

# Christ the Key pupil premium grant expenditure:

## Report to governors

### Summary of PPG spending 2016/17

#### Pupil Premium Spending at Christ the King

This is additional money we receive from the government to support the learning of our children who are either entitled to free school meals, are from a service family or are looked after by the Local Authority. All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age related expectations. Initially this will be in Speaking and Listening, English and maths.

To show progress we use

- *Use Raiseonline*
- *Governor's Dashboard*
- *MIS Annual Review*
- *Assessment Manager*
- *Anthony Conlin Assessment*
- *Discussion with teachers SIA & SLT*

*Provision will not be aimed at SEN/Statement children as funding for their needs is already in place.*

#### **Summary of spending and actions taken:**

Our bespoke approach to 'Diminishing the Difference' includes some of the following areas to raise attainment of pupil premium pupils to match that of all pupils in the school.

Our Pupil Premium Grant for 2016-2017 was £86240 and was used for the following:-

- To provide small group work with an experienced teacher focussing on overcoming gaps in learning.
- To provide a teaching assistant to mentor PPG pupil over a week.
- Supply cover to meet with parents.
- Daily support in reading and writing (PP pupils heard read every day).
- Lexia programme delivered by trained TA.
- Purchase of Power of 1 and power of 2 for Maths support
- Purchase of Toe by Toe books to support phonics and spelling.
- Purchase of Code X Reading Programme resources.
- Financial support towards residential visits/educational activities/ breakfast club/after school club and visits.

#### **Outcomes to date:**

All this provision has had a very positive impact on pupil progress for PP pupils. This progress was significantly above national expectations in all areas. There has been progress made in 'Diminishing the Difference' which is monitored through Pupil Progress meetings every term and evidenced to parents in reports.

The gap is narrowing between our vulnerable groups and non-vulnerable especially in expected progress with reading and writing at the end of K.S.2.

The percentage of disadvantaged pupils making at least expected progress is high as is outcomes in reading, maths and the same in writing.

'Spotlight' groups now in place to track and monitor progress of PP pupils.

Strategies to improve attainment were praised in the 'Good' Ofsted report for Christ the King School in 2015.

Parents of vulnerable children are invited to attend half-termly in-depth consultation meetings with the teachers to discuss ways to accelerate progress, using agreed 'structured conversations' to provide a coherent format. Teaching cover is required for this time.

## Previous performance of Y6 FSM pupils

(pupils eligible for free school meals or in local authority care for at least six months)

|   | 2012              | 2013               | 2014            | 2015              | 2016             | 2017             |
|---|-------------------|--------------------|-----------------|-------------------|------------------|------------------|
| % of pupils making expected progress in English           | 100%<br>(1 pupil) | 96%<br>(8 pupils)  | 100% (7 pupils) | 100 % (10 pupils) | 100 % (8 pupils) | 100% (12 pupils) |
| % of pupils making expected progress in maths             | 100%<br>(1 pupil) | 100%<br>(8 pupils) | 86% (7 pupils)  | 100% (10 pupils)  | 77% % (8 pupils) | 100% (12 pupils) |
| <i>Performance measures relevant to your school phase</i> | 25 cohort         | 27 cohort          | 28 cohort       | 31 cohort         | 29 cohort        | 28 cohort        |

Performance of disadvantaged pupils (PP pupils) based on teacher assessment Years 1-6 We expect pupils to make the 3 points progress each year. As of June 2017

| Academic Year 2016-2017 | Yr1              | Yr2              | Yr3              | Yr4              | Yr5              | Yr6              |
|-------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Maths                   | All pupils       | All pupils       | All pupils       | All pupils       | All pupils       | All pupils       |
| APS                     | 0.84             | 24.76            | 27.51            | 30.52            | 33.58            | 36.60            |
|                         | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> |
|                         | 0.88             | 24.40            | 27.33            | 30.00            | 33.56            | 35.92            |
| Reading                 | All pupils       | All pupils       | All pupils       | All pupils       | All pupils       | All pupils       |
| APS                     | 21.80            | 24.84            | 27.61            | 30.50            | 33.69            | 36.80            |
|                         | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> |
|                         | 21.25            | 24.40            | 27.42            | 30.13            | 33.67            | 36.08            |
| Writing                 | All pupils       | All pupils       | All pupils       | All pupils       | All pupils       | All pupils       |
| APS                     | 21.58            | 24.64            | 27.46            | 30.41            | 33.20            | 36.17            |
|                         | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> | <b>PP pupils</b> |
|                         | 21.14            | 24.68            | 27.25            | 30.0             | 33.38            | 35.00            |

