



Pupil Premium Strategy Statement

***NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions**

1. Summary information					
School	Christ the King Catholic Primary				
Academic Year	2020-23	Total PP budget	87,960 (2020-2021)	Date of most recent PP Review	July 2020
Total number of pupils	438	Number of pupils eligible for PP	56	Date for next internal review of this strategy	July 2021

2. Previous attainment (March 2020 due to COvid-19)						
	Reading		Writing		Mathematics	
	PP	Non PP	PP	Non PP	PP	Non PP
% of F2 Children On Track for ELG	43%	68%	67%	66%	57%	78%
% of Y1 Children working at or above age related expectations	67%	53%	67%	53%	67%	45%
% of Y2 Children working at or above age related expectations	34%	67%	33%	58%	50%	74%
% of Y3 Children working at or above age related expectations	70%	66%	50%	70%	80%	72%
% of Y4 Children working at or above age related expectations	58%	80%	43%	66%	29%	76%
% of Y5 Children working at or above age related expectations	40%	82%	40%	81%	50%	78%
% of Y6 Children working at or above age related expectations	91%	86%	91%	74%	82%	78%

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.	Pupil Premium children gap more evident due to school closures for COVID-19 . Historical gaps in maths exaggerated by school closures.
B.	Y1 PP children lacking phonics knowledge and also evidenced in low reading ages; Y2 phonics gaps and low reading ages.
C.	Speech and language has been impacted by time away from nursery/school settings in FS2; also evidenced in vocabulary and writing skills Y1-6.

External barriers (issues which also require action outside school, such as low attendance rates)			
D.	Lack of technology at home and parental support or confidence with technology.		
E.	Attendance of children is generally lower therefore gaps are not being closed and can increase as missing further lessons.		
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning, develop vocabulary and skills.		
4. Desired outcomes			
	Desired outcomes and how they will be measured	Actions	Cost
A.	The gap between disadvantaged children’s achievements and non will diminish as measured by internal data and summative standardised assessments. EOK gap diminished between disadvantaged and non disadvantaged students.	<ul style="list-style-type: none">Teachers aware of PP children (noted on lesson plan) and ensure engagement through questioning and checking in.Lessons will involve modelling and teaching of metacognitive and self-regulative strategies as well as vocabularyOngoing review through informal activities such as Kahoot quizzes to recap learning, Flashback to help in mathsAdditional September PP meeting to identify barriers, plan interventions and monitored. November meeting to set targets. Half termly PP meetings/reports to check if children are on trackY6 PP children to receive maths tutoring through Third Space learning and smaller groups in maths and English, Y1 and 2 through smaller phonics groups, Y3 through ITT support and volunteer reading support, Y4 with TA support, Y5 additional HLTA support.Phone conferences held with parents and LB Autumn 1 to discuss any barriers, access to technology, settling back to school etc. Phonecall later in Autumn 2 to discuss progress/targetsMonitoring of teaching through lesson study weeks and learning will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases (Spring)Spring term maths and English boosters for Y2 and Y6 with SLTAll PP children receiving intervention based on identified need	<p>Third Space Autumn term £150</p> <p>Third Space Spring Term £250</p> <p>DHT –additional day £14,370</p> <p>Seesaw £1,500</p>
B.	Baseline gap between reading age and chronological age will diminish; phonics gaps will be addressed and % of children passing screen will be in line with national.	<ul style="list-style-type: none">All children baselined in September and monitored regularly to track progress in phonics (Y1 &2) and reading (all)Children heard read daily if in lowest 20%Volunteers recruited to hear readers and do probesPhonics based reading scheme purchasedSmall daily phonics groups to address needs. Additional staff member recruited to target gaps in Y1 &2SENco to take a small phonics group in Y2 Autumn term and Y3 child in a small group for focussed phonic work on gapsInternal data used to track children’s achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap	<p>SM x 5 mornings per week £9,740</p> <p>JJ- out of class for phonics x 4 pw £1,550.50</p>

