

Christ the King Catholic Primary School

Pupil Premium Report 2016-17

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The latest national figures available show that:

- Only 67% of 7 to 11-year-olds known to be eligible for free school meals (FSM) achieved the expected level in Reading, Writing and Maths combined, compared with 83% for non FSM pupils.
- After prior attainment, poverty is the single most important factor in predicting a child's future life chances.
- Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into Higher Education.
- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.
- By the end of Key Stage 1 (age seven), the odds of a pupil eligible for Free School Meals (FSM) achieving level 2 in reading, writing and mathematics are one third those of a non-FSM pupil.

At Christ the King Catholic Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium. A full copy of our Pupil Premium and SEND policy is available to be viewed at the school or on the School Website at <http://www.christthekingprimary.co.uk/>.

Please note: due to the very small numbers of pupils receiving Pupil Premium, the % achievement figures can sometimes be misconstrued. If you have any queries regarding this data, please discuss this with the Head teacher.





Academic Year 2016/17

In 2016-17, 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	
2016/2017	Budget £19,800	
Grant used to fund	Cost	Intended Outcome
Pupil Premium Teacher (1:1 tuition, support groups)	£7,900	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	£6,0000	
Additional support for individual pupils including School Attendance Support	£3,000	
Staff training and learning detective's workshop	£700	
Support from specialist services – EP, EMTAS, BEST, EWO, training	£3400 for Educational Physiology £1,200 for Inclusion Support	
Bursaries for Year 6 Residential and Educational visits	£600	To ensure all pupils have an equal opportunity to access events that will enhance the quality of their learning.
Educational Resources for Pupils	£1,040	
Total Expenditure:	£23,840	

Academic Year 2015/16

In 2015-16, 13 % of the children in Year 1 to Year 6 qualify for the pupil premium.

Financial Year	Pupil Premium Grant
2015/2016	Budget £17,160
Grant used to fund	Cost
Pupil Premium Teacher (1:1 tuition, support groups)	£6,600
Bursaries for Year 6 Residential and Educational visits	£600
Additional support for individual pupils	£4,000
Staff training and learning detective's workshop	£700
Support from specialist services – EP, EMTAS, BEST, EWO, training	£3500
Pupil Premium TA support to led inventions programmes in school	£4,0000
Total Expenditure:	£19,400

Academic Year 2014/15

In 2014-15, 13 % of the children in Year 1 to Year 6 qualify for the pupil premium.

Financial Year	Pupil Premium Grant
2014/2015	Original Budget £13,000 (increased to 16,900)
Grant used to fund	Cost
Pupil Premium Teacher (1:1 tuition, support groups)	£4,003.99
Bursaries for Year 6 Residential and Educational visits	£439
Additional support for individual pupils	£5,296.15
Staff training and learning workshop	£685.10
Support from specialist services – EP, EMTAS, BEST, EWO, training	£3005
Employment of a Pupil Premium TA to led inventions programmes in school	£3,336.53
Total Expenditure:	£16,796.77



Costing Map - details within each area, objectives and targeted outcomes for 2015-16:

Year Group	Item/Project	Objective	Targeted Outcome	Impact
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 April Pupil Progress the children were on target to achieve their level predictions. Refer to Pupils Voice Feb 2016
	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 completed Feb 2016. The support has enabled pupils to reach their targets through 1:1 support enabling gaps in learning to be personalised for each child needs.
	Bursaries for Year 6 Residential Visits	Widening children's experiences through offering a place at our Morfa Bay Residential.	Increased self-confidence, greater independence, engagement and participation. Better team-working collaborative	All children are able to attend the Year 6 Residential with full financial support from the school. All pupils having the same opportunities to attend the camp.
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 completed June 2016. 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 April Pupil Progress the children were on target to achieve their level predictions. Refer to Pupils Voice June 2016
	1:1 reading and writing daily with children (10mins daily)	Targeted pupils to support reading and writing to close the gap. Personalised	Increased attainment and progress (refer to assessment data and PPM) Increase in confidence as	This has ensure our learners are reading daily or 3 times a week with an adult and making progress.



