

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Christ the King Catholic Voluntary Academy Leicester
Pupils in school	630
Proportion of disadvantaged pupils	12.5%
Pupil premium allocation this academic year	£100,996
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	February 2021
Statement authorised by	Annie Carter
Pupil premium lead	Roisin Knight
Governor lead	Anne Valente

Disadvantaged pupil progress scores for last academic year

Measure	PP progress score	Average progress score	difference
Reading	4.0	4.0	0
Writing	3.9	3.9	0
Maths	4.1	4.0	+0.1
RE	4.0	4.0	0

Disadvantaged pupil performance overview for last academic year (teacher assessed due to Covid school closures)

Measure	%age PP	Overall %age
Meeting expected standard or above at KS2	89% (8/9)	85%
Achieving high standard at KS2	11% (1/9)	34%
Meeting expected standard or above at KS1	29% (2/7)	54%
Achieving higher standard at KS1	0% (0/7)	7%
Achieving Phonics score in year 1	NA [Covid]	NA [Covid]

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To close the attainment gap by targeting poor language skills and vocabulary acquisition
Priority 2	To combat low self-esteem and lack of confidence
Priority 3	To provided adequate provision for children who are exceeding age-related expectations
Priority 4	To improve parental confidence in providing academic support at home, particularly where English is a second language.
Priority 5	To minimise lateness and absence
Projected spending	£100,996

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to achieve well above average progress scores at KS2	Sept 2021
Progress in Writing	Continue to achieve well above average progress scores at KS2	Sept 2021
Progress in Mathematics	Continue to achieve well above average progress scores at KS2	Sept 2021
Phonics	Continue to achieve well above national in attainment scores	Sept 2021
Other	Ensure that the attendance of disadvantaged pupils is 96% or above.	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

	Activity	Person responsible	Date	Mid year review [RAG]
Priority 1	Ensuring that each class has a TA during morning lessons to provide group and 1-2-1 support that compliments the delivery of quality first teaching in maths, reading and writing.	Head / Heads of school [AC/HG/CM]	Adv 1	
Priority 1	Providing phonics packs for all children in EYFS to use at home.	English lead/ EYFS lead [CM/RC]	Lent 1	
Priority 3	Increasing staff confidence in providing sufficient challenge for children who are exceeding expectations through training and a focus in lesson observations.	Head / Heads of school [AC/HG/CM] Subject leads	Lent 2	Specific focus needed in training. Reminders through obs. Reminders a Of what this looks like in different subjects.
Priority 2	Developing and rolling out the 'CtK experience' promising all children opportunities that increase their cultural capital	Head / PP lead [AC/RK]	Pen 2	With head to confirm final details.

				Printers quotes received. Design and write
Priority 1 and 3	Developing early-career teachers through mentoring in new subject-leadership roles.	Curriculum development leads [KH/RK]	Lent 2	Curriculum Development leads have rolled out a Subject Leader development programme.
Priority 1	Training staff in oracy and teaching strategies for vocabulary development.	Reading and Writing leads [CM/KT/DM]	Pen 2	
Priority 2 and 3	Developing an inclusive provision of trips and extra-curricular opportunities for all children.	Curriculum Leads [KH/RK]	Pen 1	This will be looked at during medium term planning with subject leaders as part of the subject leader training and mentoring.
Priority 2 and 3	Increasing aspirations and awareness of opportunities through the delivery of an 'Aspirations week'	Pupil Premium leads [RK/SY]	Pen 1	Postponed until Advent.
Priorities 1,2, 3 and 4	Providing all children with the opportunity to supplement their learning with online tools through the use of Purple Mash and Century Tech	Head of school / Computing lead [HG/SN]	Adv/Lent 1	All children using Century Tech as part of Covid catch up.
Projected spending	£50,000			

Targeted academic support for current academic year

Measure	Activity	Person responsible	Date	Mid year review [RAG]
Priority 1	To target poor language skills and vocabulary acquisition in	SENCo / Head of	Lent 1	Specific TAs currently

	EYFS/KS1 with a speech and language intervention (NELI – Nuffield Early Language Intervention).	School / EYFS lead [AW/CM/RC]		training in NELI
Priority 1	To target poor language skills and vocabulary acquisition in KS2 with book clubs.	PP leads and reading lead [RK/SY/KT]	Lent 2	Looking at covid-bubble-safe options. Postponed.
Priority 2	To improve confidence and self-esteem by allocating PP children a staff 'buddy' with whom to share successes and problems.	PP leads [RK/SY] All staff	Pen 1	Mentors have volunteered. Staff now nominating children for mentoring.
Priority 3	To ensure that higher achieving PP children are prioritised with the opportunity to form an Eco committee.	Eco lead [AMc]	Lent 1	
Priority 1,2 and 3	To provide academic coaching in year 6	Head of school/ yr 6 team [HG/KT/DM/KD]	Adv 2	HG to update
Priority 1,2,3	To give all children access to the Century tech targeted online learning tool that provides children with targeted catch-up activities based on artificial intelligence.	Head of school [HG]	Lent 1	All KS2 children have to ability to access. Parents have had the opportunity to learn more about this in a workshop.
Priority 1	To provide catch-up for children who are falling behind using Lexia	SENCOs [AW/SC]	Lent 2	SENDCOs to update.
Projected spending	£21,000			

