



Pupil premium strategy statement (Primary)

School overview 2020-2022

Metric	Data
School name	Christ the King Catholic Primary School
Pupils in school	184
Proportion of disadvantaged pupils	18.5%
Pupil premium allocation this academic year	£63,870
Academic year or years covered by statement	2020-2022
Publish date	November 2021
Review date	November 2022
Statement authorised by	Mary Mainwaring
Pupil premium lead	Mary Mainwaring
Governor lead	Shona Howell

Disadvantaged pupil progress scores for last academic year (2019 data). Due to Covid and school closure – no attainment and progress scores in 2020 (5 pupils out of 21)

Measure	Score
Reading	-3.76
Writing	-4.59
Maths	-4.94

Disadvantaged pupil performance overview for last academic year (2019 – due to Covid – no results in 2020) (1 pupil out of 19)

Measure	Score
Meeting expected standard at KS2 in Reading	0%
Meeting expected standard at KS2 in Writing	0%
Meeting expected standard at KS2 in Maths	0%
Achieving higher standard at KS2 in Reading	0%
Achieving higher standard at KS2 in Writing	0%
Achieving higher standard at KS2 in Maths	0%

Mission statement for disadvantaged pupils

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and make progress, given high quality teaching, a rich curriculum and strong, positive relationships. We strive for our children to be the best they can be, through a culture of challenge to enable them to experience success and become resilient and independent learners.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To raise the attainment of all disadvantaged and vulnerable pupils, irrespective of their starting points.
Priority 2	To ensure that all disadvantaged and vulnerable pupils have equitable access to all the opportunities the school offers.
Barriers to learning these priorities address	A potential lack of capacity for staff to work with individual children to address their specific needs.
Projected spending	33% on Teaching and Learning

Teaching priorities for current academic year

Aim	Target	Target date
More children achieving expected standard in reading at the end of KS2 Sustain good attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
More children achieving expected standard in writing at the end of KS2 Sustain good attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
More children achieving expected standard in mathematics at the end of KS2 Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1 if possible.	July 22
Disadvantaged pupils to achieve timetable check at Y4	Target children to achieve timetable check at the end of Y4 if possible.	July 22

Ensuring that all pupils, including those that join our school mid-year or who have recently joined our school are able to learn successfully.	<p>All pupils effectively using positive learning behaviours in all aspects of school life.</p> <p>High quality vocabulary instruction embedded within all teaching and learning.</p>	Sept 22
Attendance	Improve attendance of disadvantaged pupils to be inline with Whole School average	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 and Timestable check at end of Y4

Targeted academic support for current academic year

Measure	Activity
High quality, teacher led intervention, addressing gaps in learning.	High level teaching assistant capacity enables class teachers to have time for feedback, small group intervention and pre / post teaching with pupils as required.
Diagnostic assessment and intervention for pupils who may need additional support with language development.	Diagnostic assessments used to identify gaps in vocabulary and language. Interventions put in place to address those gaps, in addition to a focus on language in the classroom.
Diagnostic assessment and intervention for pupils who may need additional support with reading and phonics comprehension	Diagnostic assessments used to identify gaps in phonic knowledge. Interventions put in place to address those gaps, in addition to a focus on language in the classroom. Focused reading interventions with pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Lower levels of vocabulary, communication and language skills in some of our disadvantaged and vulnerable pupils. - Staff capacity and physical work space to address need.
Projected spending	33% on Teaching and Learning

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide nurture support for any child that requires it through therapy or individualised support sessions
Priority 2	Additional clubs and enrichment opportunities within every aspect of the school's curriculum. EWO to support families with attendance

Barriers to learning these priorities address	<ul style="list-style-type: none"> - Early identification and intervention for children and families who need support - Poor attendance at extra-curricular clubs and wider opportunities outside of school - Addresses and supports attendance at school and lateness - Financial barriers removed through school funding extracurricular clubs, uniform , residential etc - Attendance at extracurricular activities and clubs
	<ul style="list-style-type: none"> - Better Behaviours project to support positive relationships and whole school ethos towards positive behaviour
Projected spending	33% on Teaching and Learning and additional opportunities.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	A potential lack of capacity for staff to work with individual children to address their specific needs.	Training for staff to ensure we are not overly reliant on individuals – members of staff trained in intervention support, as appropriate.
Targeted support	Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils.	<p>Focus on vocabulary instruction within staff development</p> <p>Focus on improving the teaching of phonics and reading so pupils read more, including reading for pleasure and develop their language comprehension.</p> <p>Developing independence with reading so children are less reliant on adult input</p>
Wider strategies	<p>Engaging all staff, children and families in positive behaviour approaches</p> <ul style="list-style-type: none"> - Monitoring and measuring positive and aspirational attitudes towards all aspects of school and community life 	Regular attendance reviews, monitoring attendance and engagement at clubs and extracurricular opportunities e.g. leadership roles, participation at school events and responsibilities in school

Review: last year's aims and outcomes (2019 – 2020)

Results taken predictions made on attainment in Nov 2019.

Aim	Outcome
More children achieving at expected level in reading at the end of KS2	Not measured in May 2020
More children achieving at expected level in maths at the end of KS2	Not measured in May 2020
More children achieving at expected level in writing at the end of KS2	Not measured in May 2020
Disadvantaged pupils to achieve phonics check at Y1	The Year 2 pupils completing their Year 1 phonics assessments in December. 1:1 support teaching for all PP children,.
Engaging all staff, children and families in positive behaviour approaches Monitoring and measuring positive and aspirational attitudes towards all aspects of school and community life	The Better Behaviour Project stopped in March 2020 due to the National Lockdown