



Christ the King Catholic Primary School

Pupil premium Plan

September 2019

To be reviewed in December 2019

Completed by M Ryan/H Lickess

1. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			50	71	
% making expected standard in reading (as measured in the school)			80	73	
% making expected standard in writing (as measured in the school)			80	78	
% making expected standard in mathematics (as measured in the school)			70	79	
2. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Low levels on entry of PP pupils particularly in communication, language and literacy				
B.	For some children the lack of academic motivation exists, who are surrounded by second and third generation of unemployment with low aspirations				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Inconsistent attendance of PP pupils and lower aspirations of some parents coming through school				
3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Close the gap between identified groups of pupils, accelerating progress of PP pupils and tracked through progress meetings			Internal data analysis against year group expectations	
B.	Raise attainment of children to at least expected standard based on of year expectations			Internal data analysis against year group expectations	
C.	Improve attendance of all pupils to 96% or above			Achievement of 96% attendance	
D.	Increased parental engagement, taking a more equally shared responsibility for child’s learning			Attendance of PP children at planned sessions	
E.	Provide cross curricular enrichment activities to develop writing opportunities across the wider curriculum.			PP pupils experience enrichment activities	
4. Summary information					
School		Christ the King Catholic Primary			
Academic Year	2019-20	Total PP budget	£91,640	Date of most recent PP Review	07.19
Total number of pupils	344	Number of pupils eligible for PP	72	Date for next internal review of this strategy	12.19

5. Planned expenditure	
Academic year	2019-2020
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

i. Quality of teaching for all (supporting training and continuous development to improve the quality of all teaching)					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum leaders receive the support needed to revise their curriculum area, ensuring excellent knowledge and coverage of skills. Purchase of materials as needed. (£7,000)	All pupils receive a rich, broad and balanced curriculum that is designed to spark interest and meet their learning needs.	Outcomes improve when there is a clear purpose and interest from the pupils – pupils perform better at tasks that capture their interest. Following a skills based curriculum ensures knowledge is built upon over time.	Half termly monitoring checks by curriculum leaders through work scrutinies, pupil interviews and learning walks, supported by HoS, and termly attainment updates. Termly reports/meetings with governors.	Curriculum leaders SLT	Half termly

<p>Two teachers to take part in CPD training around maths mastery, which is then disseminated to all staff through CPD sessions.</p> <p>Purchase addition maths equipment to support learning in maths.</p> <p>(£2,000)</p>	<p>Increase the percentage of PP girls achieving ARE in maths. Y3 girls as a focus.</p> <p>To increase the percentage of PP pupils achieving a high score by the end of KS2.</p>	<p>Quality CPD enhances quality first class teaching, leading to improved outcomes for pupils.</p> <p>Purposeful maths resources ensures pupils have the tools they needed to secure their understanding of maths concepts.</p>	<p>Half termly monitoring checks by curriculum leader through work scrutinies, pupil interviews and learning walks, supported by HoS, and termly attainment updates.</p> <p>Termly reports/meetings with governors.</p>	<p>MR</p> <p>HL</p> <p>SS</p>	<p>Half termly</p>
<p>Further develop opportunities for extended writing across the wider curriculum subjects, giving clear purpose to writing tasks.</p> <p>Teachers plan lessons based around high quality texts and enrichment activities.</p> <p>(£2,000)</p>	<p>Increase the percentage of children working at greater depth in writing.</p>	<p>Pupils are more engaged in their learning and give greater effort towards tasks that are purposeful and capture their interest.</p> <p>Knowledge learned in other curriculum areas give purpose to writing.</p>	<p>SLT to scrutinise writing across all workbooks to ensure comparity between English books and other work books.</p>	<p>MR</p> <p>HL</p>	<p>Half termly</p>
<p>Total budgeted cost</p>					<p>£11,000</p>

