

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Christ The King School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£63,360	<b>Date of most recent PP Review</b>	Dec 17
<b>Total number of pupils</b>	237	<b>Number of pupils eligible for PP</b>	78(39 Ever6) (39 Service)	<b>Date for next internal review of this strategy</b>	Feb 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Expected Standard in reading, writing and maths	10%	67%
Average Progress Score - Reading	-1.25	+0.33
Average Progress Score - Writing	-2.16	+0.17
Average Progress Score - Maths	-7.20	+0.28

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> )	
<b>A.</b>	Social and emotional intelligence
<b>B.</b>	Low ambition
<b>C.</b>	Poor reading skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance
<b>E.</b>	Lack of routine (sleep, food, homework, parenting)

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be <b>measured</b></i>	<i>Success criteria</i>
<b>A.</b>	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved and have strategies to deal with problems.</p> <p>Record to be kept of children being sent off the playground...reason recorded.</p>	<p>Children retain more friendships            Children have fewer fall-outs            Children need less support in class time to resolve friendship issues/fewer children will be asked to come off the playground/lose their break.            Strategies to be put in place to support children who struggle with playtimes</p>
<b>B.</b>	<p>Children make expected or better than expected attainment/progress and can talk with enthusiasm about their academic future.</p> <p>Progress and attainment measures collected from Classroom Monitor on a termly basis            Children to be involved in setting their targets and reviewing them regularly</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>
<b>C.</b>	<p>PP children's reading improves in line with non-pp children            Progress and attainment measures for reading collected from Classroom Monitor on a termly basis.            Standardised reading test completed twice a year and results analysed</p>	<p>PP children make better progress in reading so that their writing is influenced by this.            Children enjoy reading and can talk enthusiastically about a book they are enjoying            PP children achieve in line with non-PP children.</p>
<b>D. E.</b>	<p>The attendance of all children but particularly PP children improves</p> <p>Monitor this on weekly basis through SIMS software. PP lead to analyse. Office staff to contact parents for reasons for absence.</p>	<p>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%            Number of children receiving attendance certificates increases.</p>

## 5. Planned expenditure

Academic year

2017/18

### 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 and have strategies to deal with their problems	PSHE lessons and circle time are timetabled weekly Planning to be stored on the network/record of CT topics to be kept. Displays of PSHE work to be photographed/lessons videoed if drama has been used	Circle time allows the children time to share worries and concerns.  PSHE /circle time helps to build an awareness of everyone's differences and to develop coping strategies and techniques to manage some of their worries/concerns.	CHi/EPa to do planned PSHE/CT observation- CHi focussing on PP children  Bank of quality circle time resources are made available to all staff	Subject Leader Eve Paxton (EPa)/Caron Hitchen (CHi)  CHi	January 2018/April 2018
	Each class to have a worry box.	Children have time during the day (especially immediately after lunch break) to write any issues/worries. The teacher can then deal with these daily at a convenient time. Global concerns can be addressed through circle time. Individual issues can be addressed 1-1.	Children will be seen to be using the worry box/book system Children will be observed to settle to learning quickly after lunch. Circle time will reflect the issues brought up.	EPa/CHi	
	Peaceful play opportunities developed for lunchtimes	Children who would prefer a quiet/less active playtime to have lunchtime playtime in the hall - led by 2 playtime friends who will get out board games/colouring/lego etc for Mon/Tues/Wed	Playtime friends trained by CHi, and CHi to oversee on a M/T/W.	CHi	

<p>Children make expected or better attainment/progress and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention - subject support (Mop Up), specific intervention eg ARAW, Nessy, handwriting, ELSA, Forest School - Lauren Oldham (LOI) to be trained to deliver.</p>	<p>Pupil progress meetings are held regularly throughout the year. TAs are employed in the afternoons to carry out interventions/MU SLT will see lessons in the Monitoring Programme and interview children about purposeful learning.</p>	<p>SLT</p>	<p>Termly</p>
<p>PP children's reading improves in line with non-PP children</p>	<p>Children will continue to receive extra reading with volunteers.</p> <p>An author will be celebrated and children will be encouraged to read.</p>	<p>Phonics will be taught across KS1 with staff focussing on a different phase - children will move to their phase for 20 minutes daily sessions.</p> <p>An author will visit school to enthuse the children and give them an opportunity to ask questions.</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated.</p> <p>The children will be able to talk to/write to an author they are celebrating and learning about.</p>	<p>SLT</p> <p>K Cooper (KCo) Hannah Whately (HWh)</p> <p>KCo HWh</p>	<p>Ongoing</p> <p>Term 4</p>