|                       |        |
|-----------------------|--------|
| Total PPG received    | £80240 |
| Total PPG expenditure | £86240 |
| PPG remaining         | £0     |

*The school will evaluate the impact on each pupil at the end of the each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.*

| Item/project   | Cost                    | Rationale  | Outcome   |
|--|-------------------------|--|---|
| T.A salary to deliver Lexia /Phonics                                 | £16070                  | To improve phonics, reading and spelling in EYFS/ K.S 1 We want to invest some of the PP in longer term change to help all pupils.   | Evidence collected via discussion with pupils and scrutiny of work.<br>Assessment manager and report from Lexia shows increase of achievement with Reading/spelling ages.                                   |
| PSA salary to ensure pupils attend school and are equipped.          | £16582                  | Ensure PP pupils attend school are punctual and have equipment for lessons.  | Attendance for PP pupils is good.   |
| T.A.s salary to deliver CODE   | £20734                  | Provide learning support for PP pupils in their reading and spelling.  | PPG pupils heard read every day.<br>TA listening to pupils read and checking spelling on a daily basis. Big gains in progress some make exceptional progress.   |
| PP mentor (Mentor left in AUT and not replaced.)                     | N/A                     | T.A working on an one to one basis with PP pupils-read/maths In K.S. 2 some of the PP pupils are not making sufficient progress we need to increase pupils 'meeting expected standards by 50%. | Increase in reading and spelling ages by 6 months and for some by 1 year.   |
| J.C-. Consultant Assessing pupils progress once a term               | £3000                   | To improve maths knowledge and understanding for focussed group 6.   | Targeted pupils increased maths age by 10-12 months.  |
| Toe by Toe   | £1000                   | To develop and improve reading and word recognition using Toe by Toe on a one to one basis.  | Improved reading, spelling and phonics. Pupils with more confidence in their ability. Parents involved in the programme.  |
| Upgrade Lexia  | £2000                   | To improve spelling/reading  | Reading and writing ability improved in EYFS and Y1<br>Above national in Phonics screening. 89%   |
| CODE   | £1000                   | To increase range of resources so more pupils can access the appropriate material.   | Average progress of the children as measured by PIRA is 12 months in a 6-9 month period.  |
| 5 Minute Boxes/ Twinkle Pobble                                       | £1000<br>£1290<br>£4047 | 5 Minute boxes to be used by PP mentor to support learning   | Basic maths/spelling improved and at age related expectation. Pobble for published written work   |
| Power of 1/2-Maths   | £1000                   | To improve maths knowledge and application.  | Maths ability and skills developed.   |
| Financial support for educational activities /uniform/breakfast club | £12517                  | In order that no PP pupil is excluded from taken part due to financial reasons.  | All pupils experience all education visits. All Y5 and Y6 experienced outdoor pursuits Residential- Whitby and Peatrigg. Pupils develop perseverance, team work, resilience and ability to face challenges. |

**Curriculum focus of PPG spending for 2017/18    £ 79880 (57 pupils)**

- *T.A. Supporting pupils in reading, writing and maths.*
- *T.A. to mentor all PPG pupils*
- *Setting up and organising E-cadets*
- *Spelling /Grammar Programme*
- *PSA support and mentoring.*
- *Build in allocation of time for one to one discussion with parents of PP pupils each term.*
- *T.A.s delivering CODE*
- *Supporting Middle Management Team (supply cover)*
- *Jacky Canwell external support £300 per day*
- *Financial support for educational activities*
- *Lexia delivery by TA*
- *Oxford Phonics Reading programme F.S & K.S 1*
- *Power of 1/2 Maths programme*
- *More Five Minute Boxes-Spelling*
- *Toe by Toe*
- *Homework Club*
- *Supply cover*
- *Staff Training on giving high quality feedback*
- *Weekly small group sessions in maths for high -attaining pupils.*
- *Uniform/ Residential visits/Breakfast/After school club/Educational Visits*

