

Pupil premium strategy statement: Christ the King Catholic Voluntary Academy



1. Summary information					
School	Christ the King Catholic Primary School				
Academic Year	2019/2020	Total PP budget	£37940	Date of most recent PP Review	n/a
Total number of pupils	221	Number of pupils eligible for PP	33	Date for next internal review of this strategy	November 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language and written skills are lower. Use of sentence structure and vocabulary impacts detrimentally on pupil progress.
B.	Inconsistent attainment across the three areas of learning impacts on the combined expected/Greater Depth attainment of Pupil Premium pupils both in KS1 and KS2
C.	A range of social and emotional issues are hindering the progress of many of our pupil premium pupils
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
A	Poor attendance and poor punctuality causes PP pupils to fall behind and their inconsistent attendance has a negative effect on the subsequent impact of interventions being used

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close the language gap across the whole school so that improved oral language enables pupils to better access the curriculum in subsequent years	Pupils eligible make good progress so that by the end of the year an increasing proportion of pupils eligible for PP meet age related expectations with regard to language and communication.

B.	An increase in combined attainment at expected/greater depth for Pupil Premium pupils	Increase the proportion of PP pupils who achieve the combined ARE expected at the end of Key Stage 1 and Key Stage 2. Increase the proportion of PP pupils who achieve the combined ARE greater depth at the end of Key Stage 1 and Key Stage 2
C.	C. Support pupils and their parents experiencing social and emotional issues so that pupils have an improved sense of mental wellbeing which in turn impacts on their attitude and capacity for learning.	Pupils feel listened to and supported in a safe environment. Appropriate targets are set to support their emotional well-being and development to secure progress
D.	D. Improve the attendance of PP pupils Improve the punctuality of all pupils but particularly PP pupils to ensure they are in school on time	Reduce the level of persistent absentees and late arrival among Pupil Premium pupils.

4. Planned expenditure					
Academic year		2019/2020			
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 oral language and written skills across the school	Referral to Speech and Language Team (SALT) leading to personalised programmes of support for identified pupils in EYFS and Year 1 Focus on developing tier 3 vocabulary across all subjects More focussed use of the school library to encourage a love of reading to extend vocabulary across the	Early identification, appropriate interventions and referrals will ensure that children make good progress and make expected progress. Interventions can then be tailored to the children's needs and staff have clear strategies and targets to work towards. Reading Data across the school continues to highlight the understanding of vocabulary as a key area for development. Sentence structure and non-negotiable writing skills continue as a priority.	SENCO/Literacy lead will collect data and monitor the impact of the interventions on pupil progress Are the gaps narrowing? Monitor the focussed use of the school library to support and enhance curriculum development Monitor planning and classroom environments to ensure vocabulary is being embedded into topic planning via knowledge mats across the curriculum to deepen pupil's awareness and understanding of tier 3 vocabulary. Monitor writing to ensure that Take 5 is being used consistently.	SENCO EYFS Phase Leader English Subject Leader	February 2020

	Curriculum. Use Take 5 to model and extend children's writing skills. Implement training for staff to deliver interventions identified in provision map successfully. Use as many different opportunities as possible to encourage parents into school.				
Accelerate the progress of disadvantaged pupils to secure improved combined outcomes at the end of KS1 & KS2	Increase the use of 1:1 tuition in Key Stage 2 to focus on identified pupils in Year 5 and Year 6 to secure combined attainment. Continue to run Maths Club and Reflective Readers Club for identified pupils in Year 6. Review of class provision maps to reflect the provision for all groups of learners to maximise progress for all pupils. Review the homework policy in line with the curriculum so that learning is maximised.	1:1 tuition has been effective and will be used where appropriate to accelerate progress of identified pupils Reading club for KS2 and KS1 to focus on discussion and comprehension skills. Support will be provided by the SENCO to support staff to get better at making the curriculum accessible to our most vulnerable pupils. Lack of engagement with homework by some children was seen as a significant barrier to progress. SENCO to ensure that PP children who are SEN have an assessment system in place that will show progress.	1:1 tuition to be delivered by teachers to the children who would benefit from these interventions to maximise pupil progress .SENCO to monitor the quality of the delivery of the intervention to ensure it is having high enough impact on the progress of the identified pupils Close monitoring by SLT and English and Mathematics Subject Leaders of the impact of AfL on quality first teaching SENCO to monitor interventions closely to ensure provision maps, planning and teaching are meeting Cognition and Learning needs of our vulnerable pupils.	SENCO SLT Literacy Lead	May 2020
C. Support pupils and their parents experiencing social	Continue to prioritise Resilience throughout school. Use Adventure	To ensure pupils have access to specialist programmes/personnel which support their emotional well-being	Ensure provision maps are meeting social and emotional needs SENCO to support target setting and monitor	SENCO	July 2020

<p>and emotional issues so that pupils have an improved sense of mental well-being, which in turn impacts on their attitude and capacity for learning</p>	<p>Unlocked / Gardening / Outdoor learning to promote resilience, positive learning environments. Identified Teaching Assistants to deliver interventions – Lego Therapy/Play Therapy Involve outside agencies.</p>	<p>thereby giving them the best opportunity to make progress.</p>	<p>progress SENCO to liaise with appropriate outside agencies Swift referral of new cases to external agencies</p>		
<p>Total Estimated Budget</p>					<p>£28 000</p>

ii. Targeted support					
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?
Increased attendance rates.	Focus on supporting identified Pupil Premium pupils and their families in Key Stage 2 who are persistent absentees .To work closely with the families of those pupils who are persistently absent or late particularly in Key Stage 2	Poor punctuality and attendance impacts on the start of the day for our most vulnerable pupils.	Monitor weekly the attendance of pupil premium pupils and follow up pupil absence daily with structured conversations with the parents of pupils causing concern.	HT/Office staff	Ongoing
Homework meets the needs of the children.	Results of staff, pupil and parent questionnaire are analysed and homework policy is reviewed.	Homework is in line with curriculum expectations and is targeted to support areas of need.	Staff to monitor impact of homework. Set up homework clubs.	SENCO	January 2020
Total estimated Costs					£6000

iii. Other Approaches					
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?
Low levels of parental involvement Closed mindset. Lack of independence. Poor home environment.	Additional meetings with parents. • Improved communication links with weekly phone calls. • Growth Mindset ethos, displays, assemblies and lessons throughout school. 1:1 work for targeted parent and child. Home –school link books. Targeted pupils will be allowed additional resources to take home.	Low attendance at Parent Curriculum meetings. Parents are not listening to their children reading. Some parents need support in helping their children with comprehension and grammar skills.	Parent dialogue will improve. Better communication will allow feedback to promote encouragement and resilience. Class Independent Learning Skills booklets will show how children are becoming more independent.	SENCO/HT	July 2020
Total Estimated budgeted cost					£3000

