

Pupil premium strategy statement:

1. Summary information					
School	Christ The King School				
Academic Year	2016/17	Total PP budget	£63,360	Date of most recent PP Review	09/02/2017
Total number of pupils	236	Number of pupils eligible for PP	78	Date for next internal review of this strategy	

2. Current attainment	
Attainment for: 2015-2016 (54 pupils)	<i>Pupils eligible for PP</i>
% achieving expected standard or above in reading	40%
% achieving expected standard or above in writing	31%
% achieving expected standard or above in maths	31%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional intelligence
B.	Low ambition
C.	Poor reading skills (phonics)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance
E.	Lack of routine (sleep, food, homework,)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
B.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about heir future at Secondary school and work.
C.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. Set up Governor reading challenge
D. E.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96% Set up attendance certificates.

5. Planned expenditure					
Academic year	2016/17				
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PSHE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	SLT will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	SLT	May 2017
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, ELSA, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Dates are set for the year. TAs are employed in the afternoons to carry out intervention. This will be the 3 rd year of working the programme. SLT will see lessons in the Monitoring programme and interview children about purposeful learning.	SLT H Tibbitts	September 2016 Implemented and ongoing

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with TAs and Volunteers. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Class Phonics as opposed to whole school phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Book corners will be improved. An author will visit school.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to an Author they are celebrating and learning about.	SLT K Cooper	Ongoing
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic letters will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.	JMC	Ongoing

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – a new ELSA will be trained up.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	PPM will show the children who need support in this area.	E Paxton L Tomlinson	September 2016 Implemented and ongoing

Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. New ELSA trained to support. New Apprentice TA employed in KS1.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and ELSA/TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	SLT E Paxton L Tominson	September 2016 implemented and ongoing
PP children's reading improves in line with non-pp children	A volunteer reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Book corners will be enhanced.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed.	Children who have more reading time – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'.		January 2017
The attendance of PP children improves					

6. Expenditure

Academic Year 2016-17

i. Quality of teaching for all

Desired outcome	Chosen success criteria	Estimated impact:	Lessons learned	Cost
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<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues</p>			
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<p>PP children's reading improves in line with non-pp children</p>	<p>PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. Set up Governor reading challenge</p>			

The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96% Set up attendance certificates.			
ii. Targeted support				
Desired outcome	Chosen success criteria	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
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues			

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.</p>			
<p>PP children's reading improves in line with non-pp children</p>	<p>PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. Set up Governor reading challenge</p>			

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7. Additional detail

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