

Pupil Premium Strategy / Self-Evaluation Three Year Plan

1. Summary information					
School	Christ the King Catholic Primary School				
Academic Year	2019-20	Total PP budget	£97,940	Date of most recent PP Review	July 19
Total number of pupils	353	Number of pupils eligible for PP	63	Date for next internal review of this strategy	6.9.19

2. Current attainment			
Summer 2019 Outcomes		<i>Pupils eligible for PP (your school)</i> 73 67 in KS1 and 2 67	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		67%, 61%, 63% comb 52%	
% making expected progress in reading (as measured in the school)		43%	
% making expected progress in writing (as measured in the school)		39%	
% making expected progress in mathematics (as measured in the school)		39%	
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Poor speech and oral skills on entry		
B.	Below expected reading progress		
C.	Poor vocabulary / spelling		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
D.	Low aspirations resulting in low self-esteem, low parental engagement, poor homework take up and poor attendance.		

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Investment in WELKOM programme in EYFS and cascade to KS1 improves oral communication and comprehension.	PP pupils meet the ELG for speaking and listening. They achieve the phonics screening in Year 1.
B.	Effective interventions in reading improve progress in fluency and comprehension. Regular diagnostic assessment demonstrates improvements for PP pupils. Strategies include: including phonics assessment, pupil conferencing and gap analysis of PIRA tests, Salford tests.	All PP pupils make at least expected progress in relation to their prior attainment in reading.
C.	Effective QFT ensures pre-teaching of vocabulary to aid comprehension. Investment in spelling scheme (Spelling Shed) and home reading resources to enhance Letters and Sounds engage and motivate children.	All PP pupils make at least expected progress in relation to their prior attainment in reading and GPS.
D.	Investment in wellbeing team to promote pupil independence and resilience, and to work with parents to raise their aspirations for their children. Team include PSW, ESW, ELSA and Rainbows facilitators, Play therapy and nurture. This will promote continued improvements in the following: Increased involvement by pupils in home learning, improved attendance and improved progress in reading.	Attendance improved to 96% for disadvantaged pupils. PP parents attend coffee morning and other events to engage with staff. Progress of PP pupils ensures they are on track for end of year/ phase targets.

5. Review of expenditure

Previous Academic Year

2018-2019

i. Quality of teaching for all

Action	Intended outcome	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)
Improve progress in reading and writing for all pupil premium pupils.	<p>Progress is 70% +in R, W and M. Combined progress is 65%+</p> <p>Weekly pupil conferencing is targeted at PP pupils.</p>	<p>Year 2 - 9 PP Pupil (2 were prior high attaining)</p> <p>78% made expected+ progress in maths</p> <p>56% made expected+ progress in writing</p> <p>89% made expected+ progress in reading</p> <p>Year 6 – 10 PP Pupils (0 were prior high attaining)</p> <p>50% made expected + progress in reading</p> <p>60% made expected + progress in writing</p> <p>50% made expected + progress in maths</p> <p>Book check Y1-Y4 between PP and other pupils ARE – progress is good for Y2 and generally not disparity between PP / other. SEND boy ion Y4 - 12 pts progress in writing this year. Child interviews: Y4L computer games at home are a barrier. Talk with Y3 children: They knew what was expected of them, happy to come to school; they like to know they are doing well. A Y3 girl focused on music as her strength.</p>	<p>The initiatives we have put in place to improve reading are working, but not in time to secure the results needed in the Y6 2019 SATS. Nevertheless, current pupils are accessing a rich reading diet and many are learning to be fluent, confident readers ready for KS3.</p> <p>Termly action plans for all PP pupils in RWM identify where the children are and interventions to enable them to 'keep up' with their learning – these children are identified as 'lanyard' pupils and are targeted for specific support.</p> <p>Morning interventions had a positive impact with pupils in Year 6. Where there is a capacity this will be rolled out for other year groups.</p> <p>A review of leadership roles has led to more clarity on the role of the assessment across the school. Subject leaders are responsible for driving systematic assessment in their subjects and knowing which children need to 'keep up' in their subjects. This is being embedded during 2019-2020.</p>

