

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

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Pupil premium strategy statement 2019 - 20

1. Summary information					
School	Chris the King Catholic Primary School				
Academic Year	2019-20	Total PP budget	£68400	Date of most recent PP Review	Sept 2019
Total number of pupils	390	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Sept 2020

End of Key Stage 2 Current Attainment 2019 (Based on Teacher Assessment July 2019)	All Pupils (45)	Pupil Premium (4)	Non – Pupil Premium (41)
% achieving ARE + or above in reading, writing and maths	66%	25%	71%
% at ARE+ in reading	73%	50%	73%
% at ARE+ in writing	75%	50%	78%
% at ARE+ in maths	84%	50%	85%

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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 of disadvantaged children. |
| B. | Disadvantaged children make insufficient progress (in the view school) to enable a greater proportion of disadvantaged children achieve at a greater depth. |
| C. | Poor attainment and social issues with the Y6 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 disadvantaged 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 disadvantaged attain well in reading, writing and maths.	Pupils eligible for PP across school make rapid progress by the end of the year so that at least 70% of pupils eligible for PP meet age related expectations in reading, writing and maths combined.
B.	Disadvantaged 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 6.	Attainment of Y6 cohort improves particularly for disadvantaged children RWM combined.
D.	Increased attendance rates for pupils eligible for PP. Disadvantaged children with less 90% attendance have targeted intervention to improve their attendance rates.	Reduce the number of persistent absentees among pupils eligible for disadvantaged pupils to 10% or below. Overall PP attendance improves from 92.8% to 96% in line with 'non-disadvantaged' pupils.

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5. Planned expenditure					
Academic year	2019-20				
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 from 2018-2019 continues 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>Interventions teacher to support Year 6 children</p> <p>Curriculum design by English and Maths leads ensures disadvantaged children attain well with resources to support their development.</p>	Disadvantaged 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 Y6)	<p>Work alongside teachers to develop teaching to address the needs of the children in their classes. Ensure disadvantaged children access first quality teaching to ensure accelerated progress.</p> <p>Appropriate interventions effectively implemented and impact data is robust</p>	<p>SLT and teaching staff</p> <p>SLT and TLR staff</p>	Assessment periods and Impact Meetings.
B. As set out in the Equality Statement 2018 Objectives -	Targeted intervention and deployment of staff.	Disadvantaged children identified as high ability are not making as much progress as other children.	Monitoring of interventions to ensure high ability disadvantaged children are targeted to ensure they make as much	SLT and class Teachers.	Ongoing reviews.

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<p>Disadvantaged 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>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>possible progress throughout KS2. Focussed discussions around PP children during Impact meetings, particularly to ensure a greater number achieve greater depth.</p>	<p>KK and JS</p>	<p>Termly - Impact meetings</p>
Total budgeted cost					<p>£43500</p>

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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 disadvantaged children, particularly Greater Depth writers.	1-2-1 and small group provision using Read, Write, Inc resources with intervention LSA with poorly attaining disadvantaged 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.	Provision mapping and needs led timetable for staff - SLT	All teaching and learning staff English Lead and Y1 teachers	Half termly – phonics review and Y2/6 assessment periods

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<p>B. Disadvantaged 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>Data Analysis and Impact meetings</p> <p>Regular engagement with parents and pupils before and after intervention</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p>
<p>C. Attainment improved and improved academic attitude of Year 6 pupils addressed.</p>	<p>Class structure from 2018-2019 continues 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>Interventions teacher to support Year 6 children</p>	<p>Children in year 6 have social concerns in comparison to the other year groups in school.</p>	<p>Impact Meetings to identify needs of disadvantaged children across RWM to target quality teaching to ensure accelerated progress continues in year 6 and attain well with all children of the cohort achieving at least 70% in RWM combined.</p>		<p>½ termly – Y6 assessment periods</p>
Total budgeted cost					<p>£4000</p>

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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. School Curriculum and provision is engaging and stimulating – considers mental health and parental engagement	Reduce the number of persistent absentees among pupils eligible for disadvantaged pupils to below 10%	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.	SLT and KCR/ YQ Attendance Officer EWO	Half termly
C. Vulnerable KS2 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.	Behaviour Policy review inline with Paul Dix training Ensure early identification of target pupils is fair, transparent and properly recorded. Additional staff to be trained to a level 3/4 standard over 2 years. Further Enrichment of curriculum to stimulate academic resilience will be offered with Music Lessons provided by the Resonate Service.	SLT KS2 Staff CN – Forest School Lead Resonate Service.	

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E. Support offered to our vulnerable families.	School Uniform Support	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.	Office staff will approach families who require support to provide uniform from our supplier.	Office Staff	
	Educational Home Support	We will provide Christmas presents and Educational resources to help our families with the most need.	Providing resources/ equipment for at home for vulnerable children.	SLT	
	Residential Visits	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.	Support will be offered by office staff to families to promote PP children's well-being and self-confidence.		
	Fairshare	As a school we provide pupil premium families the opportunity to gain support with food shopping. Food that is still in date but supermarkets feel cannot be	Office staff will approach families who require support and deliver fairshare food.		

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	After school activities for PP children	<p>sold in brought into school and families can use this 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>	School activities offered to PP children. (As part of the Equity Objectives)		
Total budgeted cost					£16,100

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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

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<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>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £1000</p>

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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 cantered approach in Year 4 achieved the desired outcome for this year group. 1 PP child n 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. Theses 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.	

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<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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E. Support offered to our PP families.	School Uniform Support	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.		£16,100
	Christmas Present/Educational Home Support	2 laptops were purchased for a vulnerable PP family.		
	Residential Visits	Residential experiences were payed for PP children.		
	Fairshare	Vulnerable families took up the fair share offer of food.		
	After school activities for PP children	A high uptake of after school activities for all PP children.		

1. Additional detail

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