



Pupil premium strategy statement 2018-19

1. Summary information					
School	Christ the King Catholic Primary School				
Academic Year	2018-19	Total PP budget	£ 25380	Date of most recent PP Review	June 19
Total number of pupils	180	Number of pupils eligible for PP	28 PP 12 on Ever 6	Date for next internal review of this strategy	December 19 April 20 July 20

2. Current attainment - Where are we now?

Data from 2018-19.

EYFS End of Year	PP Pupils (PP = 5 pupils)	Non PP Pupils (25 pupils)	Gap	National
Good level of Development	60%	84%	- 24%	71.1%

	PP at Expected Standard (3 children)		Non PP at Expected level		National PP		National non PP		Gap	
Year 1 Phonics	0%		56%		70%		84%		-14%	
KS1 (PP=4 children)	PP at Expected Standard	Non PP at Expected level	Gap	National	National non PP	National Gap	PP at greater depth	Non PP at greater depth	Gap	National
Reading	50%	61.5%	-11.5%	60%	78%	-18%	0%	34.6%	-2%	Data not available
Writing	25%	57.7%	-32.75	53%	73%	-20%	0%	23.1%	-34%	
Maths	50%	61.5%	11.25%	61%	79%	-18%	00%	30.8%	-3%	
Combined	25%	50%	25%	Data not available			0%	19.2%	-34%	

KS2 (PP =6 children)	PP at Expected Standard	Non PP at Expected level	Gap	National PP	National non PP	Gap	PP at higher standard	Non PP at higher standard	Gap	National PP	National non PP	Gap
Reading	20%	59.1%	-39.1%	60%	78%	-18%	20%	13.63%	+6.36%	16%	30%	-14%
Writing	20%	45.5%	-25.5%	63%	81%	-17%	0%	0%	0%	10%	22%	-12%

Maths	20%	50%	-30%	59%	78%	-19%	0%	4.5%	+4.5%	12%	26%	-12%
GPS	20%	59.1%	-39.1%	63%	80%	-17%	20%	9%	+13%	21%	37%	-16%
RWM combined	20%	36.4%	-16.4%	46%	68%	-22%	0%	0%	0%	4%	11%	-7%

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A	All pupils who are eligible for PP are making less progress than non- PP pupils at the end of KS2 particularly in Reading, Writing and Maths at the end of KS2
B	A significant number of Pupil Premium pupils are also SEND.
C	Pupil's speech and language skills may be under developed on entry to primary school and for pupils throughout the school and this limits progress in communication, language and literacy throughout
D.	PP children may not be getting the exposure to a strong and varied reading diet regularly or at an appropriate level.
E	Pupils may be dealing with many factors internally and externally which may affect their Social, Emotional and Mental Health Needs (SEMH) which may have a negative impact on learning and attainment.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Pupils eligible for the Pupil Premium may have experienced trauma or be experiencing difficulties in their home lives which may result in a negative attitude towards their learning and self-image and confidence
G	Non-attendance of pupils in school reduces their school hours and causes them to fall behind academically.
H	A significant number of pupils have a high Adverse Childhood Experiences score. This can result in difficulty with emotionally self-regulating and being ready to learn.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Higher rates of progress for pupils eligible for PP in non-Statutory Assessment year groups in Reading and maths (particularly at KS1)</p> <p>There is no significant gender difference between PP and non PP pupils in progress or attainment</p> <p>Further improve the attainment of PP children in KS1 and KS2 so that it matches their Non-PP peers.</p>	<ul style="list-style-type: none"> Attainment and progress for pupils eligible for PP will be equal to or higher than that of their pupils who have not PP across KS1 and KS2 Higher attaining PP pupils (pupils who achieved Greater Depth at KS1) will achieve attainment in line with their non PP peers Data in Reading, Writing and Maths shows no significant gender difference for PP children across KS1 and KS2

