

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ the King Voluntary Academy
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 – 2022
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Annie Carter (Executive Head Teacher)
Pupil premium lead	Roisin Knight
Governor / Trustee lead	Ann Valente

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,897
Recovery premium funding allocation this academic year	£10,573
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,470

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at Christ the King is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap.

In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses around half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and wider opportunities.

The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the Covid-19 pandemic, widen their aspirations, develop their confidence and increase their cultural and STEM capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To narrow any attainment and progress gap created by the Covid-19 school closures with particular focus on language skills, vocabulary acquisition and reading.
2	To provide for the SEMH needs of our children and develop parent confidence in supporting their children during their time in school.
3	To provide a knowledge-rich curriculum which increases aspirations and the cultural and STEM capital of our children with particular focus on higher ability learners.
4	To minimise lateness and absence

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Attainment and progress at the end of 2021-22 are in line with pre-covid19 data (academic year 2018-19)</p>	<ul style="list-style-type: none"> - Clear monitoring in termly pupil progress meetings with identification of target pupils for intervention where necessary. - Teaching staff to continue to identify gaps in learning and adapt lesson planning accordingly. - Curriculum planning allows for opportunities to address lost learning
<p>Children and families know where to turn to for help and support and lost learning time due to these factors is minimised.</p>	<ul style="list-style-type: none"> - The FIT team action plan is reviewed and adjusted twice a year - Engagement in FIT team coffee drop-ins each half term - Use by parents of the FIT team email address and read receipts for FIT team posts on the whole school dojo page - Children know who they can turn to in different situations - Up-to-date pastoral register maintained by the learning mentor - Staff are aware of how to refer children to the pastoral register
<p>Children can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil Premium children achieving greater depth and the number on non-PP children achieving greater depth is narrowed.</p>	<ul style="list-style-type: none"> - Newly developed medium term curriculum planning that focuses on a knowledge-led curriculum. - Subject leader training in carrying out effective pupil voice surveys. - Ongoing curriculum evaluation - Teachers / subject leaders to clearly include opportunities and experiences from the Ctk experience in their wider planning. - Ongoing monitoring of HA PP children in pupil progress meetings with the identification of focus children where necessary. - Regular programme of monitoring and evaluation by subject leaders to include high-quality opportunities for pupil voice.
<p>Attendance is above the national average of 96%.</p>	<ul style="list-style-type: none"> - Monthly attendance reports - Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. - Promotion of this aim throughout the school – attendance awards, attendance figures on school reports and mention at parents evening.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant in every class each morning	Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term. Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths).	1 To narrow any attainment and progress gap created by the Covid-19 school closures with particular focus on language skills, vocabulary acquisition and reading.
Phonics packs for all EYFS/year 1 children	This approach was successfully implemented last year and we had a very positive response from the phonics packs that were sent out with 100% of parents saying they found the packs combined with the phonics pronunciation videos useful. We gained an unofficial 96% pass rate in Y1 phonics as we didn't have to complete the phonics test in Y1 last year. Children and parents also found the white boards and pens a useful resource in our second lockdown in January.	
To research and develop a whole-school approach to the teaching of oracy and vocabulary	Research in 1995 by Hart and Risley (cited in Closing the Vocabulary Gap by Alex Quigley) found that: 'From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families, and this talk gap between the ages of 0 and 3 year... explains the vocabulary and language gap at age 3 and the reading and maths achievement gap at age 10. As a result of school closures, children have had less exposure to a variety of vocabulary and fewer opportunities to develop their oracy through verbal communication with a range of people. This year, we have tasked two members of staff with researching and developing a school approach to teaching oracy and vocabulary in order to narrow this gap.	
Access to Century tech maths programme for all KS2	The school began using Century on our return to school following the lockdown in the Lent term. Century was used as a tool to set homework each week at an appropriate level for each pupil, primarily for Maths. Century was also used in school for intervention sessions and for whole class revision. Feedback from on staff on the effectiveness of the intervention was very positive. Staff found the videos for each small step in Mathematics very clear and accessible. They also said that the learning was personalised to the needs of the child and targeted specific gaps in their knowledge. Century was also an excellent additional resource for pupils to access when they were isolating. Parents reported finding the tool useful as the explanations of how to calculate were beneficial to them when supporting their children at home.	

