

Pupil Premium Strategy / Self-Evaluation Three Year Plan

1. Summary information					
School	Christ the King Catholic Primary School				
Academic Year	2019-20	Total PP budget	£97,940	Date of most recent PP Review	July2020
	2020-21		£96,280		
Total number of pupils	371	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Oct 20

2. Current attainment			
March 2020 Outcomes	<i>Pupils eligible for PP (CTK)</i>		<i>Pupils not eligible for PP (national average)</i>
	Y2	Y6	
% achieving expected standard or above in reading, writing & maths	27%	56%	
% making expected progress in reading (as measured in the school)	0%	+31%	
% making expected progress in writing (as measured in the school)	+18%	+13%	
% making expected progress in mathematics (as measured in the school)	+18%	+6%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor speech and oral skills on entry
B.	Below expected reading progress
C.	Poor vocabulary / spelling
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Covid-19
E.	Low aspirations resulting in low self-esteem, low parental engagement, poor homework take up and poor attendance.
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
Success criteria	

A.	Investment in WELKOM programme in EYFS and cascade to KS1 improves oral communication and comprehension.	PP pupils meet the ELG for speaking and listening. They achieve the phonics screening in Year 1.
B.	Effective interventions in reading improve progress in fluency and comprehension. Regular diagnostic assessment demonstrates improvements for PP pupils. Strategies include: including phonics assessment, Lexia, pupil conferencing and gap analysis of PIRA tests.	All PP pupils make at least expected progress in relation to their prior attainment in reading.
C.	Effective QFT ensures pre-teaching of vocabulary to aid comprehension. Investment in Read Write Inc and home reading resources to engage and motivate children.	All PP pupils make at least expected progress in relation to their prior attainment in reading and GPS.
D.	CPD focused on recovery curriculum with strong focus on wellbeing and mental health to address the impact of lockdown on children and families; recovery curriculum resources forwarded. CPD - Webinar `Securing Success following lockdown` by Positive Regard Teaching Alliance with emphasis on using Restorative Practice. Follow up CPD in September 2020 to promote resources and support teachers post-lockdown. First two weeks theme `Laudato Si & Me` followed by Maths/Art week. Ongoing focus on mental health and wellbeing through values led curriculum.	All PP pupils are supported post lockdown to mentally engage with learning and, with support as necessary, make at least expected progress in reading, writing and maths.
E.	Investment in wellbeing team to promote pupil independence and resilience, and to work with parents to raise their aspirations for their children. Team include PSW, ESW, ELSA and Rainbows facilitators, Play therapy and nurture. This will promote continued improvements in the following: Increased involvement by pupils in home learning, improved attendance and improved progress in reading.	Attendance improved to 96% for disadvantaged pupils. PP parents attend coffee morning and other events to engage with staff. Progress of PP pupils ensures they are on track for end of year/ phase targets.

5. Review of expenditure				£97,940
Previous Academic Year		2019 - 2020		
i. Quality of teaching for all				
Action	Intended outcome	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

<p>Improve progress in reading and writing for all pupil premium pupils.</p>	<p>Weekly pupil conferencing is targeted at PP pupils.</p>	<p>Year 2 – 11 pupils Of this cohort, none of the 11 pupils were higher attaining at end of EYFS. All pupils made at least expected progress. Early morning intervention does not work well for this year group: parents are not receptive to it; children tire more easily and find it hard to cope with longer days in school. Intensive intervention/conferencing planned closer to SATs did not take place due to Covid-19.</p> <p>Year 6 – 14 pupils Pupils benefitted from regular early morning intervention which had a positive impact on progress in all core subjects.</p> <p>Reading Three pupils made improved (+) progress from KS1 to end of KS2. One pupil attained WTS (was PKF) Two pupils attained GDS (from EXP) Two pupils who had achieved GDS at KS1 also achieved GDS at the end of KS2. Three pupils made less than expected progress; attendance was poor for two pupils who did not achieved as expected. (73.15%, 78.57%).</p> <p>Writing 97.88% of pupils made at least expected progress. Three children made accelerated progress (+) to achieve GDS in writing. One pupil made less than expected progress (attendance 78.57%).</p> <p>Mathematics Four pupils made accelerated progress (+) one WTS to EXP, three GDS from EXP. Two pupils made less than expected progress. Attendance was a barrier for these pupils (73.15%, 78.57%).</p>	<p>Initiatives put in place to improve reading were successful for a significant majority of pupil premium pupils, i.e. early morning interventions in core subjects in Year 6, DEAR (drop everything and read), rich reading diet, Lexia (KS2), pupil conferencing, daily phonics intervention (whole school). This was, based on data outcomes, less successful in KS1.</p> <p>Feedback from Ofsted, teachers and school community indicates that pupils' attitudes to reading and writing has improved. KS2 children left school as more confident readers and writers, many of whom had 'rediscovered' the joy of reading for pleasure!</p> <p>Phonics interventions were implemented daily so that the majority of KS1 and KS2 children who had not secured phase 5 phonics 'caught up'. Following a successful Ofsted, we recognise that the teaching of phonics needs to be more rigorous to prevent children falling behind in future. Read Write Inc training (19/9/2020 and February 2021) will ensure a consistent whole school approach to teaching phonics is implemented.</p> <p>English subject leadership has been further strengthened through coaching and phase leadership; there is a more cohesive approach which links reading and writing across the curriculum. This will be further embedded in 2020-2021.</p> <p>Planned intensive intervention/conferencing for Year 2 will need to be reviewed in light of this year's outcomes. Five of our most vulnerable PP pupils have been allocated BCP laptops to aim to enable them to engage with remote learning more easily should school be locked down again as a result of Covid-19.</p>	<p>£65,000</p>
--	--	--	---	----------------

