

Pupil premium strategy statement – Christ the King Catholic Academy

1. Summary information					
School	Christ the King Catholic Academy				
Academic Year	2021/22	Total PP budget	£126,430	Date of most recent PP Review	March 2022
Total number of pupils	213	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2022

2. Current attainment 2019		
2018/19 KS2 Results NO STATUTORY TESTING 2019/20 or 2020/21	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving in reading, writing and maths	79%	70% (65%)
% making progress in reading	84%	70% (73%)
% making progress in writing	79%	80% (78%)
% making progress in maths	89%	100% (79%)

3. Barriers to future attainment	
In-school barriers	
A.	Low on entry attainment – pupil premium pupils enter EYFS below the national average and below that of their peers due mainly to low quality parental aspirations and engagement.
B.	English as an Additional Language – Pupil premium pupils that come from families that speak English as a second language have an additional barrier to overcome
C.	Inadequate speech development – Families of pupils with pupil premium require more support and advice on basic speech development on entry than any other group
D.	RWM Achievement is above national average and ahead of their non-pupil premium peers (during non-covid times). However, writing continues to be the limiting factor.
External barriers	
D.	Attendance - pupil premium data shows a strong percentage currently just above national average (96.25%), without sustained intervention this would not be maintained
E.	Vulnerable Groups – the number of pupil premium pupils' families on Level 2, 3 and 4 safeguarding support intervention groups accessing early help is increasing
F.	Parental engagement in child's learning – pupils who are from this vulnerable group can also have parents that fail to engage appropriately with their child's learning
G.	Impact of pandemic on deprivation factors - COVID 19 has added additional stress factors to those families already living in poverty, lack of access to face to face education for part of the school year in 2020/21 and 2019/20

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain EYFS Pupil Premium outcomes in line with National Average	Maintain EYFS PP GLD at around 70% (Nat:71.8% in 2018/19) being in line with National Av.

B.	Increased rate of progress of pupil premium pupils who speak English as an additional language	Pupils that are both Pupil Premium and speak EAL make good progress across the school (DAFITALm, Assessments and DATA Drop evidence)
C.	Rapid progress for those pupil premium pupils identified as having poor speech and language	Pupils make good progress when given quality interventions, when there is no underlying SEND need
D.	Maintain pupil premium attendance levels in line with or above that of their peers	COVID has impacted upon attendance due to the way the government wishes schools to report absence. Currently attendance is 94.79% (March 2022) Pupil premium scores stands at 95.33%, above the whole school average. Our attendance last year overall was 96.25% and therefore there continues to be some way to go with regards attendance.
E.	Ensure pupil premium pupils secure Reading and Writing outcomes in line with national benchmarks	2018/19 PP KS2 reading data was above the class cohort average and writing was in line. This figure is to be maintained, or improved. KS1 data showed a similar picture, although PP pupils performed much better than their peers (Reading gap 19%, Writing 12% with Maths only 5%) Statutory data returns this year so school is eager to ensure that the gap can continue to be narrowed

5. Planned expenditure

Academic year 2021/22

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

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?
Maintain EYFS Pupil Premium outcomes in line with National Average	Additional Support Assistant within early years daily, to support teachers with the focused teaching of English and Mathematics	New assessment processes were introduced during the pandemic 2021/22 data will rely on this baseline in order to assess progress. In 2019 scores were in line with national average at 70%. Last year's pupil premium monies helped fund additional hours focussing on smaller group provision within the Early Years' Foundation Stage. This provision will remain	EYFS Team Leader half termly review of progress of pupils against National Standards and other groups within the class.	ASC	Half Termly by SSM
Increased rate of progress of pupil premium pupils who have English as an additional language from their individual starting points	Intervention SSA2 daily intervention developing language skills	Pupils need to learn English and use it with increasing proficiency in order to access the rest of the curriculum. 31% of our pupils speak English as an additional language (Year R to Y6) however there is a large proportion of Polish speaking pupils within our Nursery. Half of these pupils are within the EYFS and KS1. This is an increase of 14 pupils since last year. EAL Staff member working on ELIP programme allows pupils to make rapid progress in language acquisition and structure following intervention.	SENDCO meetings identify which EAL/PP pupils are making progress and target accordingly.	DFS	Half Termly by DSA and SSM

