

Pupil Premium Impact Statement: Christ the King Catholic Primary School

1. Summary information			
School	Christ the King Catholic Primary School, Bournemouth		
Academic Year	2016 / 17	Total PP budget	£88,900.00
Total number of pupils	312	Number of pupils eligible for PP	72

2.1 Attainment 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	58% (+18%)	70% (+25%)
% making progress in reading	67% (+27%)	82% (+22%)
% making progress in writing	67% (-13%)	86% (+16%)
% making progress in maths	67% (+7%)	89% (+39%)

2.2. Attainment Summary 2017			
EYFS Data			
	Disadvantaged	Other	
Christ the King	GLD 75% (88%)	GLD 81% (78%)	
Bournemouth	GLD 66%	GLD 77%	
EAST CAST	GLD %	GLD %	
National	GLD n/a	GLD n/a%	
Phonics Result			
	Disadvantaged	Other	
Christ the King	80% (50%)	82% (87%)	
Bournemouth	71%	86%	
EAST CAST	%	%	
National 2016 provisional	70%	83%	
Phonics End of KS1			
	Disadvantaged	Other	
Christ the King	43% (94%)	91% (87%)	
Bournemouth	83%	93%	
EAST CAST	%	%	
National 2016 provisional	86%	93%	

KS1 Attainment – Teacher Assessments Disadvantaged

	RWM		Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Christ the King	14%	0%	29%	0%	29%	0%	29%	0%
	(-51%)	(+0%)	(-42%)	(+0%)	(-42%)	(+0%)	(-42%)	(+0%)
Bournemouth	46%	5%	58%	17%	51%	9%	61%	11%
East CAST			%		%		%	
National	49%	5%	63%	14%	54%	8%	62%	11%

KS1 Attainment – Teacher Assessments Other

	RWM		Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Christ the King	82%	29%	89%	47%	82%	33%	84%	36%
	(+20%)	(+26%)	(+22%)	(+26%)	(+18%)	(+25%)	(+10%)	(+33%)
Bournemouth	68%	31%	79%	31%	71%	19%	80%	27%
East CAST			%		%		%	
National	67%	28%	79%	28%	72%	18%	78%	23%

KS2 Attainment Disadvantaged

	RWM		Reading		Writing		GPS		Maths		Science	
	EXS	High	EXS	High	EXS	GDS	EXS	High	EXS	High	EXS	High
Christ the King	58%	8%	67%	17%	67%	8% (-12%)	83%	25%	67%	17%		
	(+18%)	(+8%)	(+27%)	(+17%)	(-13%)		(+23%)	(+25%)	(+7%)	(-3%)		
Bournemouth	50%	5%	59%	16%	70%	11%	66%	24%	66%	15%		
East CAST			%		%		%		%			
National	47%	4%	59%	14%	66%	10%	66%	21%	63%	13%		

KS2 Attainment Other

	RWM		Reading		Writing		GPS		Maths		Science	
	EXS	High	EXS	High	EXS	GDS	EXS	High	EXS	High	EXS	High
Christ the King	75%	7%	82%	21%	86%	18%	89%	43%	89%	25%		
	(+25%)	(+2%)	(+22%)	(+1%)	(+16%)	(+3%)	(+24%)	(+18%)	(+39%)	(+10%)		
Bournemouth	68%	12%	75%	29%	83%	26%	81%	39%	80%	26%		
East CAST			%		%		%		%			
National	67%	11%	77%	29%	81%	21%	81%	35%	80%	27%		