<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children. They will include WOW days/trips and Forest school, Art/DT work and exciting activities throughout the term.</p> <p>Introduction of House Groups to encourage team work.</p>	<p>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.</p> <p>Our PP children enjoy hands on activities and outdoor learning.</p> <p>Homework project for each term to be allocated to complete as a family based on current topic - date each term to share the projects and have an open afternoon for parents/staff and children to celebrate success.</p> <p>Children will be collecting house points for their house team for work and behaviour. They will take part in house related activities including sports days and reading challenges.</p> <p>Weekly housepoints for 100% attendance to encourage children to be in school.</p> <p>Termly certificates for 100% attendance.</p>	<p>Topic letters will be shared with parents and be interesting.</p> <p>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.</p> <p>Chart in each classroom to monitor achievement of house points.</p>	<p>JMc/Office staff</p> <p>Class teachers</p> <p>Class teachers, CHi and Mat Lane (MLa) to oversee</p>	<p>Ongoing</p> <p>Term 2</p>
<p><b>Total Budgeted Cost: £25,800</b></p>					



<p>Children make expected or better attainment /progress and talk with enthusiasm about their academic future.</p>	<p>Term 1&amp;2 and 5&amp;6 CHi to work with groups of disadvantaged children to explicitly teach 'metacognition' and to use this engage and support children with learning back in the classroom.</p> <p>Term 3 and 4 CHi to create a 'In the future I would like to be....' project for the disadvantaged children.</p> <p>CHi to take groups of disadvantaged Y6 children for additional transition visits to secondary school.</p>	<p>Metacognitive approach enables children to develop skills for lifelong learning. When children can identify the what, why and how of their learning they can begin to formulate strategies for overcoming challenges and for continuous improvement</p> <p>Give the children a focus on finding out about careers, what is needed to have this career, prepare a poster/powerpoint/leaflet about it - share in class/assembly</p> <p>Ensure children have more familiarity, confidence and knowledge about moving to secondary school and have had opportunities to meet key staff</p>	<p>Assess using 'Engagement Profile and Scale' resource observe how PP children are engaging in lessons.</p> <p>Increased progress and attainment from classroom monitor/ increase in scores from standardised tests</p>	<p>CHi/JMc</p>	<p>December 2017</p>
<p>PP children's reading improves in line with non-pp children</p> <p>Support for service pupils</p>	<p>A volunteer reading team continues to ensure PP children receive additional reading and quality 1:1 comprehension around the book in a positive way.</p> <p>CHi to use reading scores to target children who are below chronological for a reading buddies intervention</p> <p>CHi to oversee reading buddies records and work out ratio gains</p>	<p>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.</p> <p>This time makes them feel valued.</p> <p>This time makes them see that books are positive and enjoyed.</p> <p>Previous success of this scheme. Children to read for 20 mins 3x a week with a partner who is a confident and competent reader a school year above them.</p> <p>CHi to train the buddies to be good reading role models.</p> <p>Investigate Reading Force - charity who work with Service Families locally to support reading even when a parent is on deployment</p>	<p>Progress will be seen at pupil progress meetings.</p> <p>Class teachers to assess reading levels in Sept/ Jan and April.</p> <p>CHi to monitor progress of the children who are involved in the buddy system. New children to be selected according to progress made.</p>	<p>LOI to create excel spreadsheet for recording of reading age/standardised scores</p> <p>All staff</p>	<p>January 2017</p> <p>Dec/Mar/July 2018</p>

<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children. They will include WOW days/trips and Forest school, Art/DT work and exciting activities throughout the term. Engagement through interest/family involvement</p> <p>Financial support for trips/visits/dressing up days(how much would we allocate)</p>	<p>Homework project for each term to be allocated to complete as a family based on current topic - date each term to share the projects and have an open afternoon for parents/staff and children to celebrate success.</p>	<p>Topic letters will be shared with parents. 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.</p>	<p>JMc and office staff</p>	<p>Weekly</p>
<p><b>Total Budgeted Cost: £26,200</b></p>					



<b>iii. Other approaches</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>
D. Increased attendance rate for disadvantaged pupils	<p>Subsidised access for PP pupils to residential visits.</p> <p>Subsidised fees for music / sport tuition.</p> <p>Clubs fully funded by the school so that they are open to all.</p> <p>No PP pupil will miss the opportunity to participate in activities.</p> <p>No PP pupil will have to miss any Educational visit, especially those that will have an impact on future learning and follow up</p>	<p>We cannot improve attainment for children if they are not actually attending school. Persistent absenteeism is a current DFE key priority and a measure by which Ofsted will be judging overall school effectiveness.</p> <p>We believe that offering a wide range of extra-curricular opportunities will lead to increased engagement, improved self-esteem and ultimately, improved attendance.</p>	<p>Frequent communication with parents to discuss funding opportunities.</p> <p>Monitoring of attendance at after school clubs</p>	Jerome McCormack	February 2018
<b>Total Budgeted Cost:</b>				<b>£11,360</b>	

**6. Expenditure Review February 2018**

Academic Year 2017-18

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen success criteria</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>


<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen success criteria</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



**7. Additional detail**

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