		learning to address misconceptions.	a learner.	
KS1	Phonic Invention Group and targeted individual support for 12 weeks . Small group and 1:1 support.	Targeted pupils to catch up on “Letters and Sounds” work in a small group in KS1 and Foundation stage	Increased the percentage of passing the phonics screening especially in Year 2.	Regular targeted support has enabled pupils to improve their phonics knowledge. The pupils take their Phonics Reading Check on 13 th June 2016.
	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 April 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, SEND and boys writing, Supporting children with needs ref to CPD log and its impact at CTK. Impact: All staff are to support our learners and close the gap.
	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.
	Mentoring for pupils	For individual children to have support and a chance to talk about issues effecting their learning.	Barriers are overcome children making good progress.	Pupils self-esteem has improved which has enabled pupils to feel listen to and supported in school and at home.
	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.





Outcomes for Pupil Premium children and non-Pupil Premium children (June 2016 from Raise) at KS2:

Data from RAISE online 2015 Summary Report October 2015:

Overall:

- Pupil Premium Children in our school enter EYFS below national averages.
- We are proud of the journey our children make through the school, closing the gap in attainment and progress.
- All our children make good progress and achieve well by the time they leave KS2.
- All our children are closely monitored to ensure the gap is closing

Below is the Inspection Dashboard from Raise Online 2015, showing the School's characteristics of good or better performance across the cohort.

Strengths in 2015

- KS2 value added was broadly average or above in all subjects.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics were close to or above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.
- Attendance was above average.
- Persistent absence was below average.

Weaknesses in 2015

- Attendance was low for the group(s): FSM, SEN with EHC/statement, SEN without EHC/statement (in the lowest 10% of all mainstream schools nationally).

2015		
National Floor Standards		School
Level 4+ RWM	65%	100%
EP reading	94%	100%
EP writing	97%	100%
EP mathematics	93%	92%
Floor standards met?		

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The table below shows the amount of Value Added of our Pupil Premium Children across Key Stage Two pupils in Reading, Maths and Writing compared to non-disadvantaged pupils. . Our numbers of Pupil Premium learners vary each year and this can affect the percentages due to the lower number of children also some children have additional SEND needs.

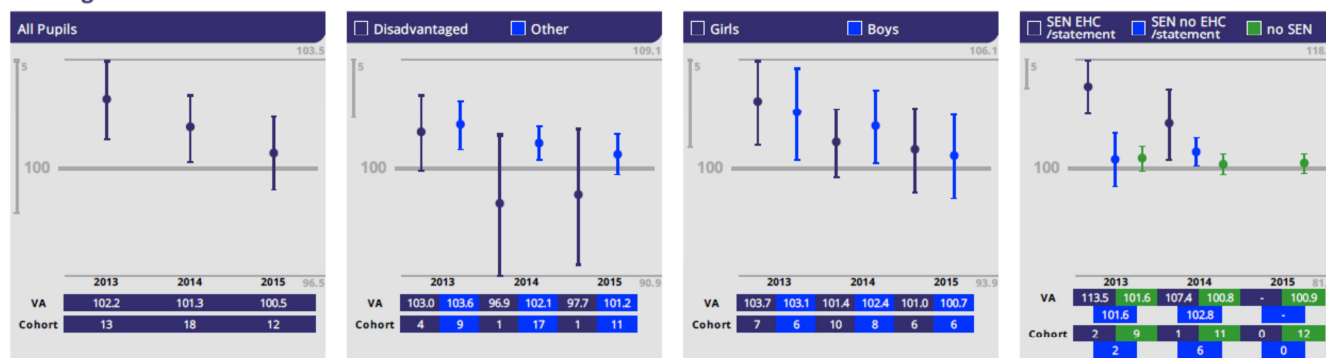
Christ The King Catholic Primary School, Thornbury

