



## Pupil premium strategy statement

### Name of school: Christ the King Catholic Primary School

1. Summary information					
School	Christ the King Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£66,620	Date of most recent PP Review	06.11.18
Total number of pupils		Number of pupils eligible for PP	93	Date for next internal review of this strategy	07.03.18

2. Current attainment (2017-2018)		
	<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 and maths	50% (8/12)	60%
% making expected standard or above in reading	67% (6/12)	76%
% making expected standard or above in writing	50% 6/12)	81%
% making expected standard or above in maths	50% 6/12)	71%

3. 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.	Teaching and learning at the school is not yet securely good.
B.	Not all pupils receive effective feedback and intervention to ensure they make good progress.
C.	Leaders are now monitoring pupils' progress and this needs to be developed well.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for some pupil premium children is not good enough
<b>E.</b>	Lack of routine and structure in preparing pupil's for school
<b>F.</b>	Home life causing stress and inconsistencies in pupil's moods when at school

<b>4. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Clear identification of all pupil premium children for all staff	All staff will know who the pupil premium children are and how to best support them.
<b>B.</b>	Good quality teaching and learning in all lessons (including homework)	100% of teaching will be judged as good or better Teachers will consistently implement the Homework Policy.
<b>C.</b>	Effective marking and feedback and presentation of work	Children will receive high quality feedback, verbal and written, that will enable them to understand what they need to do to improve.  Children's work will show an improvement in presentation over time.
<b>D.</b>	Effective interventions for PP children	Data will demonstrate that pupil premium children are making at least expected progress in maths and English.
<b>E.</b>	Close monitoring of progress and attainment and identification of gaps in learning	Analysis of data will enable teachers to plan for children's next steps in learning.
<b>F.</b>	Continue to provide highly effective pastoral support	Children will receive support from the school's counsellor and Emotional Literacy Support Assistant (ESA) and this will have a positive impact on their overall outcomes.
<b>G.</b>	Improve attendance so that it is above national	Rewards will be given to children who attend school regularly. This will have a positive impact on children's attitudes to school.  As a result of the Headteacher's liaison with parents, attendance for some pupils will improve over time.
<b>H.</b>	There is a named pupil premium governor and all members of the governing body understand thoroughly how the funding is being used, the rationale for this spending and its intended impact.	The pupil premium funding is being effectively used to raise standards and the governing body has a thorough knowledge and understanding of the approaches being implemented.

5. Planned expenditure					
Academic year	2018/2019				
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?
<b>A Clear identification of all pupil premium children for all staff</b>	All staff to know who the pp children are and their barriers to learning.	There is inconsistency across the school at present in the knowledge of the PP children and their academic abilities. Providing this information will ensure all adults have greater knowledge of PP children	All members of staff to be given an updated list of the PP children half termly. Pupil Premium profiles to be set up and completed for every child Any new pupils joining the school will call for immediate update	HT Inclusion Manager Administrator	11 <sup>th</sup> Jan 19
<b>B. Good quality teaching and learning in all lessons (including homework)</b>	Learning walks to be reintroduced. Pupil Voice. Book Scrutiny. Homework programs to be monitored by all class teachers. Subject Leaders and SLT to do regular lesson observations and lesson drop ins. New homework policy to be written.	There is lack of progression in teaching. e.g. Grammar learning does not link to writing.  There is some concerns about outcomes for the cohort so in planning they must prioritise the key skills.  Subject leaders have identified that improvements need to be made in progress and attainment.  No homework policy in place	New monitoring system in place and in the children's books for the teaching staff to fill in and follow. Quality first teaching targeted for children who are working at a low level. Interventions to be monitored. Training for TAs. Subject leaders to do book scrutiny, learning walks and pupil voice then to feedback to the teachers to ensure gaps are addressed. New homework policy to be implemented.	Subject leaders.  All teaching staff Inclusion manager  HT  Teaching and learning lead	Term 3
<b>C. Effective marking and feedback and presentation of work</b>	Marking and feedback policy written Nov 18.  Presentation policy	Not all the staff were marking and feeding back to the children the same way.  Children need to show more pride in their work and all staff to have high expectations of them.	All staff will adhere to and successfully apply the school's marking and feedback policy. Teachers to ensure feedback is given to all pupils with particular focus on PP children so they are fully aware of what they need to do to make progress. All staff to adhere to and successfully apply the schools presentation policy	HT  Teaching and learning lead	January 7 <sup>th</sup> 2018