| For current Academic Year   | 2017-2018  |
|---|--|
| Christ the King' school pupil premium allocation amount           | £79880   |
| Main barriers to educational achievement faced by eligible pupils | <ul style="list-style-type: none"> <li>• Parent engagement</li> <li>• Lack of home support i.e. hearing children read/Homework support</li> <li>• Boys attitude to learning/reading</li> <li>• Pupil attendance</li> </ul> |
| Planned spend to address barriers                                 | £79880   |
| How we will measure impact of pupil premium                       | Assessment/Pupil progress review/Raiseonline/ Data analysis-A.C.   |
| Date of next review of the school's pupil premium strategy        | March 2018   |

| Desired outcomes  |  |
|---|--|
| Desired outcomes and how they will be measured  | Success Criteria   |
| Improve the attainment and progress of Reception and KS1 PPG children in writing.   | Greater % of PPG children achieving GLD in EYFS<br>Greater number of PPG children achieving ARE in Year 1<br>Greater % of PPG children achieving Expected Standard+ in Year 2  |
| Improved attainment in reading and writing for Reception- Year 5  | Greater number of PPG children at ARE  |
| Improved attendance rates for PPG pupils which are in line with attendance rates for non PPG pupil  | The gap between PPG pupils and non PPG pupils continues to diminish  |
| Increased parental engagement in all aspects of school life, including support of homework, attendance at Inspire workshops/Stay and Play/Parent Consultation evenings/structured conversations. More PPG children accessing clubs in school. Investigate numbers of PP pupils in clubs and ensure all have access. | Increased voluntary attendance of parents of PPG eligible pupils at events that link to learning within the school.<br>A greater number of PPG children accessing clubs<br>Structured conversations have taken place with agreed targets for chosen PP children. |

| Current attainment   | Pupils eligible for PP                  | Pupils not eligible for PP              | National Data 2016                                  |
|--|---|---|---|
| % achieving (Good Level of Development) GLD in Reception   | 50%                                     | 79%                                     | 69.3% all pupils (no data for national PPG GLD)     |
| % achieving expected standard in Year 1 Phonics check  | 75%                                     | 85%                                     | 81% all pupils 69% FSM pupils<br>83% non PPG pupils |
| % achieving ARE in Reading at the end of Key Stage 1   | 40%                                     | 72%                                     | 74% all pupils 60% PPG pupils<br>78% non PPG pupils |
| % achieving ARE in Writing at the end of Key Stage 1   | 40%                                     | 56%                                     | 65% all pupils 50% PPG pupils<br>68% non PPG pupils |
| % achieving ARE in Mathematics at the end of Key Stage 1   | %                                       | %                                       | 73% all pupils 58% PPG pupils<br>77% non PPG pupils |
| % achieving ARE at the end of Year 5 in Reading, Writing and Mathematics (6 PPG pupils, of which were identified as SEND and 1 with an EHCP) | Reading 83%<br>Writing 50%<br>Maths 50% | Reading 83%<br>Writing 50%<br>Maths 50% |   |

## Self-review questions for Governing Bodies

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

### Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
  - give details of how the resources are to be allocated?
  - give an overview of the actions to be taken?
  - give a summary of the expected outcomes?
  - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
  - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

### Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?

## **Key facts**

### **Financial year 2016 to 2017**

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the [virtual school head \(VSH\)](#) in the local authority that looks after the child. [VSHs are responsible for managing pupil premium funding for looked-after children.](#)

### **Academies and free schools (including special academies and AP academies)**

We pay academies and free schools pupil premium funding in quarterly instalments.

In the 2016 to 2017 financial year, we'll pay academies and free schools their pupil premium on the following dates:

- 6 July 2016
- 6 October 2016
- 6 January 2017
- 6 April 2017