ii. Targeted support

Action	Intended outcome	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
---------------	-------------------------	---	--	-------------

<p>Improve progress for prior high attaining pupil premium pupils in RW and M</p>	<p>Prior high attaining pupils make at least expected progress.</p>	<p>Year 2 – 11 pupils</p> <p>Of this cohort, no pupils were higher attaining at end of EYFS. All pupils made at least expected progress.</p> <p>Year 6 – 14 pupils</p> <p>Two out of three pupil premium children who had attained GDS in Reading at the end of KS1, also did so at KS2.</p> <p>In writing there were no children who attained GDS at the end of KS1.</p> <p>In mathematics, the only prior high attaining pupil achieved GDS.</p> <p>There were, as noted above, up to four PP pupils who achieved expected standard at the end of KS1 converted to achieve GDS at the end of KS2 (see section 5i).</p>	<p>The interventions and initiatives put in place were generally effective, particularly at the end of KS2. These include early morning interventions, pupil conferencing, daily DEAR, reviewed reading curriculum (pre-teaching, greater emphasis on visual vocabulary, richer reading diet including drama).</p> <p>There have been some historic inconsistencies, particularly regarding acquisition of phonics skills with children achieving the expected standard in reading/writing at KS1 but 'falling behind' by the end of KS2. Commitment to Read Write Inc will enable school leaders to address these further.</p> <p>Power Maths scheme to be introduced Autumn 2020 resulting in a more consistent school wide approach to teaching mathematics.</p> <p>Covid-19 lockdown resulted in limited time to accelerate progress for pupils in some year groups; engagement levels varied according to cohorts. Google Classrooms and IXL learning platforms will be introduced Autumn 2020 to minimise the impact of any future Covid-19 lockdown.</p>	<p>£22,940</p>
---	---	--	---	----------------

iii. Other approaches				
Action	Intended outcome	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
Improve parental engagement for all pupil premium pupils.	<p>Home learning is completed daily to a good standard; this impacts on improved progress in reading, writing and maths.</p> <p>Home learning club provides an opportunity for KS2 pupils to complete home learning tasks on time and use IT equipment.</p> <p>Monitoring of reading homework for PP pupils evidences that all make at least expected progress.</p>	<p>Teaching staff and our pastoral team have been proactive in reaching out to our most vulnerable families.</p> <p>EYFS had a 70% parental response to their phonics workshop and 100% engagement with home reading and parent consultations. In Year 2 there was only a 10% response to parental workshops during 2018-2019. In KS2 10-20% engagement with workshops, 90% with parent consultation meetings.</p> <p>Staff supported pupils who did not read at home by providing opportunities to read in school. This has ensured all children get recognition on our reading race; rewards encourage and motivate pupils to read. Homework class has been a successful strategy in enabling pupils to complete home learning, especially reading and spellings.</p> <p>During COVID-19 PPG and vulnerable pupils have been contacted twice weekly to support access and engagement with remote learning. Eight PPG pupils now have access to IT at home to support remote learning.</p>	<p>Patchwork Parenting – had started and will recommence.</p> <p>Parent workshops – December 2019 – very successful, invited parents into school.</p> <p>Consider after school interventions 2020-2021</p> <p>Ensure that phone calls home are streamlined to reduce parental anxiety – DSL/ SENCo to liaise with class teachers.</p>	£10,000

Improved attendance for pupil premium pupils.	Attendance improved to 96% for disadvantaged pupils (ever 6 and FSM)	Attendance and holidays during term time, especially in May prior to SATs has been a barrier to learning for some PP pupils. Our ESW has referred 3 of our PP families to court proceedings during 2018-2019. Attendance during 2018-2019 improved was just below NA at 95%	We will continue to invest PP funding into ESW work as the ESW monitors attendance of our vulnerable families closely and discussed solutions with families when attendance falls below 95%. Attendance in Autumn 20 will be a priority following 6 months out of normal routine for many – ESW will support PSW.	
---	--	---	---	--