iii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Build purposeful relationships with parents, helping them to support their child's early development, through planned parents' sessions in school and through links with Family Hub. (£1,500)	Our youngest pupils are increasingly school ready. Increased number of PP pupils in EYFS achieving GLD, closing the gap between PP and non-PP pupils.	Parents attending workshops have a better understanding of how to support their child at home. Support given to pupils at home can consolidate learning in school.	Monitor attendance of targeted parents at workshops, attendance at parent/teacher consultations.	EYFS staff SLT	Termly
PP pupils are identified in September and their individual needs discussed at progress meetings. All staff are aware of PP pupils in their class and monitor progress half termly. Interventions in place where needed. (£1,500)	Increased number of PP pupils achieving ARE, closing the gap between PP and non-PP pupils.	All staff are involved in the target setting for PP pupils and are clear about their next steps in learning. Regular monitoring ensures any gaps or misconceptions are addressed immediately.	Half termly meetings to discuss progress of targeted PP pupils. Data analysis will be monitored by LMB.	Class teachers HL	Half termly

All classes have TA support each morning, ensuring quality first teaching in small groups. TA support every afternoon to deliver same day interventions, catch up sessions and pre learning activities	Any gaps in learning are recognised and additional support is out in place swiftly, allowing PP children to make at least good progress. (£50,000)	Pre teaching 1-1 or small group sessions ensure pupils are ready for the next step in learning. Same day interventions ensure pupils achieve the objective and prevent gaps in learning.	Discussions in progress meetings. Professional conversations between staff.	Class teachers TAs SLT	Half termly
Additional teacher for 1.5 terms to lead targeted interventions across EYFS/KS1 (£21,752)	Early intervention is put in place immediately with our younger children to fill gaps in learning and ensure basic skills are secure.	Teacher targeted support for our younger pupils' decreases gaps in learning in the formative years.	Pupils will be targeted for specific needs and monitored half termly. Immediate intervention will be in place.	HL	Half termly
Total budgeted cost					£74,752

i. Other approaches supporting whole-school strategies e.g. to improve attendance, behaviour and readiness to learn

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Target PA PP children to develop an attendance support plan. Raise awareness with parents, and pupils where appropriate, about the impact of missed school days.	Improve attendance of a targeted group of PA PP children to at least 96%	Higher attendance results in improved outcomes. Pupils benefit both socially and emotionally from regular attendance at school.	Fortnightly checks by class teachers, half termly monitoring checks by SLT, shared with parents and governors.	Class teachers HL	Termly
Ensure all PP pupils who wish to take part are involved in extracurricular activities. All PP pupils can access educational visits free of charge and are encouraged to take part in residential visits without the burden of cost. (£6,000)	PP pupils have enriched life experiences, raising their aspirations.	Many of our child do not access such activities at home. Enrichment visits/activities increase pupil's social skills and develop confidence. Development of language skills.	Monitoring of all extra-curricular activities to see attendance of PP pupils. Ensure parents of PP pupils are offered subsidised costs for educational visits and residential visits.	HL	HL
Total budgeted cost					£6,000

1. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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 £12,000
<p>To provide cross curricular enrichment activities to develop writing opportunities across the wider curriculum.</p> <p>Plan additional opportunities to support learning from specialist providers with a range of enrichment activities to provide a stimulus for learning.</p>	<p>To improve the outcomes for children in writing, and ensure greater consistency of writing across all subject areas.</p>	<p>KS1 WRITING 76% of pupils achieved the expected standard. 82% of School Disadvantaged pupils achieved the expected standard. 72% of 'Other' pupils Nationally Achievement gap of 10%. National Disadvantaged is 50%.</p> <p>KS2 WRITING 89% of pupils achieved the expected standard. 82% of School Disadvantaged pupils achieved the expected standard. 72% of 'Other' pupils Nationally Achievement gap of 10%. National Disadvantaged is 50%.</p> <p>SLT and curriculum leaders findings from work scrutinies show that standards in writing across all work books has improved.</p>	<p>Developing writing across curriculum areas and providing enrichment opportunities to stimulate writing, and give writing a clear purpose, will remain a focus as we implement our revised curriculum.</p>	

ii. Targeted support				
Action	Intended outcome	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 £70,000