Value added

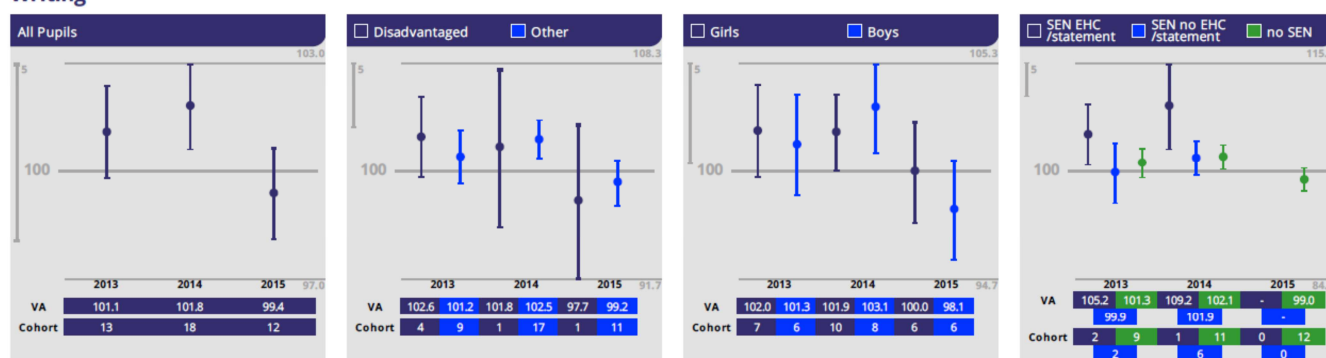
The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 100 line, the VA is significantly above average (sig+). If it is wholly below the 100 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 100, or broadly average. Each chart uses a different scale based on the widest confidence interval shown. EHC represents education, health and care plan.



Reading



Writing



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Value added and KS2 thresholds

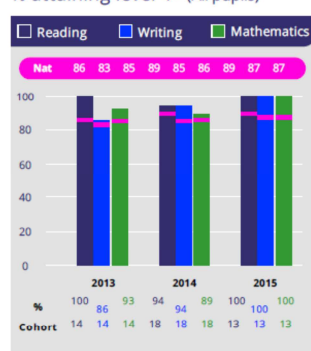
For threshold data, statistically significant results are highlighted for all pupils only. They are denoted by a green (sig+) or red (sig-) symbol.



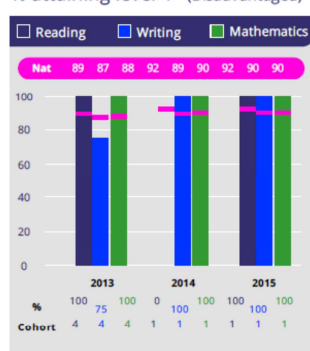
Mathematics



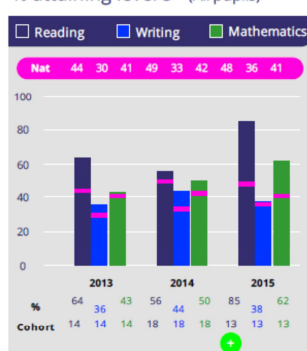
% attaining level 4+ (All pupils)



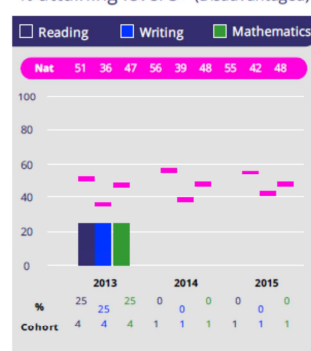
% attaining level 4+ (Disadvantaged)



% attaining level 5+ (All pupils)



% attaining level 5+ (Disadvantaged)





What does this information tell us?