<p><b>H. There is a named pupil premium governor and all members of the governing body understand thoroughly how the funding is being used, the rationale for this spending and its intended impact.</b></p>	<p>More detailed reports to be passed on to the Governors for scrutiny.</p> <p>Presentations made to the Governors to ensure full understanding.</p> <p>Spending implications to be presented by BM at Resource Committee meetings</p>	<p>Reports have not been made available in the past and so Governors have felt in the dark.</p> <p>Governor's knowledge around PP needs to be increased so that pertinent and analytical questions can be asked in future.</p> <p>Close scrutiny of the budget used for PP has not been carried out in the past. This should now be a regular agenda item.</p>	<p>Specific role dedicated to the Inclusion Manager. Constant updates will be implemented and regular scrutiny of implementation carried out.</p> <p>Resource Committee meetings will have PP as a fixed agenda item for all meetings.</p> <p>BM will prepare costs and spreadsheets to easily share the information on PP spending.</p>	<p>Inclusion Manager</p> <p>Business Manager</p> <p>Head</p> <p>Governors – Resource Committee</p>	<p>Next TNL &amp; Resources Meeting Jan 19</p>
<b>Total budgeted cost</b>					<b>£8500</b>

<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>
<b>D. Effective interventions for PP children</b>	Leaders are to ensure that good quality teaching and interventions are in place as part of their in depth scrutiny.	Teachers and leaders are to make sure that the more able are suitably challenged. Making sure that gaps in learning are identified and addressed also pupils are making at least as much progress as non-pupil premium. Some of this was not reflected in the books.	Intervention tracking will be in place and all the PP children and Non- pupil premium children will be tracked termly Pupil progress meetings will take place at least termly to ensure no pupils gets left behind and that dips in progress can be explained and catered for.	Inclusion manager Subject Leads Teaching and learning Lead HT	Term 3
<b>E. Close monitoring of progress and attainment and identification of gaps in learning</b>	New assessment programme introduced Dec 18. GL Assessment  Classroom Monitor	No clear assessment tool in place but now from December 18 GL in place and new targets on Classroom Monitor.	Interventions are to be put in place by the CT and the Inclusion Manager will monitor this through drop ins and the TAs timetables.  If no progression then to assess and see why (illness, attendance, interventions not happening.) Identifying further barriers to learning.	Inclusion Manager.  CT  HT	Progress Data Baseline Data  Jan 19
<b>F. Continue to provide highly effective pastoral support</b>	ELSA provision to continue with the possibility of training another adult.  Play therapy and counselling to continue but monitored closely for impact.	To ensure the wellbeing of the children and address their social and emotional needs.	Inclusion Manager to establish a system for evaluating the effectiveness and impact of ELSA, play therapy and counselling.	Inclusion Manager.	Ongoing  Review Term 4
<b>G. Improve attendance so that it is above national</b>	HT and Inclusion Manager to create a new plan for addressing persistent absentees, those below 90% (12 children currently).  Weekly attendance awards for classes.	Attendance for Pupil Premium children for the 2017/18 year was 95.06% and for non-pupil premium 95.38% Whole school attendance 94.7% all of these figures are below national average so an area to develop.  There is no proactive campaign that addresses persistent absenteeism. A particular group needs to be identified and targeted.	Weekly monitoring of persistent absence. Monitor focus children. Mentions in newsletters to parents of expectations. Review termly with teachers for each child to review individual provision.	HT ADMIN Inclusion Manager  CT	Jan 19
<b>Total budgeted cost</b>					<b>£58,120</b>