Wider strategies for current academic year

Measure	Activity	Person responsible	Date	Mid year review [RAG]
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Priority 5	To ensure that the attendance of PP children is in line with both national expectations and school targets and that episodes of lateness are reduced by working directly with the EWO and providing free Breakfast Club places where appropriate.	Head/Office manager / Learning mentor [AC/JO/KHan]	Adv 2	More communication to parents regarding Breakfast club opportunities. Annie to update on attendance
	To create a maintain a central Pupil Premium register detailing individual children's barriers, opportunities and academic outcomes.	PP lead [RK]	Adv 2	Done, staff to update and maintain at each assessment cycle.
Priority 4	To promote and communicate the work of the FIT (Family inclusion team) to both staff and parents and provide effective communication for parents regarding the support available.	FIT team [AW/SC/KHan/RK]	Adv 1	
Priority 2	To increase children's self-esteem, confidence and emotional literacy through work with the learning mentor.	KHan	Adv 1	KHAN to update on the number of children currently on her register.
Priorities 2 and 4	To review and effectively provide support for Post-LAC/adopted children and their families regarding both emotional and academic development.	SENCo /PP lead [AW/SC/RK]	Lent 2	AW to update
Projected spending	£22,000			

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate time for quality training and development during the current Covid restrictions.	Teachers allocated 'Professional partners' to encourage a professional dialogue.

	Limited extra-curricular/trip opportunities due to Covid restrictions.	Encouragement of in school themed days. Continued development of our programme of opportunities and the 'CtK experience' ready for roll-out.
Targeted support	Difficulty in providing small group interventions that do not breach Covid 'bubbles'	SENCo team to monitor and advise on a programme of 'in class' interventions.
Wider strategies	Attendance affected by Covid isolation.	Attendance is recorded using X code which does not impact on whole school attendance totals; therefore, staff must monitor attendance of individual pupils closely, particularly PP or those with poor attendance. Teachers/office staff to contact parents/pupils isolating twice weekly to check general welfare/signpost home learning. Office staff to record the time which pupils arrive and refer those who are persistently late to HoS/JOH. Teachers to keep a record of pupils who isolate and the work which they are completing. Where there are concerns, this should be shared with leaders/DSLs.

Review: last year's aims and outcomes

Aim	Outcome [RAG rated]
To target poor language skills and vocabulary acquisition	<p>Staff CPD Whole staff Isabella Wallace training at the beginning of the year was well received and evidence of the strategies have been evident in observations school wide. Many of her approaches have been incorporated into new planning structures for Science and Theme ensuring a more rigorous structure of reviewing and assessment. Guided reading is now taught with a consistent approach throughout the school following the Reading Project. Staff have worked in pairs to reflect on and provide support of guided reading and this work is ongoing. Several teachers have been identified as benefitting from future training on the Reading Project course.</p> <p>Classroom TA support Having an additional adult in the class room has ensured that children have more targeted support from an adult, particularly in reading, writing and maths. It ensures that all children are listened to read at least once</p>

	<p>a week. Additional adults also provided more opportunity for small groups of children to work more directly with the teacher in a guided group scenario. Staff encourage the children to speak in complete sentences.</p> <p>Phonics packs There are currently 3 packs per class that are shared on a library/borrowing system. This will not be possible with the Covid risk assessment. We are looking into a way of bringing this up to date with online and personalised videos rather than DVDs and the possibility of individual phonics packs for each child.</p> <p>Reading Crew This continued to be an effective intervention and had an impact on the reading progress of the children involved. More structured monitoring including children's levels pre and post Reading crew would be beneficial. It will not be possible for this intervention to take place in the same way this year due to Covid restrictions. FIT team and reading leads are looking at other opportunities.</p> <p>Targeted interventions The SENCos continue to coordinate a central interventions programme ensuring that opportunities are accurately tracked and monitored.</p>
<p>To improve low self-esteem and lack of confidence</p>	<p>Trips and external opportunities Pupil Premium children, where necessary, were provided with funding to ensure that they had access to the opportunities on offer. A recent audit has shown that there are inconsistencies (in both cost and volume) in the current trip/opportunity provision being offered. This is being monitored by the Curriculum development lead and PP lead. We are aiming to provide parents with a cost at the beginning of the year for the additional trips/opportunities that their child will be offered so they can budget for this.</p> <p>Learning mentor In addition to running targeted groups, the Learning Mentor's role also included reviewing attendance, safeguarding and home-school liaison. This was particularly important during the school closures and the learning mentor and FIT team conducted check-in phone calls for the vulnerable children and prepared wellness activities for all children</p>
<p>To provide good provision for children who are exceeding age related expectations</p>	<p>Whole-school approaches Go Deeper' challenges are now provided in Maths, RE and science. Staff meeting time has been spent training staff in effective planning of these.</p> <p>Aspirations week Aspirations week did not take place due to Covid school closures. 'Fact finding' is required in order to run a successful and targeted aspirations week in 2021. The Pupil Premium leads are looking at case studies of other schools who effectively offer an aspirations week.</p>

	<p>Monitoring</p> <p>In order to ensure that all teachers are fully aware of the backgrounds of the Pupil Premium children a central Pupil premium register has been started. This will also ensure that these children have access to a range of opportunities.</p>
<p>To provide home support particularly where there is a language barrier and/or lack of parental confidence to support learning</p>	<p>School closures due to Covid-19</p> <p>Purple Mash became a crucial tool during the Covid lockdown and we are now successfully creating a whole-school expectation regarding using online tools such as Purple Mash and Class Dojo for communication and working from home. Teachers are monitoring children's use of these [esp. PP children] and keeping in touch with those who rarely engage.</p> <p>Parents were surveyed regarding device/ digital accessibility.</p> <p>Routes to Resilience</p> <p>A successful Routes to Resilience parent event was held in the Advent term.</p>
<p>To combat lateness and absence</p>	<p>Percentage Absence was 3.1% up until March 2020 for last academic year compared to 4.4% the previous year.</p>