
Christ the King Catholic Primary School - Pupil premium strategy statement 2018-19

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
Academic Year	2018-19	Total PP budget	£91,000	Date of most recent PP Review	July 2018
Total number of pupils	331 (R-6)	Number of pupils eligible for PP	58	Date for next internal review of this strategy	January 2019


FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
45	65	6	3

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	38	7	10	1	1
Year 5	48	7	16	0	1
Year 4	51	9	11	0	0
Year 3	47	6	9	1	0
Year 2	38	7	9	1	0
Year 1	55	8	9	0	3
Reception	54	1	1	0	1
Total	331	45	65	3	6

1A. Evaluation of previous year 17-18

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>																												
A.	Improve parental engagement for all pupil premium pupils.	Home learning is completed daily to a good standard; this impacts on improved progress in reading, writing and maths.	<p>Home learning completion has significantly improved since the introduction of a Home work club during break times. As a result progress of non SEN PP pupils has improved and attainment gaps closed.</p> <table border="1" data-bbox="1055 517 2096 906"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>89% 75%</td> <td>67% 75%</td> <td>89% 75%</td> </tr> <tr> <td>2</td> <td>90% 80%</td> <td>80% 80%</td> <td>90% 80%</td> </tr> <tr> <td>3</td> <td>70% 38%</td> <td>50% 38%</td> <td>50% 38%</td> </tr> <tr> <td>4</td> <td>94% 80%</td> <td>88% 67%</td> <td>94% 80%</td> </tr> <tr> <td>5</td> <td>73% 70%</td> <td>73% 50%</td> <td>73% 40%</td> </tr> <tr> <td>6</td> <td>50% 38%</td> <td>63% 25%</td> <td>50% 38%</td> </tr> </tbody> </table> <p>% 2018 outcomes % 2017 outcome</p> <p>The attainment gap for PP pupils has closed between 2017 and 2018 and the majority of pupils made expected or accelerated progress. In 2017-2018 75.2% PP pupils made expected or accelerated progress (6+ steps progress) in KS2 reading (Y2-Y6). In 2017-2018 73.5% PP pupils made expected or accelerated progress (6+ steps progress) in KS2 writing (Y2-Y6). In 2017-2018 77.0% PP pupils made expected or accelerated progress (6+ steps progress) in KS2 maths (Y2-Y6). Where the % is low this correlates directly to the % double disadvantaged pupils with SEND needs.</p>	Year	Reading	Writing	Maths	1	89% 75%	67% 75%	89% 75%	2	90% 80%	80% 80%	90% 80%	3	70% 38%	50% 38%	50% 38%	4	94% 80%	88% 67%	94% 80%	5	73% 70%	73% 50%	73% 40%	6	50% 38%	63% 25%	50% 38%
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<p>B.</p>	<p>Increase rate of progress for PP SEN (23% of PP pupils have SEN)</p>	<p>EHCPs in place for 6 identified children (9%) Weekly SENSS tutoring for dyslexic PP pupils.</p>	<p>The table below shows the average progress for pupils in Year 2-Year 6 during 2017-2018. 72.7% PPSen pupils made expected or better progress in reading (6+steps progress); 54.5% PPSen pupils made expected or better (6+ steps) progress in writing; 63.6% PPSen pupils made expected or better (6+steps) progress. Progress in reading and writing for PP pupils overall will be targeted for improvement during 2018-2019.</p>																																																																