<p>Data analysis training for all teachers.</p> <p>Release time to conduct termly pupil progress meetings with a focus on all PP pupils (EYFS-Y6)</p> <p>To provide same day additional teaching to offer targeted support to all disadvantaged children, as well as small group support in lessons, addressing individual needs to ensure at least good progress for all pupil, closing the attainment gap.</p>	<p>The gap between PP pupils and non-PP pupils diminishes.</p> <p>All staff are aware of PP children and their specific targets, including the most able.</p> <p>Interventions are in place and evaluated for impact. Progress over time is tracked. Data is used effectively to track.</p>	<p>Data Summary 2019</p> <p>GLD 71% GLD School Disadvantaged pupils 73% GLD National Achievement gap of 2% Nat. Dis 54%</p> <p>Y1 Phonics 80% of School Disadvantaged pupils achieved the expected standard. 84% of 'Other' pupils Nationally. Achievement gap of 4% National Disadvantaged is 69%.</p> <p>KS1</p> <p>READING 91% of School Disadvantaged pupils achieved the expected standard. 79% of 'Other' pupils Nationally. Achievement gap of 12% National Disadvantaged is 60%.</p> <p>WRITING 82% of School Disadvantaged pupils achieved the expected standard. 72% of 'Other' pupils Nationally Achievement gap of 10%. National Disadvantaged is 50%.</p> <p>MATHS 64% of Disadvantaged pupils achieved the expected standard. 79% of 'Other' pupils Nationally. Achievement gap of 15%. National Disadvantaged is 58%.</p> <p>KS2</p> <p>RWM Combined 50% of Disadvantaged pupils achieved the expected standard</p>	<p>Half termly Pupil Progress meetings for PP pupils will continue, ensuring good progress is made and interventions are evaluated and adapted to suit learning needs.</p> <p>Same day intervention support is well established and has improved outcomes for children.</p>	
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71% of 'Other' pupils Nationally.
 Achievement gap of **21%**.
 National Disadvantaged is 51%.

READING
 80% of Disadvantaged pupils
 achieved the expected standard
 78% of 'Other' pupils Nationally.
 Achievement gap of **2%**.
 National Disadvantaged is 62%.

WRITING
 80% of Disadvantaged pupils
 achieved the expected standard
 83% of 'Other' pupils Nationally.
 Achievement gap of **3%**.
 National Disadvantaged is 68%.

SPAG
 80% of Disadvantaged pupils
 achieved the expected standard
 83% of 'Other' pupils Nationally.
 Achievement gap of **3%**.
 National Disadvantaged is 67%.

MATHS
 70% of Disadvantaged pupils
 achieved the expected standard
 84% of 'Other' pupils Nationally.
 Achievement gap of **14%**.
 National Disadvantaged is 67%.

iii. Other approaches				
Action	Intended outcome	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 £1,000
<p>Implement a more rigorous whole school approach to attendance. New attendance monitoring procedures reviewed each half term.</p> <p>Data analysis training on attendance for SLT.</p>	<p>To ensure all stakeholders understand that attendance directly links to achievement, resulting in our % attendance to be at least in line with or above national expectation. Analyse attendance data to track target children.</p> <p>Outcomes for children increase in terms of academic performance and general well-being.</p>	<p>Attendance for disadvantaged children is lower than the national average by 0.8% Analysis of our attendance data shows the gap has narrowed over the year.</p>	<p>Class teachers will continue to monitor attendance every two weeks and have conversations with parents as soon as attendance begins to drop.</p> <p>SLT will continue to meet with parents of PA children to support and build relationships.</p> <p>The Trust will take on a greater role in attendance support.</p>	