ii. Targeted support

Action	Intended outcome	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)
Improve progress for prior high attaining pupil premium pupils in RW and M	<p>L2A pupils targeted for + progress.</p> <p>Prior high attaining pupils make at least expected progress – especially those L2A and level 3 pupils in Year 6 and GDS in Year 5.</p>	<p>AT KS1 the % pupils achieving GDS is above the NA in reading and maths but not in writing.</p> <p>At KS2 the combined RWM GDS is in line with the NA at 10.5%</p>	<p>The initiatives we have put in place to improve standards, e.g. a systematic approach to assessment, are working, but not in time to secure the results needed in the Y6 2019 SATS. Nevertheless, current pupils are accessing a rich curriculum and many are being challenged to achieve greater depth and be ready for KS3.</p>

iii. Other approaches

Action	Intended outcome	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)

<p>Improve parental engagement for all pupil premium pupils.</p>	<p>Home learning is completed daily to a good standard; this impacts on improved progress in reading, writing and maths.</p> <p>Home learning club provides an opportunity for KS2 pupils to complete home learning tasks on time and use IT equipment.</p> <p>Monitoring of reading homework for PP pupils evidences that all make at least expected progress (6 steps).</p>	<p>Teaching staff and our pastoral team have been proactive in reaching out to our most vulnerable families.</p> <p>EYFS had a 70% parental response to their phonics workshop and 100% engagement with home reading and parent consultations. In Year 2 there was only a 10% response to parental workshops during 2018-2019. In KS2 10-20% engagement with workshops, 90% with parent consultation meetings.</p> <p>Staff supported pupils who did not read at home by providing opportunities to read in school. This has ensured all children get recognition on our reading race and the rewards encourage and motivate pupils to read. Homework class has been a successful strategy in enabling pupils to complete home learning, especially reading and spellings.</p>	<p>PSW held several coffee mornings during 2018-2019 – this will be enhanced during 2019-2020 with a coffee morning on the first Friday of every month.</p> <p>Continue with TRICK BOX sessions for parents.</p> <p>Where some PP pupils did not attend before school interventions, after school alternatives can be offered.</p>	
<p>Improved attendance for pupil premium pupils.</p>	<p>Attendance improved to 96% for disadvantaged pupils (ever 6 and FSM)</p>	<p>Attendance and holidays during term time, especially in May prior to SATs has been a barrier to learning for some PP pupils. Our ESW has referred 3 of our PP families to court proceedings during 2018-2019. Attendance during 2018-2019 improved was just below NA at 95%</p>	<p>We will continue to invest PP funding into ESW work as the ESW monitors attendance of our vulnerable families closely and discussed solutions with families when attendance falls below 95%.</p>	

6. Planned expenditure

Academic year

2019 - 2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD for peer coaching.	Improved literacy skills of PP pupils. All PP pupils are able to access learning that is matched to their learning needs accurately.	Staff are able to reflect on their practice and professional dialogues enable them to identify their next steps for improved practice. Best practice ensures PP pupils make the same progress as other pupils	Trained coach to provide CPD. SLT ensure peer matches promote strength. Regular monitoring by SLT and feedback at termly reviews.	Clare Tickel	Termly

<p>Metacognition Training</p>	<p>Improved literacy skills of PP pupils. To enable independent learning.</p>	<p>EEF research demonstrates the impact of metacognition strategies on improving QFT and promoting independent learning. Research that mixed ability groups are most effective in promoting self-esteem and peer support between pupils.</p>	<p>Metacognition training involves 3 INSET sessions for staff over two terms followed by regular monitoring by subject leaders and SLT.</p>	<p>SLT</p>	<p>Termly</p>
<p>To ensure reading is embedded throughout the curriculum</p>	<p>To improve literacy skills of PP pupils ensuring access to a broad and balanced curriculum.</p>	<p>A broad and balanced curriculum offers children rich experiences through which to develop vocabulary and comprehension skills. Reading for reference and pleasure is vital to encourage reading progress.</p>	<p>Curriculum launch with 'Laudato Si' in September following INSET in July 2019.</p> <p>Subject leads lead inset in progression and medium term planning identifies vocabulary.</p>	<p>Phase leads</p>	<p>Termly</p>

