



Primary Pupil Premium Strategy Statement

School Name : Christ the King



2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	Christ the King
Pupils in school	351
Proportion of disadvantaged pupils	26.21%
Pupil premium allocation this academic year	£109,530
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	December 2020
Statement authorised by	
Pupil premium lead	Helen Lickess
Governor lead	Julie Wilson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA- no National Assessments
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading = 63% Writing = 63% Maths = 63% RWM = 63%
Achieving high standard at KS2	Reading = 13% Writing = 13% Maths = 13% RWM = 13%

Measure	Activity
Priority 1	Upskill EYFS and KS1 teachers and teaching assistants in the teaching of daily phonics and purposeful interventions. Quality first teaching is built upon through targeted, evidenced based interventions. We will ensure quality teaching of phonics sessions in EYFS and KS1, following Letters and Sounds, supplemented by newly purchased phonic teaching resources.
Priority 2	Children experience an engaging, knowledge rich curriculum, bespoke to our school, which is enriched with quality reading materials and experiences. Knowledge and understanding gained through quality texts and teaching and learning in the wider curriculum has a greater impact on outcomes in writing.
Barriers to learning these priorities address	Baseline assessments show very low communication, speaking and listening skills in children entering our EYFS provision, and in some cases poor parental engagement, which is still evident as children progress through Key Stage 1. Many of our disadvantaged children do not have access to a wider range of quality texts to enrich their reading experiences.
Projected spending	£35,530

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS1 All children = 70%, Dis. = 77% KS2 All children = 85%, Dis. = 67%	July 2021
Progress in Writing	KS1 All children = 66%, Dis. = 77% KS2 All children = 78%, Dis. = 67%	July 2021
Progress in Mathematics	KS1 All children = 72%, Dis. = 77% KS2 All children = 85%, Dis. = 67%	July 2021
Phonics	All children = 80%, Dis. = 50%	July 2021
GLD	All children = 66%, Dis. = 50%	July 2021

Attendance	Improve attendance of disadvantaged pupils reducing the % of persistent absence.	July 2021
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase additional phonic based reading books to supplement home reading provision. Purchase additions to KS1 and 2 home reading books to give children a great variety of quality reading materials. Phonics and reading workshops available to all parents, with personal invitations to the parents of our disadvantaged children.
Priority 2	Quality same day interventions and pre-teaching sessions. Teachers are aware of the children who may need some quality small group work on a concept before the lesson to help them access the new lesson. Same day interventions will be delivered by teachers and TAs to help consolidate learning.
Barriers to learning these priorities address	Children from disadvantaged backgrounds have the same reading opportunities as their peers. Children become confident readers for learning and pleasure. Children can read a wider range of genres/authors to broaden their experiences. Quality first teaching is built upon through targeted, evidenced based interventions.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	PA PP children have a named person who they meet on a weekly basis to discuss learning, progress and attendance. Tracking and reward system to be introduced and shared in half termly meetings with parents.

Priority 2	Increase provision of mobile technology to fully deliver the computing curriculum and extend quality learning opportunities across the curriculum.
Priority 3	Many of the children do not have the broad experiences (access to clubs, visits to museums, residential visits) that they should have. We will ensure that no child leaves this school devoid of the rich experiences they deserve so they see the world in a different light and we broaden their horizons.
Barriers to learning these priorities address	Support parents and children (where appropriate) to understand the importance of excellent school attendance and the impact that it has on progress and attainment. Mobile technology will engage reluctant learners and those with additional learning needs.
Projected spending	£24,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality CPD for staff in all aspects of reading.	Make best use of school based staff to lead CPD, Trust expertise and research projects.
Targeted support	Quality time given to interventions in an already busy curriculum.	Paid TA and teacher led 1-1 and small booster group sessions during lunch time, breakfast and after school.
Wider strategies	Tackling PA with our disadvantaged families.	Named person in school to hold regular meetings to support and encourage. Family reward for improved attendance.

Review: last year's aims and outcomes

Aim	Outcome
<p>Quality of teaching for all</p> <p>Curriculum leaders receive the support needed to revise their curriculum area, ensuring excellent knowledge and coverage of skills. Purchase of materials as needed.</p>	<p>Curriculum leaders have devised bespoke plans to meet the needs of the children of CTK, across Foundation Subjects. Additional resources have been purchased to support the implementation of our curriculum.</p>
<p>Two teachers to take part in CPD training around maths mastery, which is then disseminated to all staff through CPD sessions. Purchase additional maths equipment to support learning in maths.</p>	<p>Monitoring shows staff have a secure understanding of Maths mastery and this is embedded in teaching and learning. Pupil outcomes in Maths have improved across school.</p>
<p>Targeted support</p> <p>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.</p>	<p>Outcomes show that PP children are making good progress across school. PP children are tracked through progress meetings and purposeful interventions are in place.</p>
<p>All classes have TA support each morning, ensuring quality first teaching in small groups.</p> <p>TA support every afternoon to deliver same day interventions, catch up sessions and pre-learning activities.</p>	<p>Same day interventions, led by teachers and TAs are in place and have proven to give purposeful support to help consolidate learning.</p>
<p>Other approaches</p>	

<p>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.</p>	<p>Persistent absence remains a concern for some PP children and will continue to be a focus.</p>
<p>Ensure all PP pupils who wish to take part are involved in extracurricular activities.</p> <p>All PP pupils can access educational visits free of charge and are encouraged to take part in residential visits without the burden of cost.</p>	<p>Due to Covid 19, our residential visits had to be cancelled.</p>