6. Planned expenditure

£96,280

Academic year

2019 - 2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD for peer coaching.	Improved literacy skills of PP pupils. All PP pupils are able to access learning that is matched to their learning needs accurately.	Staff are able to reflect on their practice and professional dialogues enable them to identify their next steps for improved practice. Best practice ensures PP pupils make the same progress as other pupils	SLT cascade coaching and model expectations. Phase leads feedback from team. SLT ensure peer matches promote strength. Regular monitoring by SLT and feedback at termly reviews (virtual and real)	Clare Tickel	Termly

Pedagogy Training	Improved literacy skills of PP pupils due to improved recall of key facts. To enable independent learning.	EEF research in metacognition demonstrates the impact of metacognition strategies on improving QFT and promoting independent learning. Research that mixed ability groups are most effective in promoting self-esteem and peer support between pupils.	Metacognition training involves 3 INSET sessions for staff over two terms followed by regular monitoring by subject leaders and SLT. Rosenshine CPD provides a monitoring schedule for leaders - peer coaching will empower teachers to take control of their goals.	SLT	Termly
Ensure reading is embedded throughout the curriculum	To improve literacy skills of PP pupils ensuring access to a broad and balanced curriculum.	A broad and balanced curriculum offers children rich experiences through which to develop vocabulary and comprehension skills. Reading for reference and pleasure is vital to encourage reading progress. Investment in literature and reading spines that support the curriculum (challenge and values led).	Curriculum launch with Laudato Si & Me in September following Curriculum INSET in July 2020. English leader provides INSET in progression and medium term planning identifies texts and vocabulary. New books to support reading scheme.	Phase leads	Termly

Pre-teaching of vocabulary to aid comprehension.	All PP pupils make at least expected progress in relation to their prior attainment in reading, writing and spelling (GPS).	Improved experience of vocabulary through real experiences, visual images and story increases pupil comprehension and understanding of the world.	INSET led by English lead to model pre-teach strategies; this is monitored by the English lead / SLT. Pedagogy ensures regular recall to embed vocabulary and new knowledge over time.	Kerry O'Sullivan	Termly
Implement Read Write Inc (RWI) phonics scheme	All PP pupils make at least expected progress in relation to their prior attainment in reading, writing and spelling (GPS).	Knowledge of spelling rules aids fluency of reading and will support progress of pupils in learning the allocated word lists for their phase.	Whole school RWI training (September 2020, February 2021) – all teachers and TAs. English lead to support staff with RWI implementation. Leader monitoring and implementation days will evidence impact. Improved progress and regular phonics assessments will evidence impact.	Kerry O'Sullivan	Termly
Total budgeted cost					20, 830

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement Read Write Inc phonics programme for EYFS/KS1 and KS2 pupils.	All pupils will leave KS1 knowing all 42 graphemes and phonemes to read confidently and fluently.	Pupils need to know and be able to apply their phonic knowledge to read and write confidently. Children should not leave KS1 with gaps in their phonic knowledge.	<p>Daily RWI in all KS1 classes and lower KS2. KS2 children will also be assessed and partake in the programme if they need to catch up to accelerate progress. Daily RWI group teaching. Leader monitoring and implementation days will evidence impact. Improved progress and regular phonics assessments will evidence impact.</p> <p>*All groups will contain consistent groups from the same bubbles from autumn 2020.</p>	Kerry O'Sullivan	September 2020 February 2021 Termly reviews – progress/necessary action