	<p>The impact of Century when combined with first-quality teaching and intervention was significant. In Year 6 where pupils used the tool most regularly, 90% of pupils reached the expected standard, with 42% reaching the greater depth standard.</p> <p>Evaluation of the use of Century last year has found that there is further potential to develop its use among our most disadvantaged learners and through the FIT team we plan to ensure that this group are accessing the resource more regularly at home.</p>	
To provide adequate resources to support the continued focus on teaching for mastery in maths by using a concrete-pictorial-abstract approach	<p>The NCETM explains that: <i>Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.</i></p> <p>One of the five big ideas used by mastery specialists to underpin teaching for mastery is that Representations are used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation. These representations should include the use of concrete equipment and visual pictorial representations alongside abstract methods. We will ensure that all classes have access to adequate maths equipment to facilitate this approach.</p>	
Continued focus on effective approaches to improving metacognition particularly the effective use of reviewing previous learning	<p>We have developed our curriculum to ensure that it is knowledge led. In doing this we have used Rosenshine's Principles of Instruction, the work of Tom Sherrington and the EEF guidance report on Metacognition and Self-regulated learning to develop lesson structures with ample opportunity for reviewing previous learning. There is continued staff inset training in using these approaches in the classroom and lesson drop ins focus on how effectively this is being used in the classroom.</p>	
A coaching programme to develop subject leaders to effectively plan for, promote, monitor and evaluate their subjects	<p>New DfE reforms on Early Career teaching and NPQs contributes to the growing recognition that promoting effective professional development plays a crucial role in improving classroom practise and pupil outcome. We are continuing to coach our subject leaders to take the lead in developing expert-led medium term planning in their subjects, school wide to ensure aspirational and challenging content and clear progression. In line with the recent EEF guidance on report on Effective Professional Development we aim for this coaching programme to '<i>effectively build knowledge, motivate staff, develop teaching techniques and embed practice</i>'. Subject leaders are being supported to effectively monitor and evaluate these changes and make adaptations.</p>	<p>3</p> <p>To provide a knowledge-rich curriculum which increases aspirations and the cultural and STEM capital of our children with particular focus on higher ability learners.</p>
The 'CtK experience' activity passport to increase the opportunities of all learners through experiences, trips and opportunities	<p>During the Covid-19 lockdown and school closures children missed out on many of the learning opportunities which contribute to their cultural and STEM capital. We have provided a curriculum of experiences to promise to our children to redress this. We are ensuring that these opportunities are clearly tied into our curriculum planning.</p>	

Subsidised trips and swimming lessons for Pupil Premium children	<p>The national curriculum requires that All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>Children must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively.</p> <p>We ensure that all children are able to access this area of the curriculum by subsidising a ten-week swimming programme in year 5 and 6.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI)	<p>As an intervention, the NELI has a strong evidence base and has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation.</p> <p>We started the NELI programme in the middle of the term so those children that started in Reception class have continued into Year One. Already some of those children look ready to graduate from the programme before their 20 weeks are up as we are seeing great successes with it. The programme will begin again in Reception in Advent 2. It is much needed in the cohort as we feel language is a massive area for development with our current Reception cohort who once again have a high level of EAL pupils.</p>	<p>1</p> <p>To narrow any attainment and progress gap created by the Covid-19 school closures with particular focus on language skills, vocabulary acquisition and reading.</p>
Year 5/6 coaching	<p>The school employed a graduate through the trust to spend one day per week supporting upper key stage two children.</p> <p>The interventions which were put in place to support reading in Y5 and were most effective. The graduate worked with the lowest 20% of Y5 readers during the Advent term. 67% of the 18 pupils who received reading intervention made accelerated progress and were working in-line with age expectations by the end of the Advent term. Although the remaining 33% of pupils were not on-track due to their additional needs, they too made accelerated progress and were now accessing the Y5 curriculum.</p> <p>The graduate ran an after-school writing intervention during the Advent term for Y6 pupils. Pupils who attended this club made on average three steps of progress in the Advent term where we might normally expect pupils to make two steps of progress.</p> <p>The graduate completed academic coaching throughout the year with Y5 pupils in arithmetic. The focus for this intervention was on pupils who were expected to reach the greater depth standard but who had fallen behind due to lockdown. All pupils who received this academic</p>	