Maintain strong RWM attainment with pupil premium groups by the end of Year 6. Exploration of how reading and writing attainment can be in line with Mathematics (R and W are the limiters) and improved further.	Implementation of scheme of learning for reading (including a literary canon) and writing that mirrors the quality of the mathematics scheme of learning.	Pupils' RWM combined scores are above national average for pupil premium pupils in 2019 (65% - national with 79% for pupil premium and 70% for non-pupil premium school group). No statutory testing took place in 2020 or 2021 so it is difficult to judge the nature of the outcomes or the impact of the pandemic. Taking 2019 results as a benchmark the gap between non-pupil premium pupils and pupil premium pupils is a positive one (9%). The continued implementation of an English scheme of learning will allow a clear focus upon the regularity and type of interventions required .	Scheme of Learning exemplars created for staff to deliver quality first teaching and interventions.	MCO and HKN	Half Termly by MC and HKN
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Total budgeted cost					£29,841.28
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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?
Rapid progress for those pupil premium pupils identified as having poor speech and language	SHINE Speech Therapist - Weekly Visit SSA SALT Full Time ABC Intervention	Caseload of pupils with poor speech and language is heavy in number of pupil premium children. EYFS On Entry Baseline regularly indicates poor speech and language development. NHS cutbacks/deficit means reduction in their local S&L service provided previously. Year 1 phonics screening didn't take place in June 2021 due to the pandemic. Since this point phonics testing took place within the Autumn Term 2021. This identified that pupil premium pupils were well below national average and significantly behind their non pupil premium peers. Continued quality support, training and intervention.	Half Termly Review meetings between SENDCO and SHINE therapist implemented tracking pupils and exploring impact of intervention, identifying new pupils to be targeted. Fresh Start Resources and Training delivered to pupils who need accelerated progress	DFS	Half Termly by DSA

Total budgeted cost					£35,048.08
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iii. Other approaches

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?
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Maintained good attendance levels for pupil premium group in line with or above that of their peers	Family Support (Pastoral - First Day Calling/Engage Action) Family Support (PWO - one full day)	Support is offered in these situations through before and after school childcare, collection of children to bring them to school with assistance via taxi (COVID secure) Support with addressing the punctuality and attendance issues in line with school policy. When school sessions are in progress, pupil premium pupils are late more regularly than the non-pupil premium group. Online engagement levels were poor for those pupil premium pupils that remained at home. Investment in pastoral peaks is one area for development of resilience and ensure the balance is supported/reached by families.	Half Termly analysis of attendance data by cross trust attendance officer. Reviews discussed within supervision to support strategies to maintain sustained improvement. Reduction in the lateness of pupil premium pupils.	DSA	Half TermlySSM
Pastoral Peaks Pupils across the school develop strategies for dealing with some of the outcomes of pandemic.	Publication of pastoral peaks for the whole school linked to the resilience framework	Evidence shows that pupils across the school who engage in additional educational visits build resilience more easily than those that do not attend. Restrictions have been lifted but still the stigma of those difficult days remains for our pupils. Pupil Voice Data indicating a reduction in their anxiety levels and parental views on the project and engagement in it. This links to the experience of COVID 19 for these pupils and the Resilience Framework Assessment.	Funded pastoral peaks across each year group (From EYFS to Y6) allowing progression in skills from orienteering in upper KS1 to bush craft style activities by the end of Year 6	SSM	Half Termly SSM
Total budgeted cost					£52723.84
Contingency					£8,816.80
Total Spend Excluding Contingency					£126,430