- Our Pupil Premium learners over time make good progress and attainment and are closing the gap with their non-disadvantaged peer. They have good Value Added, please refer to the http://www.education.gov.uk/schools/performance/archive/primary_04/p3.shtml, overall in Maths, Writing and all three subjects combined our learners were in the top 5% nationally for all pupils achieving 100% in Maths and English. Please refer to the data section of the school's website. (<http://www.christthekingprimary.co.uk/Data-Headlines>)
- Our Pupil Premium learner's numbers can vary and last year in Year 6 we had one pupil, therefore making it difficult to predict trends in our results.

Definition of THE KEY STAGE 1 (KS1) TO KEY STAGE 2 (KS2) VALUE ADDED MEASURE

From the Department for Education

What do we mean by value added?

Some pupils will always find it difficult to do well in assessment tests. It may be, for example, that they have significant special educational needs (SEN). But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils.

We have developed a way of measuring the progress that individual pupils have made between taking assessment tests when they are generally aged 7 and in Year 2 (KS1) and assessment tests when they are generally aged 11 and in Year 6 (KS2). We call this the value added measure. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

For example, school A might show high percentages of pupils achieving Level 4 and above, while school B shows lower percentages. But in value added terms, the pupils at school B may have made more progress than other pupils who were performing at the same level at KS1, and therefore have a higher value added "score" than school A.

The KS1 to KS2 value added measure

Each pupil's value added score is based on comparing their KS2 performance with the median - or middle - performance of other pupils with the same or similar results at KS1. The individual scores are averaged for the school to give a score that is represented as a number based on 100. This indicates the value the school has added on average for their pupils. For further information on how a value added score is calculated for a pupil and how the value added measure is calculated for a school can be found in the value added technical information section of this site.

The value added measures in the current tables take account of prior attainment, which is the biggest single factor affecting pupil results. However, contextual factors which are outside the school's control, such as gender, mobility and levels of deprivation may have a further impact on pupil results, even after allowing for prior attainment. To take these into account requires a more complex model of value added. Such a model is being piloted for value added between Key Stages 2



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and 4 in the 2005 Tables. Some initial trialling with schools has taken place in Autumn 2004: for more information see http://www.standards.dcsf.gov.uk/performance/pat/cva_pilot/?version=1

Interpretation of a school's value added measure

The value added scores are shown as a measure based on 100. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

For KS1 to KS2 value added, a measure of 101 means that on average each of the school's pupils made one term's more progress between KS1 and KS2 than the median - or middle value - for pupils with similar KS1 attainment. Conversely, a score of 99 means that the school's pupils made a term's less progress.

Mainstream Schools

As a guide:

- at KS1 to KS2, for schools with 30 or more pupils in the value added measure, measures of 99.1 to 100.9 represent broadly average performance, while for schools with 50+ pupils, measures of 99.3 to 100.7 are broadly average.

When comparing the measures for two schools a similar effect holds:

- At KS1 to KS2 when comparing schools with cohorts of about 30 pupils, differences of up to 1.3 should not be regarded as significant, while for schools with about 50 pupils, differences up to 1.0 should not be regarded as significant.

As a guide:

- At KS1 to KS2, for special schools with 20 pupils in the value added measure, scores of 98.9 to 100.9 are broadly average.

When comparing the measures for two schools:

- At KS1 to KS2, when comparing special schools with cohorts of about 20 pupils, differences of up to 1.4 should not be regarded as statistically significant.

Value Added Profiles:

By looking at the table below, you can see how the VA measure for a school compares nationally.

Profiles	Percentile
102.1 and above	Top 5% of schools nationally
100.9-102.0	Next 20% of schools nationally
100.3-100.8	Next 15% of schools nationally
99.8-100.2	Middle 20% of schools nationally
99.3-99.7	Next 15% of schools nationally
98.0-99.2	Next 20% of schools nationally
97.9 and below	Bottom 5% of schools nationally