<p>C.</p>	<p>Increase rate of progress for PP boys (47% of PP are boys).</p>	<p>Attainment gap between boys and girls is closed. Curriculum meets the needs of boys. Weekly pupil conferencing.</p>	<p>  Progress Breakdown Y3, Y4, Y5, Y6, Y7 - All Pupils (226 pupils) Sum2 21 </p> <table border="1" data-bbox="1055 496 2141 900"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Pupils (%) making 6+ steps progress</th> </tr> <tr> <th>Pupils (%)</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>226 (100%)</td> <td>170 (75.2%)</td> <td>166 (73.5%)</td> <td>174 (77.0%)</td> </tr> <tr> <td>Pupil Premium</td> <td>55 (24.3%)</td> <td>39 (70.9%)</td> <td>37 (67.3%)</td> <td>38 (69.1%)</td> </tr> <tr> <td>SEN Support</td> <td>32 (14.2%)</td> <td>21 (65.6%)</td> <td>23 (71.9%)</td> <td>23 (71.9%)</td> </tr> <tr> <td>Education, health and care plan</td> <td>5 (2.2%)</td> <td>2 (40.0%)</td> <td>2 (40.0%)</td> <td>2 (40.0%)</td> </tr> <tr> <td>Not SEN</td> <td>189 (83.6%)</td> <td>147 (77.8%)</td> <td>141 (74.6%)</td> <td>149 (78.8%)</td> </tr> <tr> <td>PP Boys</td> <td>24 (10.6%)</td> <td>20 (83.3%)</td> <td>19 (79.2%)</td> <td>20 (83.3%)</td> </tr> <tr> <td>PP Girls</td> <td>31 (13.7%)</td> <td>19 (61.3%)</td> <td>18 (58.1%)</td> <td>18 (58.1%)</td> </tr> <tr> <td>Non PP Girls</td> <td>90 (39.8%)</td> <td>66 (73.3%)</td> <td>70 (77.8%)</td> <td>68 (75.6%)</td> </tr> <tr> <td>Non PP Boys</td> <td>81 (35.8%)</td> <td>65 (80.2%)</td> <td>59 (72.8%)</td> <td>68 (84.0%)</td> </tr> <tr> <td>SEN PP</td> <td>11 (4.9%)</td> <td>8 (72.7%)</td> <td>6 (54.5%)</td> <td>7 (63.6%)</td> </tr> <tr> <td>Missing Data</td> <td></td> <td>22 (9.7%)</td> <td>22 (9.7%)</td> <td>22 (9.7%)</td> </tr> </tbody> </table> <p>The table above identifies that PP boys during 2017-2018 made better progress than non PP boys in Reading and writing and were in line in maths. PP girls made less progress overall in comparison. Progress of PP girls will be targeted during 2018-2019.</p>		Pupils (%) making 6+ steps progress				Pupils (%)	Reading	Writing	Mathematics	All Pupils	226 (100%)	170 (75.2%)	166 (73.5%)	174 (77.0%)	Pupil Premium	55 (24.3%)	39 (70.9%)	37 (67.3%)	38 (69.1%)	SEN Support	32 (14.2%)	21 (65.6%)	23 (71.9%)	23 (71.9%)	Education, health and care plan	5 (2.2%)	2 (40.0%)	2 (40.0%)	2 (40.0%)	Not SEN	189 (83.6%)	147 (77.8%)	141 (74.6%)	149 (78.8%)	PP Boys	24 (10.6%)	20 (83.3%)	19 (79.2%)	20 (83.3%)	PP Girls	31 (13.7%)	19 (61.3%)	18 (58.1%)	18 (58.1%)	Non PP Girls	90 (39.8%)	66 (73.3%)	70 (77.8%)	68 (75.6%)	Non PP Boys	81 (35.8%)	65 (80.2%)	59 (72.8%)	68 (84.0%)	SEN PP	11 (4.9%)	8 (72.7%)	6 (54.5%)	7 (63.6%)	Missing Data		22 (9.7%)	22 (9.7%)	22 (9.7%)
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<p>D.</p>	<p>Increased attendance for pupil premium pupils.</p>	<p>Attendance improved to 96%</p>	<p>Attendance of PP for 2017-2018 was 94.09% compared to 96.46% for non-pupil premium pupils. Authorised absences decreased from 4.00 to 3.44 from July 2017 to July 2018. Unauthorised absences increased from 1.60 to 2.45 from July 2017 to July 2018. The increase in unauthorised absences was due to one family taking holiday in May two weeks before SATs despite requested not to do so and penalties incurred.</p>																																																																