6. Review of expenditure				
Previous Academic Year		2020/21	£125,583.92	
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 £29,841.28
Maintain EYFS Pupil Premium outcomes in line with National Average	Additional Support Assistant within early years daily, to support teachers with the focused teaching of English and Mathematics	EYFS outcomes in 2021 were not assessed formally as the COVID 19 pandemic removed the potential of these pupils attending school for a full academic year. In 2019 scores were in line with national average at 70%. Staff continue to work on this point	COVID impacts significantly on the progress children are making, despite good provision for online learning, especially phonics. Pupils need consistency within the classroom, regular routines, which the pandemic has not given the team.	£14,185.20

			Continue with this plan, with time, this should prove fruitful.	
Increased rate of progress of pupil premium pupils who have English as an additional language from their individual starting points	Intervention SSA2 daily intervention developing language skills	Pupils need to learn English and use it with increasing proficiency in order to access the rest of the curriculum. 13 pupils this new year, 12 pupils last year just in Reception. Large numbers of polish and other languages coming through the cohorts. 13 equates to 43%	EAL Staff member has had strong results in previous years with pupils making rapid progress in language acquisition and structure following intervention. Continue this support and planning.	£13,561.08
Maintain strong RWM attainment with pupil premium groups by the end of Year 6. Exploration of how reading and writing attainment can be in line with Mathematics (R and W are the limiters) and improved further.	Implementation of scheme of learning for reading (including a literary canon) and writing that mirrors the quality of the mathematics scheme of learning.	Pupils' RWM combined scores are above national average for pupil premium pupils in 2019 (65% - national with 79% for pupil premium and 70% for non-pupil premium school group). Statutory testing took place in 2021 (but delayed) so it is difficult to judge the nature of the outcomes or the impact of the pandemic. Taking 2019 results as a benchmark the gap between non-pupil premium pupils and pupil premium pupils is limited.	Current Year 1 data (March 2022 shows around 60% already at the pass rate. Confirmation of continuation plan a positive experience.	£2,195.00
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
Rapid progress for those pupil premium pupils identified as having poor speech and language	SHINE Speech Therapist - Weekly Visit SSA SALT Full Time ABC Intervention	Caseload of pupils with poor speech and language is heavy on the number of pupil premium children. EYFS On Entry Baseline regularly indicates poor speech and language development. NHS cutbacks/deficit means reduction in their local S&L service provided previously. Year 1 phonics screening didn't take place in June 2020 due to the pandemic, similarly June 2021. Results were not published in the Autumn Terms. Year 4 have improved and most are now off the programme.	Year 3 pupils would normally be identified as requiring additional fine motor skills development (three 30 minute sessions a week). These interventions should remain. Caseload of pupils continues to be a focus, taking care that the SALT support from external SHINE funding is managed carefully.	£34,202
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
Maintained good attendance levels for	Family Support (Pastoral - First Day	Pupil premium families regularly have periods within the school year where they require additional support usually	Support for pupil premium children with school educational trips and extended visits (SIF). Very	£61,540.64 inc contingency

<p>pupil premium group in line with or above that of their peers</p>	<p>Calling/Engage Action) Family Support (PWO - one full day)</p>	<p>following a family crisis which impacts on attendance/late arrival to school. Support with addressing the punctuality and attendance issues in line with school policy. Family support continue to offer strong support in these cases, providing taxis/lifts and counselling when needed</p>	<p>well received and has meant a number of pupils have been able to attend. Continue this line of support</p>	
<p>Essential Life Skills Pupils across the school develop strategies for dealing with the outcomes of COVID 19 (Resilience Framework Assessment</p>	<p>Resilience Champions continue to implement Life Skills Project for targeted pupil premium children in Year 5 and 6</p>	<p>Evidence shows that pupils across the school that receive additional support continue to require support. The sessions were effective but needed fresh approach.</p>	<p>Post COVID pupils have missed out on so many visits and experiences. School has prepared PASTORAL PEAKS to complement the good work that goes on in the school and parish. Peaks will be shared with staff from Sept and monitored alongside PSHEE. These peaks build on the previous year's and allow pupils to engage with peers in a positive way, whilst building resilience Families have responded well to the changes.</p>	
			<p>Total</p>	<p>£125,583.92</p>