Targeted interventions for reading, spelling and phonics following diagnostic assessment.	All PP pupils make at least expected progress in relation to their prior attainment in reading, writing and spelling.	Pupils need a secure foundation in phonics and the spelling rules to make progress. Gaps need to be identified and addressed by effective and time based interventions (regular reviews, based on RWI model).	Phonics assessment September 2020. Termly spelling audits. Morning reading clubs. Early/after school interventions. Daily targeted reading by volunteers. SEND targeted intervention: Lexia intervention Dyslexia friendly approaches/ resources promoted by SENCO; SLT to review use during lessons/interventions. *All groups will contain consistent groups from the same bubbles.	Francesca Perry	Termly
Implement WELKOM programme for EYFS / Y1 pupils.	Improved oral skills and speech of target group. EYFS pupils meet the ELG for speaking and listening. Year 1 pupils achieve the phonics screening standard.	Poor speech and communication skills of PP pupils on entry into EYFS.	WELKOM training for support staff in EYFS and Year 1. SENCO review of impact data each half term initially. *All groups will contain consistent groups from the same bubbles from autumn 2020.	EYFS: Ali Davis Y1: Esther Review: Francesca Perry	Termly
Total budgeted cost					£65,450
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Post Covid-19 lockdown: Recovery curriculum to be implemented.	Impact of Covid-19 lockdown will be realised through recovery curriculum.	Covid-19 impact on families and children is acknowledged to be, potentially, negative. Covid-19 lockdown is reported to have resulted in higher levels of anxiety, poverty, depression, domestic violence, within some families. Schools are in the best position to minimise any negative impact of Covid-19 on children.	September 2020: launch recovery curriculum with theme of Laudato Si & Me, followed by Art/Maths week. Ongoing emphasis on mental health and wellbeing priority through regular PSHE, values based curriculum. Identified PP pupils will also receive support through targeted 'catch up' funding and tutoring funding.	Francesca Perry	Termly
Investment in wellbeing team; Trick Box facilitator, PSW and ESW and parent coffee meetings.	PP parents attend coffee meetings and other events to engage with staff. Progress of PP pupils ensures they are on track for their end of year / phase targets.	Parental engagement is improved and they demonstrate higher aspirations for their children by improved attendance, completed HW	Regular coffee club for PP parents – first Friday on each month. Patchwork Parenting course HW club which parents support. Grandparents invited in and access to Tapestry. TRICK Box mentoring programme to be re-introduced. *Coffee and support groups will be virtual until pandemic is controlled. PSW will meet up to 2 adults in ASC room if SD meeting required.	Marie Hodge Francesca Perry	Termly

Investment in wellbeing team: Rainbows, ELSA, nurture lunch and play therapy.	Pupil's self-esteem is improved and consequently they make improved progress in their learning.	When pupils are emotionally well their engagement with learning is improved. There is improved attendance, completion of HW and improved behaviour.	TRICK Box implemented. Rainbows and Nurture lunch Morning club (gross motor) MOTIONAL tools used to support Trauma. Recovery Curriculum to be implemented. Vocabulary rich environment / book resources investment Visitors to school. Advocate for each PP to support them towards ambitious targets. *Group work may only contain pupils from the same year group bubbles. Review of groups in autumn 2020.	Francesca Perry	Termly
Investment in wellbeing team: PSW and ESW	Attendance improved to 96% for disadvantaged pupils.	Poor attendance linked to low aspirations, home learning issues,	Weekly visits from ESW who monitors all pupils below 95% attendance. ESW meets with families to find solutions. All action logged. PSW works alongside the ESW to meet and greet families each day.	Marie Hodge (PSW) Alyson Hammond-Forge (ESW) Gerry Durrant (admin)	Termly
Total budgeted cost					£10,000
7. Additional detail					

EEF Research on Metacognition and supporting children to being independent learners.

We aim to use the best practice research to

- Ensure use research evidence on best practice for disadvantaged – use data is used to identify tightly focused improvement priorities.
- Staff share a shared language around high expectations – no use of limiting language e.g. bottom group
- Clear rationale for any spending on activities outside of the classroom
- Evaluation and monitoring frameworks ensure adjustments to interventions etc. throughout the year so no surprises
- PP strategy dovetails with school mission and culture.
- Minimise the negative impact of Covid-19 and seek to support children through recovery curriculum/trauma informed approach.

Teachers and TA have completed Rosenshine CPD during lockdown and combine with metacognition to enhance pedagogy.

Wellbeing activities: Recovery Curriculum Activities (COVID-19) include journaling, literature to support mental health and wellbeing including stories for KS1 and KS2, curriculum designed to draw on values to promote wellbeing, conversation starters to support pupils coming to terms with the pandemic and how it affected their family.

Other wellbeing activities include: ELSA, Rainbows, nurture lunch, TRICK Box, play therapy, PSW support for families, individual and small group tuition, HW support, readers to listen daily, Advocates, coffee clubs for parents, Patchwork parenting programme, TRICK Box review - children to become Trick Box mentors.

Academic: SLT pupil progress meeting with each PP pupil – listen to them read half termly, Lexia intervention, WELKOM, interventions, Recovery curriculum.

School culture: PP discussed at every staff meeting – what are we doing about our disadvantaged pupils – raise aspirations. Support staff to access 'Securing Success following lockdown' (July and September 2020) and follow up discussion. Focus and promote language of support with children's challenging behaviour being recognised as a means of communication for children rather than individuals being difficult. Link to Catholic Social Teaching and values based curriculum.

Raise aspirations for pupils and parents – SHINE £1000, visitors to talk

Regular coffee morning – target SEND / PP with support for parents – MH and DJ, Jo M