	There is no significant gender difference between PP and non PP pupils in progress or attainment	<ul style="list-style-type: none"> • Greater % of pupils making expected or more than expected progress by the end of the year / Key Stage • Family support for pupils with SEND • Staff attend appointments with families
B.	Further improve the attainment of PP children in KS1 and KS2 so that it matches their Non-PP peers.	<ul style="list-style-type: none"> • PP children with potential Speech and language deficits are identified swiftly and intervention is put in place to support access to an enriched curriculum • PP children make progress and achieve in line with their non PP peers across KS1 and KS2 with a particular focus on Reading and writing outcomes • 1:1 support from TA and small group SALT
C.	PP children may not be getting the exposure to a strong and varied reading diet regularly or at an appropriate level.	<ul style="list-style-type: none"> • PP children are reading at home (incentivised) • PP children are targeted by 1:1 reading support with TA • EYFS reading is a key focus and 1:1 phonic support • PP RAG demonstrates child has read 4 x week at home • In all classes an emphasis on vocabulary.
D	Pupils may be dealing with many factors internally and externally which may affect their Social, Emotional and Mental Health Needs (SEMH) which may have a negative impact on learning and attainment.	<ul style="list-style-type: none"> • PP children are accessing extracurricular clubs and activities • All PP children can access a mentor to support their wellbeing • PP children are referred swiftly to support in and out of school. . • CTK Primary School has a named SEMH Lead and an SEMH team supporting SEMH need Staff trained to support PP pupils. • Barriers to learning identified for all PP pupils and strategies put in place to support identified needs. • Disadvantaged children with a high ACE score meet their attainment and progress targets. • Families are supported both emotionally and with practical parenting advice so that pupils are able to learn effectively.
E	PP attendance is improved and in line with non-disadvantaged peers (inc. lateness)	<ul style="list-style-type: none"> • Gap between PP attendance and non-disadvantaged peers is narrowed/eliminated <ul style="list-style-type: none"> • PP families are supported in getting children to school on time,

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?
Pupil Premium children are not attaining in line with their peers	<p>High quality first teaching in all lessons.</p> <p>CPD on providing challenge for all pupils.</p> <p>Whole school Writing CPD.</p> <p>Whole school Letters and sounds training linked to phonics hub</p>	Our PP children are not making the same progress as that of their peers in reading, writing and maths. We want to ensure that these pupils reach their full potential by making the same or better progress than their peers.	<p>Use of staff meetings to deliver whole school training.</p> <p>Whole school staff CPD.</p> <p>Monitoring of teaching and learning, planning, book scrutiny and pupil progress meetings.</p> <p>Pupil progress documentation.</p> <p>Targeted teaching</p>	SLT/ Class teacher.	PPM meetings in term 2.
Higher rates of progress for high attaining pupils eligible for PP	<p>Staff training on high quality feedback and planning – update the marking policy</p> <p>Clear identification of specific children on planning and assessment documentation.</p> <p>Pupil Premium TA support to led inventions programmes in school</p> <p>1:1 Support for individual children</p>				

Total budgeted cost					£15,000
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?
Children eligible for PP will reach or exceed the progress of their peers. Higher rates of progress for high attaining pupils eligible for PP	<p>High quality first teaching in all lessons.</p> <p>Targeted interventions for reading.</p> <p>Letters and sounds interventions.</p> <p>Pre teach maths and catch up</p> <p>TA PP specific targeted interventions.</p> <p>1:1 support for individual PP</p>	<p>We want to provide extra support to ensure good or better progress for reading, writing and maths.</p> <p>Small group interventions will be with highly qualified staff who have been shown to be effective, challenge the children and ensure that progress is good or better.</p> <p>Interventions will be carefully chosen to meet the needs of the pupil/s and closely monitored for impact whether they are delivered in class or through small group work out of class.</p> <p>Staff will be accountable for the impact of interventions and pupils' progress, this will be monitored through Appraisal and PPM.</p>	<p>Pupil progress documentation and meetings.</p> <p>Support in daily/ weekly planning.</p> <p>Monitoring of teaching and learning, planning, book scrutiny and pupil progress meetings.</p> <p>Entry and exit data for all targeted interventions.</p>	SLT/CT/PP teacher.	PPM meetings in term 2.
Total budgeted cost					£4,000
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?
For pupils eligible for PP to demonstrate a higher feeling of self-belief and self-worth.	<p>Chances 1:1 support for identified children.</p> <p>Whole school CPD on mental health – trained Mental First Aider, INSET on Identify Mental Health</p> <p>Mindfulness week for children</p>	<p>We have a number of children who experience home issues and self-confidence issues that impact on their ability to focus and their feeling of self-worth and self-belief in school.</p> <p>We will offer a range of interventions and support to these children to raise their feeling of self-worth and self-belief in order to impact on their academic progress.</p>	<p>Pupil voice</p> <p>Staff observations.</p> <p>Professional dialogues.</p> <p>More engagement in lessons and all aspects of school life.</p> <p>Higher rate of attendance.</p> <p>Staff feedback and evaluations from whole school training.</p>	SLT and SENCO	End of term 2

