



## Christ the King Catholic Primary School Policy Report on Impact for Pupil Premium Children 2017/18

The Pupil Premium for 2017-18 was £79,880 and was allocated to local authorities and schools with pupils on roll in January 2016 that are known to have been eligible for free school meals (FSM) at any time in the last six years. For each of these pupils the school is awarded £1320 in order that the best possible academic support is achieved. Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils. The targeted and strategic use of pupil premium will support us in achieving our vision.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

### Provision

The range of provision the Governors consider making for this group could include:

- Providing small group work, with an experienced teacher focused on overcoming gaps in learning
- 1:1 support
- Additional teaching and learning opportunities provided by trained TAs or external agencies
- Providing experiences that may be otherwise not financially possible for some children so their primary school experiences develop them as rounded children
- Accelerating progress, moving children to at least age-related expectations. Initially this will be in communication, English and Maths.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve the best academic achievement possible

### Reporting

- It will be the responsibility of the Head teacher, or a delegated member of staff, to produce regular reports for the Governing Body
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils

- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- The governors of Christ the King will ensure that there will be an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website
- Any appeals against this policy will be through the governor's complaints procedure

## The impact of 2017/2018

### Self-Evaluation - Achievement of Pupils

#### Context / Pupil Numbers

2018	Total	Boys	Girls	PP	Non PP	SEN	No SEN	EAL	Not EAL
<b>EYFS</b>	<b>45</b>	22	23	12	33	2	43	1	44
		48.9%	51.1%	26.7%	73.3%	4.4%	95.6%	2.2%	97.8%
<b>Phonics</b>	<b>45</b>	21	24	9	36	3	42	0	45
		46.7%	53.3%	20.0%	80.0%	6.7%	93.3%		100.0%
<b>KS1</b>	<b>44</b>	21	23	9	35	3	41	1	43
		47.7%	52.3%	20.5%	79.5%	6.8%	93.2%	2.3%	97.7%
<b>KS2</b>	<b>30</b>	15	15	11	19	5	25	2	28
		50.0%	50.0%	36.7%	63.3%	16.7%	83.3%	6.7%	93.3%

#### EYFS Analysis

Cohort: 45 (22 boys and 23 girls).

EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

27% of pupils are Disadvantaged - 12 pupils (5 boys and 7 girls).

50% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non-disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 23%. National Disadvantaged is 54%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

## **Y1 Phonics**

### **School Disadvantaged vs National 'Other' (Not Disadvantaged)**

20% of pupils are Disadvantaged - 9 pupils (2 boys and 7 girls).

89% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. National Disadvantaged is 69%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

## **Key Stage 1**

Cohort: 44 (21 boys and 23 girls).

### **Reading**

33% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 46%. National Disadvantaged is 60%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

**This is an area for the school to make considerable impact with for 2018/19**

### **Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)**

20% of pupils are Disadvantaged - 9 pupils (7 boys and 2 girls).

44% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 50%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

**This is an area for the school to make considerable impact with for 2018/19**

### **Maths** School Disadvantaged vs National 'Other' (Not Disadvantaged)

20% of pupils are Disadvantaged - 9 pupils (7 boys and 2 girls).

56% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 58%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

**This is an area for the school to make considerable impact with for 2018/19**

### **Key Stage 2**

Cohort: 30 (15 boys and 15 girls). 37% of pupils are Disadvantaged - 11 pupils (6 boys and 5 girls).

### **Combined Reading, Writing and Maths**

55% of Disadvantaged pupils achieved the expected standard compared to 67% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 12%. National Disadvantaged is 48%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

### **Reading** School Disadvantaged vs National 'Other' (Not Disadvantaged)

91% of Disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. National Disadvantaged is 60%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

### **Writing** School Disadvantaged vs National 'Other' (Not Disadvantaged)

82% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. National Disadvantaged is 66%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

### **SPaG School Disadvantaged vs National 'Other' (Not Disadvantaged)**

100% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. National Disadvantaged is 66%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

### **Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)**

82% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. National Disadvantaged is 63%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Our school provision has had a positive impact on pupil progress throughout the school in most groups, however greater impact is needed in KS1.

#### **Nature of support 2017/18**

Our Pupil Premium Grant for 2017-2018 was £79.880 and was used for the following:

- Staff CPD to improve teaching and learning, including: Maths strategies – Graeme Forster, Maths Consultant – Maths a Mastery Approach, Barriers to learning - Allison Cartwright, EP
- Enrichment Activities: Maths lessons – Graeme Forster, Storytelling – Chris Connaughton, singing and music
- Provision for G&T and more able children
- TAs for targeted interventions
- Additional teacher time in Key Stage 1, three mornings per week.
- Intervention Resources: Lexia, Code, Power of ½, Toe to Toe
- Subsidies for educational visits.
- Support with the cost of uniform, breakfast and after school clubs.