2. Desired outcomes				
	Desired outcomes	Success criteria	RAG Rate	Comments
A.	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.		Reading races and awards have significantly motivated all pupils to read daily. Pupil Premium pupils are targeted by support staff to ensure they read daily.
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).		Key Stage 2: 8% of PP pupils achieved GDS at KS2 (+8%) 17% achieved GDS in reading (+17%) 8% achieved GDS in writing (-12%) 25% achieved GDS in GPS (+25%) 17% achieved GDS in maths (-3%)
C.	Behavioural issues of few pupils addressed.	Fewer behaviour incidents recorded for these pupils and they consequently have improved progress.		High expectations for behaviour are well established throughout the school and low level disruption is dealt with swiftly.
D.	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%.		PP 94.8% / whole school 96% PP PAs in half term 1 =14/39 in half term 6 = 11/25

3. Planned expenditure 2016/17				
i. Quality of teaching for all				Total budgeted cost: £40,000
Desired outcome	Chosen action / approach	Success Criteria	RAG Rate	Comments
A. Improved basic skills for all pupils	Staff coaching in KS2 in quality first teaching of basic skills. Best practice visits to outstanding school KS1 and KS2. Staff training on high quality feedback. Purchase training in Bug Club (Sept 2016) Reading training in skills Basics (Jan 2017)	Teaching and learning is good in basic skills. Pupil progress in basic skills is accelerated as evidenced by improved attainment and progress at end of each phase (Year R/ Year 1 / Year 2 and Year 4)		Coaching programme is embedded throughout Key Stage 2 and consequently the quality of teaching and learning is good. Key Stage 1 staff teach English including phonics consistently across Year 1 and Year 2. Staff absence in Years 1 and 2 impacted on the consistency of marking and pupil feedback evidence in the work books. Bug Club rolled out for use in class and to support home learning. Whole class teaching of reading successfully implemented Year 2-Year 6.
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Regular scrutiny of work and challenge.	Higher attaining pupils achieve greater depth at end of each phase.		EYFS: 75% PP pupils achieved a GLD Year 1 Phonics: 80% Key Stage 1: 14% Key Stage 2: 58%
ii. Targeted support				Total budgeted cost: £29,000
Desired outcome	Chosen action/approach	Success Criteria	RAG Rate	Comments
A. Improved basic skills for PP pupils	Pupil conferencing in Year 2 to KS2.	Regular gap analysis as a result of summative assessment, formative assessment and pupil conferencing ensures pupils make accelerated progress.		Pupil conferencing ensures that the pupil is more involved in their learning and understands their next steps. Targets are matched to the child's learning needs. Pupils' prior attainment at EYFS and Key Stage 1 is used to set challenging targets for the end of Key Stage 2. The majority of PP pupils without SEN make good and accelerated progress in RWM. A few pupils have not made the expected progress and these pupils are targeted for additional intervention before or after school.
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 in RWM.	More able pupils make accelerated progress in RWM		Extra targeted support is directed to ensure more able pupils meet their targets. Small group interventions with highly qualified staff have been shown to be effective. The SENCo closely monitors the effectiveness and impact of all interventions. 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. with some 'aspiration' interventions such as talks from successful former pupils

iv. Other approaches			Total budgeted cost: £20,000	
Desired outcome	Chosen action/approach	Success Criteria		
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 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.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils		<p>Identification of target pupils is fair, transparent and properly recorded. Linked to behaviour policy. Monitored behaviour shows that improvements in behaviour translate into improved attainment and progress.</p> <p>Lunchtime nurture group/ playtimes and class support by PSW and inclusion TA. Regular supervision meetings for inclusion team led by SENCo have impacted on improved playtime behaviour.</p> <p>The number of exclusions reduced during 2016-2017 – total of 3 sessions.</p> <p>The school Behaviour Policy is consistently implemented across the school and attitudes to learning are consistently good. Ofsted 2017.</p>
D. Increased attendance rates	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.	Attendance for whole school is targeted at 96%. % Persistent absences reduced. The gap between PP and other pupil attendance is closed.		<p>Pastoral support worker and office manager work closely with the family support worker to address and improve attendance.</p> <p>Family support worker, PSW, head and office manager collaborate to ensure that attendance of all groups is monitored carefully and non-attendance is managed proactively. As a result attendance is above the national average.</p>