Increased in Attendance for PP	<p>EWO time SAM meeting with families Training f Class teachers monitor all pupil absences and alert the HT.</p> <p>HT follows up absences swiftly with an initial phone call to parents highlighting the severity of the implications of absenteeism in school.</p> <p>Attendance meetings (SAM) held termly with HT for children with attendance below 90% for 2 or more terms</p>	Low attendance especially broken weeks for pp. The gap is increasing for some of our families.	Work with the EWO Staff CPD on attendance Support families with coming to school	HT	End of term 2
PP access to specialised services	<p>Inclusion Support EMTAS SEN service Educational Psychologists</p>	We have children who need specialised provision and access to external agencies	<p>Regular SENCO updates to staff and SLT Pupil Progress meeting to discuss individual children and their needs</p>	SLT, CT and SENCO	End of term 2
PP children and families are supported through a whole school ethos of Inclusion	Christ the King Catholic Primary School to support identified needs through financial support (Bespoke)	All PP children to access Extra-curricular clubs and activities Bespoke Therapies and provision on a needs basis through identifying where support can be provided (therapies, financial support for uniform, Out of school clubs, residential and day trips, extra-curricular activities)	Ensure all PP families are able to participate in school activities.		End of term 2
Total budgeted cost					£11,000

6. Review of expenditure

Previous Academic Year

Please refer to previous statements

Academic Year 2018/19

In 2018-19, 15 % of our Pupils from EYFS to Year 6 qualify for the pupil premium. This is how we intend to spend the money allocated to raise attainment and to ensure all pupils are provided with equal opportunities for learning. Pupil Premium funding is used to address the barriers to learning which are relevant to our school. We seek to develop skills in speaking and listening, reading, writing, spelling and mathematics for those children needing support. Alongside this our funding is used to ensure the well-being of our pupils, so that they are ready for learning.

The pupil premium allocation is as follows:

Financial Year	Pupil Premium Grant	
2017/2018	Budget £19,800	
Grant used to fund	Cost	Intended Outcome
Pupil Premium Teacher (1:1 tuition, support groups)	£6,840	To support the progress of all pupils so that they are on target to achieve age related expectations by the end of Year 6 and thus narrow the gap in achievement between them and their peers nationally.
Pupil Premium TA support to led inventions programmes in school	£4,369	
Additional support for individual pupils including School Attendance Support	£4,261	
SenCo - 1/2 day per week	£1787	
Support from specialist services – EP, EMTAS, BEST, EWO, training	£3,347 for Educational Physiology £1,200 for Inclusion Support	
Dyslexia resources	£78	
Total Expenditure:	£20,682	

