

Pupil premium strategy statement – Christ the King Catholic Academy

1. Summary information					
School	Christ the King Catholic Academy				
Academic Year	2020/21	Total PP budget	£125,584	Date of most recent PP Review	Jan 2021
Total number of pupils	211	Number of pupils eligible for PP	74	Date for next internal review of this strategy	April '21

2. Current attainment 2019		
2018/19 KS2 Results as NO STATUTORY TESTING 2019/20	<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. 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 (DAFITAL and DATA Drop evidence)
C.	Rapid progress for those pupil premium pupils identified as having poor speech and language	Pupils don't remain on the programme for long and progress charted in DAFITALs and Data Drops
D.	Maintain pupil premium attendance levels in line with or above that of their peers	2019/20 finished with attendance at 96.25%, since the school year has begun this has improved to 96.82% across in January 2021. Pupil premium scores dropped to 95.95%, previously the stronger group in analysis. This figure is to be improved in the 2020/21 cohort, maintaining low persistent abs.
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%. With no statutory assessments this target needs to remain to ensure that the gap can be narrowed across Eng strands)

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

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	EYFS outcomes in 2020 were not assessed 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%. Last year's pupil premium monies helped fund additional hours focussing on smaller group provision within the Early Years' Foundation Stage, including outside access at lunchtime and a focus upon basic English and Mathematics fluency	EYFS Team Leader half termly review of progress of pupils against National Standards and other groups within the class. DAFITAL Subject Meetings Termly	FGR	Half Termly by FGR and 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. 14% 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. EAL Staff member has had strong results in previous years with pupils making rapid progress in language acquisition and structure following intervention.	DAFITAL meetings identify which EAL/PP pupils are making progress.	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 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 designed by English team along with improvements in end of key stage outcomes, despite pandemic barriers	MCO and HKN	Half Termly by MC, HKN and SSM
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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 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. Since this point phonics testing took place within the Autumn Term 2020. This identified that pupil premium pupils were well below national average and significantly behind their non pupil premium peers (8 PP vs 14 NPP passed). Year 3 pupils would normally be identified as requiring additional fine motor skills development (three 30 minute sessions a week). However those in Year 4 still require a complete programme having missed due to COVID 19	Half Termly Review meetings between SENDCO and SHINE therapist implemented tracking pupils and exploring impact of intervention, identifying new pupils to be targeted. DAFITAL Meetings exploring pupil progress following interventions and readdressing/focusing completed in light of that information. Fresh Start Resources and Training delivered to pupils who need accelerated progress	DFS	Half Termly by DSA and SSM

Total budgeted cost	£34,202
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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?
Maintained good attendance levels for pupil premium group in line with or above that of their peers	<p>Family Support (Pastoral - First Day Calling/Engage Action)</p> <p>Family Support (PWO - one full day)</p> <p>Support for pupil premium children with school educational trips and extended visits (SIF).</p>	<p>Pupil premium families regularly have periods within the school year where they require additional support usually following a family crisis. COVID pandemic restrictions has compounded this need. 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)</p> <p>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 would need to be monitored should another national lock down occur</p> <p>Pupil voice data illustrates that children are keen to attend school, particularly when visits days and trips are planned. Trips are unlikely to be residential in this academic year, as the country gets to grips with the pandemic, however day trips, once Tier restrictions are lifted are possible.</p>	<p>Half Termly analysis of attendance data by cross trust attendance officer.</p> <p>Reviews discussed within supervision to support strategies to maintain sustained improvement.</p> <p>Reduction in the lateness of pupil premium pupils.</p> <p>Review of the number of pupil premium families in debt.</p>	FGR	Half Termly EM, FG, SSM
<p>Essential Life Skills</p> <p>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 additional support to achieve the basic needs highlighted on the Resilience Framework, following lockdown and tier 4 restrictions and the impact this has had on their mental health.</p> <p>The sessions continue to be carried out by a range of professionals including; class teachers, senior leaders, family support manager. The project aims to improve the life chances of pupil premium pupils.</p>	<p>Funded resilience journey 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</p> <p>Pupil Voice Data indicating a reduction in their anxiety levels and parental views on the project and engagement in it.</p>	SSM	Half Termly SSM
Total budgeted cost					£61,540.64
Contingency					£8,816.80
Total Spend Excluding Contingency					£125,583.92

