
Christ the King Catholic Primary School Pupil Premium Strategy Statement 2017-18

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

1. Summary information					
Academic Year	2017/18	Total PP budget	£91,080	Date of most recent PP Review	
Total number of pupils	309	Number of pupils eligible for PP	69	Date for next internal review of this strategy	

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
44	25	3	2

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	34	6	2	1	
Year 5	40	5	5		1
Year 4	52	7	8		
Year 3	48	6	2		1
Year 2	49	7	5	1	
Year 1	33	7	1		1
Reception	53	6	0		
Total	309	44	25	2	3

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	58% (12)	75%	67%
% achieving expected standard or above in reading	67%	82%	77%
% achieving expected standard or above in writing	67%	86%	81%
% achieving expected standard or above in maths	67%	89%	80%
Progress score in Reading	-2.7	-1.4	0.3
Progress score in Mathematics	-3.8	1.5	0.2
Progress score in Writing	-3.4	0.2	0.1
% achieving expected standard or above in reading at KS1	29% (7)	89%	79%
% achieving expected standard or above in writing at KS1	29%	82%	72%
% achieving expected standard or above in maths at KS1	29%	84%	78%

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. Parental engagement e.g. supporting home learning.

B. PP pupils with complex SEN needs distort our data.

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

C. Low attendance.

D. Safeguarding concerns and involvement with external agencies.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve parental engagement for all Pupil Premium pupils.	Home learning is completed daily to a good standard; this impacts on improved progress in reading, writing and maths.
B.	Increase rate of progress for PP SEN (23% of PP pupils have SEN)	EHCPs in place for 6 identified children (9%) Weekly SENSS tutoring for dyslexic PP pupils.
C.	Increase rate of progress for PP boys (47% of PP are boys).	Attainment gap between boys and girls is closed. Curriculum meets the needs of boys. Weekly pupil conferencing.
D.	Increased attendance for Pupil Premium pupils.	Attendance improved to 96%

5. Planned expenditure				
Academic year	2017/18			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved progress for able PP maths in KS2. 2 targeted dyslexic PP pupils in Year 6 achieve ARE in reading and writing.	SENSS teacher: Assessments for dyslexic children and devise learning programmes for dyslexia traits. Able maths tuition in upper KS2 Experienced Year 6 teacher conferencing PP pupils in writing (summer 2018)	2-17 data showed a gap between for able maths and SEN pupils. Target 8 PP pupil in KS2. There is a significant gap between boys/ PP pupils compared to girls /other pupils.	SENCo will meet with SENSS teacher weekly and lead the follow up programmes with the pupils. Maths leader monitor progress of able maths pupils.	Fran Perry
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£6,912
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

<p>Improve KS1 % of PP pupils achieving national standard in phonics.</p> <p>Narrow the gap between boys PP and SEN PP compared to girls and non SEN PP.</p>	<p>Fischer Family Trust Wave 3 Literacy Intervention</p> <p>1:1 pupil conferencing led by class teachers and external Year 6 teacher.</p> <p>Before and after school tuition.</p>	<p>43% of disadvantaged pupils achieved the phonics standard at the end of KS1.</p> <p>Boys and SEN PP pupils perform lower than girls and non-SEN PP pupils.</p>	<p>SENCo line manages lead practitioner (Leanne Reeks) to monitor progress.</p>	<p>Fran Perry</p>
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £16,892.50

c. 1-1 Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>100% pupils are engaged in their learning within the class and at play times they manage their friendships well.</p>	<p>Pastoral Support Worker and ELSA team provide regular sessions for PP pupils with identified need.</p> <p>ELSA provision increased to meet need (3 trained staff).</p> <p>Nurture lunch provision</p>	<p>My Concern evidence and welfare needs of PP group is higher than for non-P pupils. Social and emotional impact on pupil engagement in class learning.</p>	<p>SENCo timetabled ELSA discreetly and each training ELSA has supervision for their case load.</p>	<p>Fran Perry</p>

Outcomes of Mid-Year Review:

Total Planned Expenditure: £21,890

d. Group Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved progress for targeted pupils.	First Class at Number and Success at Number Interventions Inference Reading Intervention Adventure Club Fit for Life Club Before and after school intervention – Year 6 Easter holiday SATs club	Identified gap in progress and attainment for these pupils (mostly boys) compared to 'Other' pupils.	SENCo line manages lead practitioners (Kerry O'Sullivan) to monitor progress.	Fran Perry
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£16,892.50
e. Group Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
100% pupils are engaged in their learning within the class and at play times they manage their friendships well.	Rainbows counselling sessions are run weekly (4 staff members trained)	Bereavement and family splits have an impact on learning engagement – Pupils enrolled in the programme. Social and emotional needs impact on pupil engagement in class learning.	Weekly supervision and review with headteacher.	Lynn Fitt / Nicola Evans
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£21,890

f. Learning Resources				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Resources match the needs of the school.	SENSS resources Think Good/ Feel Good resource IT software: Dragon Dictation Boot racks and all weather overalls for outdoor learning in KS1 and KS2.	PP loan system for PP pupils has previously been successful at ensuring pupils can manage home learning requirements. Outdoor kit is required to capitalise on learning outdoors in all weathers.	SENCo monitors resources for SEND pupils. Curriculum leader ensures there are resources to impact on boys access to learning.	Fran Perry Gerry Christopher
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£500
g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Staff have the necessary skills and knowledge to lead interventions.	Think Good / Feel Good training – Inclusion team IT training for staff. ASD training.	All staff delivering interventions must be trained.	Deputy is lead CPD coordinator.	Fran Perry
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£3,500
h. Enrichment/Raising Aspirations				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Able PP pupils achieve GDS – they are encouraged to enter grammar streams at secondary schools.	SHINE programme – 8 PP able pupils attend SHINE at local public school. One member of CTK staff attends the weekly sessions.	Raising aspirations is a key part of our school mission and vision for our pupils.	Head and deputy both attend half termly review meetings. Data is scrutinised for this group.	Fran Perry
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£1000
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Economic circumstances are not a barrier to learning and achievement.	Before and after school tuition Easter learning club Subsidy for trips / uniform grant / extra-curricular clubs Classic Eyes specialist screening	Equality for all is a key part of our mission and vision for our pupils.	Head teacher meets with DSL team and ESW on a regular basis. Deputy liaises with Y6 team and identifies pupils for extra tuition. Pupil data is tracked by class teachers and SLT.	Fran Perry Clare Tickel
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£4,512
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

<p>Improved engagement with PP parents. Engage parents with appropriate support.</p> <p>Improved attendance of PP pupils to 96%</p>	<p>Parent coffee mornings led by PSW and involving external agencies, e.g. ASD and sleep specialists give information. PSW sign post parents to specialist parenting and SEN support.</p> <p>ESW employed weekly (0.1FTE) to monitor attendance and implement action to address non-attendance.</p>	<p>The aim is to close the gap between the attendance of PP and non PP pupils.</p>	<p>Deputy line manages PSW. Gerry Christopher works with PSW to ensure coffee mornings are welcoming. ESW meetings with Headteacher to review attendance each month.</p>	<p>Clare Tickel Fran Perry</p>
<p>Outcomes of Mid-Year Review:</p>				
				<p>Total Planned Expenditure: £N/A Absorbed in above costs.</p>

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.