improved academic attitude of Year 5 pupils addressed.</p>	<p>Class structure for 2018-2019 addresses the needs of the Year 5 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 5 have social concerns in comparison to the other year groups in school. End of Year 3 data for RWM combined for Y5 cohort 36.2%. Improved to +70% RWM figure with accelerated progress across all subjects in Y5.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Use Impact Meetings to identify needs of PP children across RWM to target quality teaching to ensure they make accelerated progress throughout year 5 and attain well with +70% of both PP children and the cohort achieving in RWM combined.</p>	<p>Inclusion Lead -DD KK and JM</p>	<p>Jan 2019</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. EWO time – 1 hour a week.	KG/YQ Attendance Officer EWO	Jan 2019
C. Social issues in Year 5 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 5 teachers CN – Forest School Lead CBY – Forest School Assistant. Resonate Service.	Jan 2019



			<p>developing positive behaviours. The training for forest school leaders will take 2 years to implement and be effective on PP attainment.</p> <p>A further member of staff to be trained to a level 4 standard over 2 years.</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 vulnerable families.	<p>School Uniform Support</p> <p>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</p>	<p>Office staff will approach families who require support to provide uniform from our supplier.</p> <p>Providing resources/ equipment for at home for vulnerable children.</p> <p>Support will be offered by office staff to families to promote PP children's well-being and self-confidence.</p>	Office Staff	SLT



	After school activities for PP children	<p>families the opportunity to gain support 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 as well as enhancing social skills.</p>	<p>Office staff will approach families who require support and deliver fairshare food.</p> <p>School activities offered to PP children. (As part of the Equity Objectives)</p>		
Total budgeted cost					£16,100



2. Review of expenditure				
Previous Academic Year		2017-2018		
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
A. Improved attainment in reading, writing, maths combined across KS1 and KS2 of pupil premium children.	<p>Class structure 2017-2018 with small class sizes in KS2 addresses needs of poorly attaining year groups.</p> <p>Further teacher added to class structure for 2017-2018</p> <p>Curriculum design by English and Maths leads ensures PP children attain well with resources to support their development.</p>	<p><u>R, W + M Data 2016-2017: Whole School TA Summer End:</u> Y1 – 70.2% Y2 – 70.2% Y3 – 36.2% Y4 – 59.5% Y5 – 62.8% Y6 – 82.9%</p> <p><u>R, W + M Data 2016-2017: PP TA Summer End:</u> Y1 – 66.7% Y2 – 85.7% Y3 – 16.7% Y4 – 57.1% Y5 – 50% Y6 – 75%</p> <p><u>R, W + M Data 2017-2018: Whole School TA Summer End:</u> Y1 – 72.9% Y2 – 76.6% Y3 – 72.9% Y4 – 62.6% Y5 – 65.2% Y6 – 68.9%</p> <p><u>R, W + M Data 2017-2018: PP TA Summer End:</u> Y1 (3) – 66.7% Y2 (9) – 57.1% Y3 (8) – 71.4% Y4 (6) – 83.3% Y5 (7) – 42.9% Y6 (4) - 70.8%</p>	<p>All year groups shows an upward trend in R, W and M combined figures between Summer End 2017 to Summer End 2018.</p> <p>Therefore, the Class structure will remain in Y4, Y5 and Y6 to address the needs of poorly attaining year groups currently within KS2. A greater focus will centre on NFER scores to monitor progress and attainment.</p> <p>Pupil Premium children’s attainment between 2017 and 2018 shows that some year groups attainment improved massively (Y4 and Y6) and other showed some decline. The targeted intervention put in place into Year 4 and Year 6 improved outcomes for these children, however at a detriment to other PP children in other Year groups. During the academic year 2018-2019 LSA support is to have a slightly more stable approach with LSA’s place with particular years groups rather than some working in many different areas.</p>	£28,000



<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>LSA targeted intervention at high ability children. Staff training in staff meeting and collaboration of ideas during staff meeting time to ensure Talk for Writing strategies are incorporated into planning.</p> <p>Curriculum design by English and Maths leads ensures PP children attain well with resources to support their development.</p>	<p>12 of the 38 Pupil Premium Children (32%) were assessed as Greater depth in 1 or more subjects.</p>	<p>The number of Greater Depth PP children showed that many still fall behind their peers.</p> <p>Impact meetings during 2018-2019 still need to target Expected Pupil Premium children who have the potential to reach the greater depth standard and intervention put in place. More focus is needed with these children during Impact Meetings.</p>	
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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 £1000
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<p>A. Improved attainment in RWM combined across KS1 and KS2 of pupil premium children.</p> <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>C. Attainment improved and improved academic attitude of Year 4 pupils addressed.</p>	<p>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.</p> <p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>Class structure</p>		<p>Targeted Phonics intervention and a phonics centered approach in Year 4 achieved the desired outcome for this year group. 1 PP child in Y6 also made progress based on their Y5 assessments.</p> <p>Both the Headteacher and Deputy Headteacher provided targeted support for children in Year 6. An LSA also provided precision teaching for Greater Depth children in Y6. Y4 children also received a phonics centred approach. These approaches are to continue to maintain their attainment for a cohort with some vulnerable children. Other year groups still need to be considered when discussing targeted support so PP children don't fall behind.</p> <p>An experienced teacher to return to Y5 to maintain academic attitude improvements seen during Y4. Class sizes to remain small.</p>	
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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
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.	Attendance report to be printed and shared.	EWO time to be used more effectively for PP attendance.	



<p>C. Social issues in Year 4 addressed.</p>	<p>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.</p>	<p>Improved attitudes of Year 4 children seen during the academic year.</p>	<p>An experienced teacher to continue working with cohort alongside an RQT.</p>	
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<p>E. Support offered to our PP families.</p>	<p>School Uniform Support</p> <p>Christmas Present/ Educational Home Support</p> <p>Residential Visits</p> <p>Fairshare</p> <p>After school activities for PP children</p>	<p>School uniform was purchased for PP/Vulnerable children at the beginning of the academic year as well as to support additional clothing on residential activities.</p> <p>2 laptops were purchased for a vulnerable PP family.</p> <p>Residential experiences were payed for PP children.</p> <p>Vulnerable families took up the fair share offer of food.</p> <p>A high uptake of after school activities for all PP children.</p>		<p>£16,100</p>
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1. Additional detail

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