Pre-teaching of vocabulary to aid comprehension.	All PP pupils make at least expected progress in relation to their prior attainment in reading, writing and spelling (GPS).	Improved experience of vocabulary through real experiences, visual images and story increases pupil comprehension and understanding of the world.	INSET led by English lead to model pre-teach strategies; this is monitored by the English lead / SLT.	Kerry O'Sullivan	Termly
To implement Spelling Shed.	All PP pupils make at least expected progress in relation to their prior attainment in reading, writing and spelling (GPS).	Knowledge of spelling rules aids fluency of reading and will support progress of pupils in learning the allocated word lists for their phase.	English lead trains staff in Spelling shed strategy and how to use to support learning in school and at home.	Kerry O'Sullivan	Termly
Total budgeted cost					£27,103

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted interventions for reading, spelling and phonics following diagnostic assessment.	All PP pupils make at least expected progress in relation to their prior attainment in reading, writing and spelling.	Pupils need a secure foundation in phonics and the spelling rules to make progress. Gaps need to be identified and addressed by effective and time based interventions.	Phonics assessment September 2019. Termly spelling audits. Teacher/ HLTA listens to child read every week. Pupil conferencing for reading – HLTA provide time. Morning reading clubs. Daily targeted reading by volunteer / HLTA. SEND targeted intervention	Mrs Perry	Termly

Implement WELKOM programme for EYFS / Y1 pupils.	Improved oral skills and speech of target group. EYFS pupils meet the ELG for speaking and listening. Year 1 pupils achieve the phonics screening standard.	Poor speech and communication skills of PP pupils on entry into EYFS.	WELKOM training for support staff in EYFS and Year 1. SENCo review of impact data each half term initially.		Termly
Total budgeted cost					£36,053

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Investment in wellbeing team; Trick Box facilitator, PSW and ESW and parent coffee meetings.	PP parents attend coffee meetings and other events to engage with staff. Progress of PP pupils ensures they are on track for their end of year / phase targets.	Parental engagement is improved and they demonstrate higher aspirations for their children by improved attendance, completed HW	Regular coffee club for PP parents – first Friday on each month. HW club which parents support. Grandparents invited in and access to Tapestry. TRICK Box training for parents. HLTAs target PP parents – model language to raise aspirations.	PSW	Termly

Investment in wellbeing team: Rainbows, ELSA, nurture lunch and play therapy.	Pupil's self-esteem is improved and consequently they make improved progress in their learning.	When pupils are emotionally well their engagement with learning is improved. There is improved attendance, completion of HW and improved behaviour.	TRICK Box implemented. Rainbows and Nurture lunch Morning club (gross motor) MOTIONAL / Trauma Informed School. Vocabulary rich environment / book resources investment Visitors to school Pet / dog readers Advocate for each PP to support them towards ambitious targets.	Mrs Perry	Termly
Investment in wellbeing team: PSW and ESW	Attendance improved to 96% for disadvantaged pupils.	Poor attendance linked to low aspirations, home learning issues,	Weekly visits from ESW who monitors all pupils below 95% attendance. ESW meets with families to find solutions. All action logged. PSW works alongside the ESW to meet and greet families each day.	PSW Admin manager	Termly £37,868
Total budgeted cost					£101,024

Additional detail

EEF Research on Metacognition and supporting children to being independent learners.

We aim to use the best practice research to

- Ensure use research evidence on best practice for disadvantaged – use data is used to identify tightly focused improvement priorities.
- Staff share a shared language around high expectations – no use of limiting language e.g. bottom group
- Clear rationale for any spending on activities outside of the classroom
- Evaluation and monitoring frameworks ensure adjustments to interventions etc. throughout the year so no surprises
- PP strategy dovetails with school mission and culture.

Wellbeing activities: ELSA, Rainbows, nurture lunch, TRICK Box, play therapy, PSW support for families, individual and small group tuition, HW support, readers to listen daily, Advocates, coffee clubs for parents, TRICK Box for parents, MOTIONAL, HLTA link with parents.

Academic: SLT pupil progress meeting with each PP pupil – listen to them read half termly, HLTA focus on readers, WELKOM, interventions (Salford to assess)

School culture: PP discussed at every staff meeting – what are we doing about our disadvantaged pupils – raise aspirations

Raise aspirations for pupils and parents – SHINE £1000, visitors to talk

7. Regular coffee morning – target SEND / PP with support for parents – CB and DJ, Jo M