6. Review of expenditure

Previous Academic Year		2019/20	£ 126,684	
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
Maintain EYFS Pupil Premium outcomes in line with National Average	Additional Support Assistant within early years for 0.5 per week to support teachers with the focused teaching of English and Mathematics	<p>This cost was significantly less than spent on a teacher two years before however has been hampered by the pandemic. COVID 19 meant pupil learning was online from home, for 6 months with staff working from home or isolating. Despite retrieval sessions planned by staff the learning loss was significant as EYFS pupils found it hard to engage online.</p> <p>This year to ensure that school can benefit from this spending, pupil premium will fund this part time support assistant again</p>	<p>Pandemic has created additional issues within the cohort, now in Year 1, through their lack of face to face engagement. Key worker pupils had a child care offer and those without a school place had online learning from home, retrieval style. No face to face live sessions were completed at this time.</p> <p>Spending needs to continue to ensure that this group of pupils can now engage in quality face to face learning, with strong support.</p>	£7,136
Increased rate of progress of pupil premium pupils who have EAL from their individual starting points	Intervention SSA2 daily intervention developing language skills	<p>Pupils learning English were given one to one time, if in school prior to the pandemic, and began to use it with increasing proficiency in order to access the rest of the curriculum.</p> <p>14% of our pupils speak English as an additional language spread throughout the school with around 33% of these pupils being from pupil premium background. Staff member worked, prior to the pandemic with these pupils in particular (across the school) for around an hour and a half daily</p>	Staff members working with our pupil premium EAL pupils need a focus upon the "catch" up of these pupils in 2020/21. The pandemic has been particularly isolating for this community.	£14,612
<p>Maintain strong RWM attainment with pupil premium groups by the end of Year 6.</p> <p>Exploration of how reading and writing attainment can be in line with national benchmarks (R and W are the limiters) and improved further.</p>	Development and implementation of scheme of learning for reading (including a literary canon) and writing that mirrors the quality of the mathematics scheme of learning.	<p>Difficult to evaluate the effective nature of the SOL in light of the pandemic. So many pupils have learnt from home, with retrieval being the practice of the day.</p> <p>That said, books were issued to every pupil over the course of the six month school closure, with reading very much part of the standard daily school offer.</p> <p>The design and implementation of the English scheme of learning is well under way. The next focus is upon writing expectations next.</p>	The SOL for reading (canon style) continues to be refined, reviewed and explored by literacy leads. The writing revolution focus, by MCO will provide an opportunity to explore the development of quality writing across all key stages. MCO to explore Single Paragraph Outlines (SPO) and The Writing Revolution (TWR)	<p>£5000</p> <p>£12,500 Canon Texts</p>
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 SSA SALT ABC Intervention	Caseload when assessed were heavy on the number of pupil premium children and EYFS On Entry Baseline indicated poor speech and language development. Sadly due to issues with the pandemic, face to face sessions and NHS cutbacks/deficit means there was a reduction in the number of sessions able to be held in school. Year 1 phonics screening results had 73% pass rate, significantly down on previous years. The support from SHINE and lack of phonics direct teaching for 6 months has taken its toll. Year 3 pupils identified as requiring additional fine motor skills development (three 30 minute sessions a week) were home learning for a large part of the school year, so unable to access quality face to face provision	Pupils at the end of EYFS baseline scores were not tested so there is little indication of the success of this intervention at this point. It is also unclear what proportion of pupil premium pupils secured the prime areas plus English, Maths and Physical development as against non pupil premium pupils.	£28,780
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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 pupil premium group in line with or above that of their peers	Family Support (Pastoral) Family Support (PWO) Support for pupil premium children with school educational trips and extended visits.	Pupil premium families have regular periods within the school year where they require additional support usually following a family crisis. Support is offered in these situations through before and after school childcare, collection of children to bring them to school within the restrictions of COVID 19. Some pupils accessed vulnerable place allocations, others had daily phone calls. Support with addressing the punctuality and attendance issues in line with school policy. During non-covid times pupil premium pupils are late more regularly than the non-pupil premium group, missing valuable learning time and are more often persistently absent (PP: 6% and NPP: 2%). Pupil voice data illustrates that children are keen to attend school, particularly when visits days and trips are planned, and during COVID 19 pupils have been eager to return to school, following the difficulties of the summer term lock down. Many pupils were allocated funds for reductions in school visits, but many of these were cancelled in light of lockdown.	Christ the King requires more pastoral support hours than are currently offered. a focus on the redesign of the pastoral structure will begin to address this issue. PWO time was reduced last year, however directors are eager to maintain focus upon and an increase to the PWO. A cross trust lead has worked well across the two primary schools and this will be maintained into September 2020	£55,552
Essential Life Skills Pupils in Year 5 and 6 to be graded as having good life skills	Resilience Champions continue to implement Life Skills Project for targeted pupil	Evidence shows that pupils in Y5 and 6 require additional support to achieve the basic needs highlighted on the Resilience Framework, however the pandemic meant that this was not possible. Resources were purchased and lessons planned and shared online/home drop with resources to support the delivery of the sessions.	Resilience funding was used to provide the online experience offered to pupils. Not all took up the option and recipe cards were shared. Resources were sent to each family home engaging with the project with fresh ingredients. Should funding externally allow this to take place again, pupils who are eligible will benefit again. It is	£2500

(Resilience Framework Assessment).	premium children in Year 5 and 6		hoped that this coming year, it would be face to face sessions, which proved much more popular.	
			Total	£126,080