		<ul style="list-style-type: none"> • DHT to make phonecalls to parents not engaging with reading at home 	
C.	<p>Students able to communicate at an age appropriate manner</p> <p>% children meeting ELG in speaking to be inline with national.</p> <p>Internal moderation of writing demonstrates progress from starting point in use of vocabulary and sentence structures in writing.</p>	<ul style="list-style-type: none"> • Wellcomm used to identify language gaps and targets identified in FS2 –Y2 • Nuffield EL program – awaiting information • English and Curriculum leads to help identify high quality texts year groups could use for themes, class readers and guided reading extracts • Seesaw used to record reading at home and evidence fluency and ability to read wider vocabulary • Vocab Ninja walls used to display vocab and explore synonyms and antonyms • Booth book spine used to plan for wider access to genres in Y6 • Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this • Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary • Book clubs help develop a love for reading and allow children to discuss what has been read and the vocabulary used • Online reading scheme so children have access to books at home • Class libraries updated through donation scheme 	<p>Reading Scheme £2,500</p> <p>Additional Books for school libraries and Booth Book Spine £1,200</p> <p>Oxford Owl Online Books £200</p>
D.	<p>Parents aware of the high expectations of their children and what this involves and will engage and support their children at home. 100% of children will have access to homelearning.</p>	<ul style="list-style-type: none"> • Expectations of online learning communicated via newsletter and email. Follow up phonecalls by DHT • Pupil Premium parents are contacted within the first half term to discuss home learning experiences to help determine where barriers may be • Pupil premium parents are contacted regularly (once per half term) to discuss progress and expectations • Laptops/tablets and dongles provided to families without technology • School will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations. 	<p>Additional Technology £1,875</p>
E.	<p>Attendance of children will be 94% and inline with non PP children. Less work will be missed which will help academic gap close.</p>	<ul style="list-style-type: none"> • Attendance tracked and monitored by the office and data provided each month to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures • In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable (wearing masks during COVID, when local restrictions not in place) • SENCo to work with families to help overcome barriers 	<p>AM – ELSA hours £ 17,570 (TA)</p> <p>PW –Next step hours £1,460</p> <p>SENCO –out of class £43,454</p>

F.	Experiences offered for children so that there is equality of opportunity and children have experiences that help them have high aspirations.	<ul style="list-style-type: none"> • Pupil Premium families contacted in first half term to discuss the experience of home learning and school closure to help identify possible gaps • School trips subsidised • Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered • Involvement in Little Mermaids and Titans and Full of Beans Clubs • PP children given priority access to NTP funded programs 	Full of Beans subsidy £860 Trips subsidised by 50% £5,000
			Total expenditure £100,479.50.

5. Planned expenditure		
Academic year	2020-21	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		
Chosen action/approach	What is the evidence and rationale for this choice?	When will you review implementation?
<p>FFT data and baseline data reviewed in PP meetings and barriers identified (SEPT) and actions implemented. Aspirational targets set (Nov) then monitored.</p> <p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.</p> <p>Embed use of recapping learning and metacognitive strategies across the school. Teachers will have CPD on Rosenshine Principles.</p> <p>Explicit teaching in maths using small steps White Rose , Mastery approach</p> <p>Explicit teaching in English using guided reading and echo reading in KS1 and modelling of reading comprehension strategies in KS2 (</p>	<p>PP meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school, Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’</p>	Termly

