



# Pupil premium strategy statement: Christ the King Catholic Voluntary Academy

1. Summary information					
School	Christ the King Catholic Primary School				
Academic Year	2018/19	Total PP budget	£31520	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	24	Date for next internal review of this strategy	2019

2. 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> )	
A.	Talk for Writing
B.	Language skills
C.	Poor reading skills (comprehension)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
A	Poor home learning environment and socio-economic factors
B	Attendance

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for eligible pupils from Reception to Year 6	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year The gap between attainment and progress of pupil premium children and other children will have narrowed.

<b>B.</b>	Increase the progress of those eligible for PP in reading comprehension across Key Stage 2 but particularly in Lower Key Stage 2.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across Year 3 and Year 4.
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4. Planned expenditure					
Academic year		2018/2019			
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?
Improve the rate of progress for eligible pupils in KS1	Teaching assistant to deliver specific targeted interventions with small groups / one to one. Staff will ensure quality first teaching across the Phase.	Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place.	SENco to monitor quality of provision and progress of children.	SLT EY phase leader	June 2019
Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in reading and writing.	Increase TA and teacher focus on the reading / comprehension pedagogy.	Training from SIP. Better feedback	KS1 Teaching and Learning Review in February. Progress meetings with team leader. Implementation of Achievement books. Teachers will ensure that CPD through weekly observation.	JC HC GM	Feb 2019
Ensure that PP girls make as much progress as PP boys especially in Numeracy.	Improve the opportunities for mathematics CPD. Increase the opportunities for application of mathematics across the curriculum.	Additional opportunities to apply mastery mathematics learning across the curriculum. Additional high quality CPD for staff in mathematics	Key driver for our School Improvement Plan (SIP) and incorporates all reporting mechanisms	SLT	April 2019
Increase the progress of those eligible for PP in writing across Key Stage	Increase TA and teacher focus on the writing pedagogy .	.Use of Take 5 and focussed one to one support.	Progress meetings, Achievement books. Targeted support.	GM/HC	July 2019

2 but particularly in Lower Key Stage 2.					
<b>Total budgeted cost</b>					£26537.35

<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>
Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.	Ensure that children are challenged in covering non negotiable skills (DT and Art). Target feedback for higher able pupils as a key strategy to be used by teachers.	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as spelling and introduce the new spelling programme across Year 2. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.	Increased % of children on track and above track in end of year assessments (based on o'track) will be monitored through ½ termly pupil progress meetings.  TAs will be focussed on intervention only.	HC VG	Feb 2019
Ensure that PP girls make as much progress as PP boys and both make more progress than their peers in mathematics across Key Stage 2.	Ensure Quality First teaching.	Use Achievement books to target support and ensure good record keeping as this will ensure progression in learning.	Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	SLT	Half Termly
<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>
Improve the rate of attainment at Key Stage 1 by improving access to teacher led wider opportunities.	Improve the range of after school activities and additional visits for eligible pupils to inspire writing,	School has demonstrated through partnerships with cluster schools wider opportunities have an impact on learning.	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year	Class teachers, SLT	Half termly

	reading and maths application of basic skills				
Increase the rate of attendance for those eligible for the grant.	Monitor with TA attendance.	PP attendance is below 96% ( includes late) Working with the EWO needs to continue.	Monitored attendance by Head and Governors.	HC OM JB	Termly
Access to educational visits for all	To ensure that all children are able to attend the residential visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Report to Finance Team		April 18
Increase the opportunity for pupils to attend residential adventurous activity courses	Dukes Barn and London	Case-studies have shown that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment e.g. developing growth mindsets which improves co-constructed learning and outcomes.	HT report to Governors	HC Governors	July 2018.
<b>Total budgeted cost</b>					9377.00