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	<i>Pupils eligible for PP (7-KS2 / 9-KS1) (NA)</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths at KS2	29% (51)	79%	70%
% achieving expected standard or above in reading at KS2	43% (64)	82%	80%
% achieving expected standard or above in writing at KS2	57% (97)	93%	83%
% achieving expected standard or above in maths at KS2	43% (64)	82%	81%
Progress score in Reading at KS2	-5.5 (-0.6)	-1.3	0.3
Progress score in Writing at KS2	0.1 (-0.5)	2.9	0.2
Progress score in Mathematics at KS2	2.2 (-0.6)	1.5	0.3
% achieving expected standard or above in reading at KS1	89% (63)	83%	79%
% achieving expected standard or above in writing at KS1	78% (55)	76%	74%
% achieving expected standard or above in maths at KS1	89% (63)	79%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Parental engagement e.g. supporting home learning.

B. PP pupils with complex SEN needs distort our data.

External barriers (issues which also require action outside school, such as low attendance rates)

C. Low attendance.

D. Safeguarding concerns and involvement with external agencies.

4. Intended outcomes 2018-2019

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
B.	Improve parental engagement for all pupil premium pupils.	Home learning is completed daily to a good standard; this impacts on improved progress in reading, writing and maths. Home learning club provides an opportunity for KS2 pupils to complete home learning tasks on time and use IT equipment. Monitoring of reading homework for PP pupils evidences that all make at least expected progress (6 steps).
B.	Improve progress in reading and writing for all pupil premium pupils.	Progress for Y1-Y6 is 70% +in R, W and M. Combined progress is 65%+ Weekly pupil conferencing is targeted at PP pupils.
C.	Improve progress for prior high attaining pupil premium pupils in RW and M	L2A pupils targeted for + progress. Prior high attaining pupils make at least expected progress – especially those L2A and level 3 pupils in Year 6 and GDS in Year 5.
D.	Improved attendance for pupil premium pupils.	Attendance improved to 96% for disadvantaged pupils (ever 6 and FSM)

5. Planned expenditure				
Academic year	2018/19			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>3 targeted dyslexic PP pupils in Year 6 make + progress in reading and writing.</p> <p>Improved progress for able PP maths in KS2.</p> <p>Improved progress for PP pupils in KS1 and KS2 in RW and M.</p> <p>Attendance improved to 96% for disadvantaged pupils (ever 6 and FSM)</p>	<p>SENSS teacher: Assessments for dyslexic children and devise learning programmes for dyslexia traits.</p> <p>Able maths tuition in upper KS2</p> <p>TA intervention programmes.</p> <p>Family Support Worker (ESW) employed half day each week to target vulnerable families and improve attendance in school.</p> <p>HLTAS provide release for teachers to pupil conference.</p>	<p>2018 data showed a gap between PP and non PP for able maths and SEN pupils.</p> <p>SENSS intervention in 2018 Supported two Year 6 pupils who made improved progress and the impact of the intervention has been measured by the SENCo.</p> <p>There is a significant gap between PP pupils and other pupils. Regular monitoring and tracking of attendance for specific groups improved school attendance overall during 2017-2018 to 96%+. There were also improvements with the attendance of specific families and a rigorous approach to follow up strategies, such as FSW meetings, or prosecution where a family is non-compliant.</p>	<p>SENCo will meet with SENSS teacher weekly and lead the follow up programmes with the pupils.</p> <p>Middle leaders in Maths and English monitor progress of able PP pupils.</p> <p>FSW meets with PSW/ SLT on a regular basis. Attendance of groups is tracked and reported to Governors once a half term.</p>	<p>FP</p> <p>EM/RK/KO/AD/MB</p> <p>CT/CB</p>
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£