<p>inference, retrieval, questioning, summarising and monitoring comprehension)</p> <p>TA's (year group/class based in the morning) and deliver interventions in the afternoon</p> <p>Learning walks and feedback to develop strategies and new approaches</p> <p>Lesson study days to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations for passports. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.</p> <p>Lesson Study will allow teachers to work with each other (Post COVID regulations) to embed explicit instructions, scaffolding, flexible grouping, metacognitive strategies within classrooms and evaluate the impact of them.</p>	
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<p>High quality texts will be selected across the school to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing</p> <p>Love for reading developed throughout the school through dedicated story time that exposes children to variety of genres.</p> <p>Phonics based reading scheme</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves.</p> <p>Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing.</p> <p>Mapping the reading spine across the school helps to ensure coverage of a variety of genres and helps address cultural capital.</p>	
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ii. Targeted support		
Chosen action/approach	What is the evidence and rationale for this choice?	When will you review implementation?
<p>Targeted interventions Targeting pupils who require additional help to reach age-related expectations in maths and English as well as language in early years</p> <p>Y6 1:1 tuition Third Space Learning for Autumn Term for 5 y6 pupils to do gap filling catch up. 1:1 Tuition Third Space Learning Spring Sats preparation Reducing class sizes for maths and English (1 group 16 2 groups of 22 with TA also) lead by teachers to improve opportunities for effective teaching and feedback.</p> <p>FS2 Wellcomm speech packets</p> <p>Y1 Phonics tracker used to identify needs of Y1 students and experienced teacher hired for mornings to make small phonics groups and target individual needs during English lesson. 1:1 Phonics with LH for SEN child 1: 2 Phonics with JS for phase 2 1:7 Phonics with SM phase 2 1:13 (2 groups) with teachers phase 3</p> <p>Y2 Phonics Phonics tracker used to identify needs of Y1 students and experienced teacher hired for mornings to make small phonics groups and target individual needs during English lesson.</p> <p>CPD – Quality First Teaching Staff meetings will be held on metacognition and Rosenshine Principles TA training SENCO on phonics and probes</p> <p>All year Groups 20% bottom readers heard daily by an adult in school TA's running variety of interventions across the school including: Five minute box maths and English Funky Fingers Fine motor Project X code Handwriting Writing groups Probes IDL - spelling</p>	<p>Nuffield ELI The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. If we don't get accepted onto this program, we will continue to use Wellcomm and set targets and monitor progress.</p> <p>Smaller Class/Group Size EEF - Reducing class size appears to result in around three months' additional progress for pupils, on average. There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. (CPD on Rosenshine Principles and metacognition strategies) Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p> <p>EEF Small Group Tuition Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. (Baseline phonics and reading age/strategy gathered)</p> <p>TA interventions The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps have been identified through data analysis and discussion between class teacher and SLT. Intervention groups have been set up that cover the gaps, informed by EEF evidence – 1:1 tutoring, small teacher led groups, research based intervention, structured interventions by TA (Project X code, Toe by Toe,)</p> <p>Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>December</p>

i. Wider Strategies

Chosen action/approach	What is the evidence and rationale for this choice?	When will you review
<p>Increased home school communication</p> <p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings (Post Covid) that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p> <p>SLT member on the gate every morning to help open communication with parents.</p> <p>Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text, letter)</p> <p>Extra parent/staff discussions as required – initially in the first six weeks of school to discuss home learning and school closure experiences. DHT and SENCO to call families at least once half termly to check on any barriers and express expectations and praise.</p>	<p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated.</p> <p>Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops (Post COVID restrictions) to help develop a support network at home and a more positive relationship between home and school.</p> <p>High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive.</p>	<p>November – check that all parents have been contacted and supported. Monitor half-termly.</p>

<p>Attendance Initiatives</p> <p>If attendance of children is lower, gaps cannot be closed and can increase as missing further lessons.</p> <p>HT to monitor Pupil premium children's attendance to identify those at risk of struggling to return after closure.</p> <p>Extreme cases (where beneficial) transport provided to school by SLT.</p> <p>SENCO out of class to work with families to help overcome barriers.</p>	<p>SLT, SENCO and ELSA support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possible hinder their learning.</p> <p>Staff will be delivering a 'well-being' curriculum during the first few weeks of school to help with any returning anxieties and where support may need to be introduced.</p> <p>Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through phone calls. This in turn will help attendance increase and therefore achievement increase as less education missed.</p> <p>In extreme cases transport provided to ensure that children can get to school and on time when other transport is not available or acceptable so routines are not missed or disrupted and again the correct mindset is developed at the start of the day</p>	<p>Monthly</p>
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<p>Opportunities</p> <p>Experiences for children are currently very limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.</p> <p>Ensure access to technology so children can benefit from homelearning and online subscriptions such as Mathletics, Seesaw, TT Rockstars, Oxford Owl, Spelling Shed and First News. Laptops to be loaned.</p> <p>Pupil voice used to identify wants and needs and where possible implemented to provide increased experiences.</p> <p>Allocation of funding to enable enrichment opportunities.</p> <p>Examples of aspirational futures provided through visitors and PSHE curriculum.</p> <p>ELSA and Next Steps provided by SENco and 3 trained TAs to ensure social and emotional needs are addressed.</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> <p>EEF have reported that social and emotional learning can allow an extra 4 months learning. This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure.</p>	<p>Termly</p>
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6. Review of expenditure

Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
ii. Targeted support				

Desired outcome	Chosen action/approach	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
iii. Other approaches				
Desired outcome	Chosen action/approach	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