

# Pupil premium strategy statement: Christ the King Catholic Primary School

1. Summary information					
<b>School</b>	Christ the King Catholic Primary School, Bournemouth				
<b>Academic Year</b>	2016 / 17	<b>Total PP budget</b>	£88,900.00	<b>Date of most recent PP Review</b>	Dec 2016
<b>Total number of pupils</b>	312	<b>Number of pupils eligible for PP</b>	72	<b>Date for next internal review of this strategy</b>	Feb 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	40%	48% (53%)
<b>% making progress in reading</b>	Above Government Floor Expectations (-5) -2.8	Awaiting National Data
<b>% making progress in writing</b>	Above Government Floor Expectations (-7) -0.7 In line with National	Awaiting National Data
<b>% making progress in maths</b>	Above Government Floor Expectations (-5) -3.2	Awaiting National Data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Home learning take up of pupils eligible for PP is lower than other groups. This slows progress in basic skills (reading and number facts).
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Behaviour issues for a small group of pupils (PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils read daily and practise number facts daily.	Pupils eligible for PP read daily and progress is accelerated through the reading scheme – evidenced by formative and summative assessment. All children making good progress to reach their targets.
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high achievers make as much progress as 'other' pupils identified as high achievers, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the Catholic and Anglican Schools Trust (CAST).
<b>C.</b>	Behavioural issues of few pupils addressed.	Fewer behaviour incidents recorded for these pupils and they consequently have improved progress.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96%.

5. Planned expenditure					
Academic year	2016/17				
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 basic skills for all pupils	<p>Staff coaching in KS2 in quality first teaching of basic skills.</p> <p>Best practice visits to outstanding school KS1 and KS2.</p> <p>Staff training on high quality feedback.</p> <p>Purchase training in Bug Club (Sept 2016)</p> <p>Reading training in skills Basics (Jan 2017)</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Ref: Ofsted's 2014 report on pupil premium NFER report on supporting the attainment of disadvantaged pupils.</p>	<p>Coaching programme selected using evidence of effectiveness. (Outstanding Ofsted and sustaining performance in top 5-10% nationally) Use INSET days to deliver training. Class drop ins follow up targets set by coaches weekly. Fortnightly book scrutiny in teams. Planning ensures provision meets the needs of all abilities. Lessons from training embedded in school policy.</p>	Deputy HT	Jan 2017
B. Improved progress for high attaining pupils	<p>CPD on providing stretch for high attaining pupils.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in RWM. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	Deputy HT	Jan 2017
<b>Total budgeted cost</b>					£40,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved basic skills for PP pupils B. Improved progress for high attaining pupils	Pupil conferencing in Year 2 to KS2.	Pupil conferencing ensures that the pupil is more involved in their learning and understands their next steps. It ensures targets are matched to the child's learning needs. Evidence in school (Year 6 progress in writing 2016 is -0.7 which is in line with the national) shows that it has a positive impact on accelerating pupil progress.(80% PP achieved ARE compared to 67% 'other' pupils in summer 2016). This is +1% above the national %PP reaching ARE (79%).	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Deputy HT	Jan 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons. Release for class teachers for pupil conferencing weekly.	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. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Deputy HT	Jan 2017
<b>Total budgeted cost</b>					£29,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Problem behaviour in KS2 addressed	Identify a targeted behaviour intervention for identified students. Use PSW to engage with parents before intervention begins. Employ Play Therapist to train staff and work directly	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. Linked to behaviour policy. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  Observation of lunchtime nurture	SENCO	Feb 2017

	<p>with pupils 1:1 and in small groups.          Develop restorative approaches and focus on positive behaviours.          Lunchtime nurture support targets specific support.          Train 2 more ELSA staff.</p>		<p>group/ playtimes and class support by PSW.          Regular supervision meetings for inclusion team led by SENCo.</p>		
D. Increased attendance rates	<p>Part time family support worker employed to monitor pupils and follow up quickly on absences.          First day response provision. Full time pastoral support worker follows up PA absences.</p>	<p>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.</p>	<p>Pastoral support worker and office manager brief family support worker about existing absence issues.          Family support worker, PSW, head, office manager, etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	Headteacher	Feb 2017
<b>Total budgeted cost</b>					£20,000