Year Group	Item/Project	Objective	Targeted Outcome	Impact	Cost
UKS2	Targeted Small groups support, lower and higher ability focusing on Spelling and targeting gaps especially in Year 6.	Targeted pupils to support reading and writing to close the gap. Personalised learning to address misconceptions.	Increased attainment and progress. All children progressed 2/3 progress. Points (refer to assessment data and PPM)	Small group work support our learners and in March Pupil Progress the children were on target to achieve their level predictions.	£6,840 for small group work £4,261 for 1:1 targeted support
	One to One tuition – support for specific learning difficulties	Personalised learning to address misconceptions and support children's confidence in reading, writing and maths.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data and PPM)	Refer to impact statements written by Pupil Premium Teacher and Pupil voice (teacher drive) The support has enabled pupils to reach their targets through 1:1 support enabling gaps in learning to be personalised for each child needs.	
LKS2	One to One tuition – support for specific learning difficulties	Personalised learning to address misconceptions and support children's confidence in reading, writing and maths.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data and PPM)	Refer to impact statements written by Pupil Premium Teacher and Pupil voice (teacher drive) The support has enabled pupils to reach their targets through 1:1 support enabling gaps in learning to be personalised for each child needs.	
	Targeted Small groups support, lower and higher ability	Targeted pupils to support reading and writing to close the gap. Personalised learning to address misconceptions.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data and PPM)	Small group work support our learners and in March Pupil Progress the children were on target to achieve their level predictions.	
	1:1 reading and writing daily with children (10mins daily)	Targeted pupils to support reading and writing to close the gap. Personalised learning to address misconceptions.	Increased attainment and progress (refer to assessment data and PPM) Increase in confidence as a learner.	This has ensure our learners are reading daily or 3 times a week with an adult and making progress.	
KS1	Phonic Invention Group and targeted individual support for 12	Targeted pupils to catch up on "Letters and Sounds" work in a small group in	Increased the percentage of passing the phonics screening especially in Year 2.	Regular targeted support has enabled pupils to improve their phonics knowledge.	£4,369

	weeks . Small group and 1:1 support.	KS1 and Foundation stage		The pupils take their Phonics Reading Check on 11 th June 2018.	
	Targeted Small groups support, lower and higher ability	Inventions in small blocks e.g reading, phonic, Max's Marvellous Maths	Increased attainment in KS1 in English and Maths	Small group work support our learners and in March Pupil Progress the children were on target to achieve their level predictions.	
EYFS	Additional LSA support	Early invention to individual support at all levels addressing concerns around reading, language, maths, SEND needs especially phonics.	Increased % of children working at a good level of development in Reading, writing and number SEND children settle quickly and made good progress.	With early identifying children with needs has enabled a smooth transition into Year 1 enabled them to access the curriculum.	
Whole School	Staff training	To ensure all staff receives training linked to the needs of our pupils especially the ETMAS and SEND teams.	Staff confidence and knowledge is up to date to support our learners in challenges.	The staff have received Level 1 Medical needs Training, SEND Updates on the 0-25, EMTAS Training, OT training on children with sensory needs. ref to CPD log and its impact at CTK. Impact: All staff are to support our learners and close the gap.	£1787 for SENCO
	Parent Link Worker	Targeted family support in overcoming barriers to behaviour, attendance and children's learning.	Effective support for families and to help them access services or school life to fully participate.	Extra support provided for families by Inclusion Support and Parent link has helped to ensure our vulnerable families are supported with facing challenges. Our families are supported by staff and feel able to ask for help.	

	Support from specialist services – EP, EMTAS, BEST, EWO, Inclusion support	For individual children to have support from the EP, ETMAS, BEST, Inclusion support and EWO. Modelling and training school staff to deliver high quality interventions.	Clear strategies provided for better ways to support individuals and children. Barriers are overcome children making good progress.	Pupils, Staff and Families have access to good advice with clear strategies to support the child with all aspects of learning, behaviour and home life.	£3,347 for Educational Physiology £1,200 for Inclusion Support
	Mentoring for pupils	For individual children to have support and a chance to talk about issues affecting their learning.	Barriers are overcome children making good progress.	Pupils self-esteem has improved which has enabled pupils to feel listened to and supported in school and at home.	£4,261 for 1:1 targeted support
	Educational Visits including use of our After School Club.	To ensure all pupils have equal access to the wider curriculum and opportunities.	Barriers are overcome children making good progress.	Ensured all pupils have access to the same curriculum opportunities.	

7. Additional detail

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

- End of KS Attainment Data (18-19)
- Progress Data matrices (3 year)
- PP and SEN information
- 3 x year data analysis of PP children against non PP (including other vulnerable groups)
- Gaps analysis in maths and English

- IEP (including Pupil Voice)
- Pupil Premium Expenditure Tracking
- Regular liaison with Family Link worker
- HT & SBL to monitor cost and impact throughout the year.
- Attendance at PP Networks
- Impact reports from Teaching assistants and PP teacher

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| <ul style="list-style-type: none">• Attendance data and reports• Lesson Observations• PPM's | |
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