b. 1-1 Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Progress for Y1-Y6 is 70% + in R, W and M. Combined progress is 65%+ Weekly pupil conferencing is targeted at PP pupils L2A pupils targeted for + progress. Prior high attaining pupils make at least expected progress – especially those L2A and level 3 pupils in Year 6 and GDS in Year 5. Home learning is completed daily to a good standard; this impacts on improved progress in reading, writing and maths. Home learning club provides an opportunity for KS2 pupils to complete home learning tasks on time and use IT equipment. Monitoring of reading homework for PP pupils evidences that all make at least expected progress (6 steps).</p>	<p>Action plan for academic provision for all PP pupils completed each term.</p> <p>Success at Number Wave 3 intervention in Maths.</p> <p>Ficsher Family Trust Wave 3 Literacy Intervention</p> <p>SENSS programme for pupils in Y5 and Y6</p> <p>1:1 pupil conferencing led by class teachers.</p> <p>Before and after school tuition.</p>	<p>Accelerated progress of PP pupils YR to Y5 during 2017-2018 evidences impact of this strategy.</p> <p>43% PP pupils in Year 6 achieved EXE+ in reading and in maths compared to 64% NA in both reading and maths.</p>	<p>The activity is built into the school review cycle.</p>	<p>CT</p>
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£

c. 1-1 Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To develop coping strategies and resilience in PP pupils.	Pastoral Support Worker and ELSA team provide regular sessions for PP pupils with identified need. ELSA provision increased to meet need (3 trained staff). Rainbows provision for vulnerable pupils. Pupil drop in sessions available.	CPOMS/ My Concern evidence for PP group is higher than for non-P pupils. Social and emotional impact on pupil engagement in class learning.	Built into School Improvement Plan. PSW sets up pupil drop in sessions. Rainbows provided for PP pupils. SENCo timetabled ELSA discreetly and each training ELSA has supervision for their case load.	FP
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
d. Group Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To improve progress PP pupils – prior high middle attaining group and prior middle attaining SEN group in KS2. LSS assessment and provision targeted at PP pupils.	Pupil conferencing and before/ after school tuition.	Targeted intervention for non PP pupils had an impact during 2017-2018 – the barrier for PP pupils was their attendance at before school tuition.	Scheduled time provided by HLTAs and AHT models best practice to embed throughout school. SENCo monitors LSS and ensures the programmes are delivered and impact quantified.	FP
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£

e. Group Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To develop coping strategies and resilience in PP pupils.	To provide ELSA and a pupil drop in service with PSW. TRICK Box programme implemented.	Research and government document' Mental Health in Schools'	Programme is built into our School Improvement Plan.	CB
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
f. Learning Resources				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To develop coping strategies and resilience in PP pupils.	TRICK Box programme implemented YR- Y6	Research and government document' Mental Health in Schools'	Weekly sessions as part of class PSHE programme.	FP
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
g. Staff Training				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To ensure staff are competent in delivery of TRICK box.	TRICK Box training	Research and government document' Mental Health in Schools'		FP
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£

h. Enrichment/Raising Aspirations				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To ensure PP pupils have equal access to school trips and after school / extra-curricular activities.	Subsidy for residential trips (1/3). Subsidy for after school activities or extra-curricular activity (one per child)	Access to extra-curricular activities improves child mental wellbeing. Without subsidy some PP pupils would be disadvantaged and would not attend residential trips.	Paper trail ensures that logs are kept where parents request support and approval is granted.	SM
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
i. Home Support (e.g. breakfast club, EWO etc.)				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pastoral support to sign post parents to support.	Pastoral Support Worker coffee mornings to target engagement with vulnerable families.		Built into School Improvement Plan.	CB
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£

j. Other, not captured by any of the above				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Enhanced monitoring of progress for PP pupils.	Termly action planning for all PP pupils.	Accelerated progress of PP pupils YR to Y5 during 2017-2018 evidences impact of this strategy.	The activity is built into the school review cycle.	CT
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.