6. Review of expenditure																																							
Previous Academic Year	2015 / 16	Total PP Budget	£85,800	Number of pupils eligible for PP	66 pupils / 341 NOR																																		
<b>i. Quality of teaching for all</b>																																							
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																																		
To raise standards in reading, writing and maths for PP pupils.	Increased staffing increases capacity to target barriers to learning including one to one inclusion TAs, nurture staff, pastoral staff and intervention teachers.	<table border="1"> <thead> <tr> <th>Subject</th> <th>PP or ALL</th> <th>Baseline</th> <th>End of Year</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>ALL</td> <td>13.1</td> <td>15.7</td> <td>+2.8</td> </tr> <tr> <td>Writing</td> <td>PP</td> <td>13.3</td> <td>16.1</td> <td>+2.8</td> </tr> <tr> <td>Reading</td> <td>ALL</td> <td>13.4</td> <td>16.1</td> <td>+2.7</td> </tr> <tr> <td>Reading</td> <td>PP</td> <td>13.7</td> <td>16.1</td> <td>+2.6</td> </tr> <tr> <td>Maths</td> <td>ALL</td> <td>13.2</td> <td>15.9</td> <td>+2.9</td> </tr> <tr> <td>Maths</td> <td>PP</td> <td>13.7</td> <td>16.3</td> <td>+2.7</td> </tr> </tbody> </table> <p>Whole school data for 2015-16 indicates that PP pupils make progress broadly in line with non PP pupils. PP attainment at end of each phase is generally in line with PP performance nationally.</p> <p>Interventions in YR through to Y6 have supported the progress of the majority of pupils either in their learning or emotional well-being, thus improving their readiness to learn.</p> <p>1:1 tuition for pupils in Year 6 and Year 2 in Maths and English skills before and after school supported progress and improved attainment of pupils in writing and maths.</p> <p>The PPG has funded two trained intervention teachers who delivered basic skills in maths and phonics in EYFS, KS1 and KS2. Teacher intervention has accelerated the progress of pupils across KS1 demonstrated by 82% Year 1 pupils reaching the Phonics threshold.</p> <p>SENCo dedicated time enabled early identification of needs: referrals to Educational Psychologist made for pupils in Year 1 and Year 2 for additional assessments.</p> <p>The SENCo was released from class commitments for 2.5 days to facilitate the monitoring and tracking of vulnerable pupils eligible for PP</p> <p>Attendance of PP improved with the exception of 15 pupils – these pupils are targeted by the family support worker and their attendance is monitored.</p>	Subject	PP or ALL	Baseline	End of Year	Progress	Writing	ALL	13.1	15.7	+2.8	Writing	PP	13.3	16.1	+2.8	Reading	ALL	13.4	16.1	+2.7	Reading	PP	13.7	16.1	+2.6	Maths	ALL	13.2	15.9	+2.9	Maths	PP	13.7	16.3	+2.7	<p>Triangulation of attendance evidence between headteacher, office manager and family support worker. Track attendance half termly against impact of interventions.</p> <p>Funding will be re-invested to support pupil conferencing and intervention of pupils to diminish the gap in progress between PP pupils and 'other' pupils.</p>	£70,000
Subject	PP or ALL	Baseline	End of Year	Progress																																			
Writing	ALL	13.1	15.7	+2.8																																			
Writing	PP	13.3	16.1	+2.8																																			
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Reading	PP	13.7	16.1	+2.6																																			
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Staff are skilled in managing challenging behaviour and strategies for intervention.	Training for inclusion team and class teachers of most challenging pupils.	Inclusion staff and teachers have received specialist training in SEND and emotional literacy which they have used to develop the provision available for the pupils. Reduction in the number of fixed term exclusions from February 2016. Improved recording of incidences to enable whole school tracking of incidences.	Training impacted positively on inclusion staff and class teachers directly involved in training. Continued funding will need to cascade the training to all teachers and TAs to sustain the approach into the next academic year.	£2,345
Fine Motor and gross motor skills are targeted daily and improve written communication skills.	Morning Club	Daily targeted activities for gross and fine motor skills improve the child's readiness to learn. Improvements in handwriting and presentation of work. Evidenced by successful monitoring of pupils work.	Follow up activities in class and advice to parents.	£5,000
Resources support learning for PP pupils.	Nurture Group Resources Inclusion Resources Loan laptops for PP pupil Reading Resources 20% of Bug Club	Additional resources to enhance learning opportunities and provide challenge for more able pupils – IT resources , reading books, emotional literacy and SEND resources, Laptops available for loan for Year 6 PP pupils.  PP pupils have equal access to IT equipment to support home learning via successful morning IT club. One pupil loaned a lap top for use at home, including access to eReading resource 'Bug Club'	Continue to fund resources for equal access to learning.	£2,144
Behaviour of PP pupils is not a barrier to learning attitudes and progress.	Play therapy sessions for pupils and their parents. Nurture and lunchtime nurture. Supernumery SENCo	Inclusion staff have supported children with emotional and welfare issues that pose a barrier to learning and progress, e.g. lunchtime nurture, afternoon nurture and ELSA relaxation club – all supported the inclusion of children and maintaining a 'just right state' for learning.  Specialist outreach provision and training – support the emotional needs of children who are not accessing their learning, e.g. Play therapy and Just Right State training for pupils and parents, specialist training for inclusion TAs and Nurture staff.	Review the number of play therapy sessions available to pupils already on programme to ensure more access to KS1 and lower KS2 pupils. This will ensure earlier preventative therapy.	£2,349

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils have equal access to extra-curricular activities, school trips and have appropriate school uniform.	Subsidy for trips / music tuition / extra-curricular clubs / breakfast club and school uniform.	Equality of access to all school activities so that no child is disadvantaged financially. 4 pupils access after school activities (dance clubs for Year 1 pupil and guitar tuition), 10 access lunchtime clubs, 3 pupils access to breakfast club  100% PP pupils benefit from subsidy to school trips including residential trips in Year 5 & Year 6.  Uniform Grant for parents in receipt of Free School Meals. 100% PP pupils take up of uniform grant.		£2,550





<b>Pupil Premium</b>	10	40%	66%	-26%	8	50%	71%	-21%	5	60%	78%	-18%
<b>Other pupils</b>	20	75%	81%	-6%	18	61%	84%	-23%	21	62%	78%	-16%
<b>School Gap</b>		-35%	-15%	-20		-11%	-13%	+2		-2%	0	-2

**Analysis:**

**In school comparison**

RWM: The gap between disadvantaged and other pupils has reduced.

The gap between disadvantaged and other pupils is significantly reduced. Disadvantaged pupils are outperforming other pupils in maths and writing. It is minimal in SPaG. There is a significant gap between groups in reading. This reduced in 2015 but the gap is still evident. The school has reviewed their provision for reading as a strategic response to this gap and interventions are in place to address it. The school is working hard to engage the parents of pupil premium pupils to support home learning, especially reading.

**Comparison with national progress**

The gap between the school and the national is closing in writing. In 2015 there were significant improvements in maths, reading and writing closing the gap between the school and the national. In reading in 2015 the school outperformed the national. The difference in SPaG is closing slowly.