	<p>coaching made significant improvements to arithmetic scores. Of the 12 focus pupils, the percentage score increase over the year was 38%.</p> <p>During the Pentecost term, the graduate ran an after-school Maths club where the pupils were able to access online Maths resources through the Century online learning website. This club enabled those pupils who struggled with maths to spend an additional hour each week working through Maths at an appropriate level to them based on specific gaps in their understanding. All pupils made progress; however, this progress was as a result of both Century, maths interventions and first-quality teaching.</p> <p>Throughout the year, the graduate completed 1-1 reading with six PP children in Y5. These pupils were targeted for daily 1-1 reading intervention as they were not reading at home. All pupils made progress with reading comprehension and fluency. Their reading age's improved by an average of 19 months over the course of the year.</p>
Reading recovery	<p>This intervention has been widely researched both nationally and internationally. Evaluation by UCL summarises that 'There is substantial evidence evaluating Reading Recovery's effectiveness with the lowest-attaining pupils in a wide range of educational contexts.'</p> <p>Reading recovery eliminates costly long-term remedial Intervention later as the programme has shown to reduce the attainment gap to less than 5% in reading and writing between those economically disadvantaged homes compared with their peers. Being unable to read well at the age of 11 has direct consequences for children's futures so we are stepping in at the earliest opportunity because we believe being literate is the core to any child's education. It is in doing this that we aim to change these children's futures.</p>
Dyslexia Gold	<p>This online tool is for children to use independently for ten minutes a day. It is intuitive and accessible meaning that it does not rely on staff time or a TA led group and can be accessed by children with a range of spelling and reading needs.</p> <p>Formal trials found that pupils reading improved by an average of 12 months in a single term. Spelling improved by 10½ months. 90% of pupils made at least 3 months progress, including the very poorest readers.</p> <p>Dyslexia Gold is used in over 300 schools throughout the UK and is approved by the British Dyslexia Association and Dyslexia Action.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of a Pupil Premium register to gain an overview of the barriers and	Last year's development of a Pupil Premium register allowed staff to view all helpful information about a PP child in one place. This has helped us to recognise and	2

needs of the Pupil Premium children	address barriers to learning promptly. It is a useful tool during Pupil Progress meetings and has aided transition between year groups and Key stages.	To provide for the SEMH needs of our children and develop parent confidence in supporting their children during their time in school.
The work of the Family inclusion and transition team in engaging and supporting parents.	In line with the EEF guidance on working with parents to support children's learning, we have expanded the work of the FIT team to focus on supporting all families and not just those of children with SEND. The team have followed the EEF guidance around a tailored approach to school communications to develop a communication plan for the year and to offer more sustained and intensive support where needed.	
Trauma training and support for families of adopted children	<p>Research by AdoptionUK states that: <i>The majority of children adopted in England come from a background of abuse and or neglect. Adoption UK knows from its membership that adopted children frequently experience significant difficulties in school due to early trauma they may have experienced and schools have a key role to play in building brighter futures.</i></p> <p><i>The ability to manage both academically and socially is crucial to succeeding in school. 71 per cent of parents surveyed said their child's experience of neglect and or abuse in their early life has impacted their ability to cope in school academically and three quarters (75 per cent) said it has an impact on their child's social ability in school.</i></p> <p><i>Due to the lasting impact of early life experiences 80 per cent of adopters said their child needs more support than their peers and nearly two thirds of parents (59 per cent) said their child is always trying to catch up in school and make up for their early life experiences.</i></p> <p><i>Day to day, many adopted children face difficulties in school. The areas adopted children often struggle with compared with their peers include: concentrating in class, sitting still, forming positive friendships and social skills.</i></p> <p>We aim to communicate effectively with our families of adopted children to provide support and address the needs of our adopted children.</p>	
A school learning mentor with ELSA training	<p>The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed.</p> <p>The EEF toolkit finds summarises that: <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p>	
A developing programme of extra-curricular activities and opportunities with subsidised places for Pupil Premium children.	<p>During the Covid-19 lockdown and school closures children missed out on many additional enrichment opportunities which contribute to their cultural and STEM capital. We will rebuild the school's extra-curricular offering and ensure that all children are able to take part regardless of financial situation.</p> <p>The EEF toolkit states that the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	

	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>The toolkit on Physical activity states that: there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.</p>	
<p>Monthly monitoring of lateness and attendance figures and deployment of the Education Welfare Officer (EWO) where appropriate.</p>	<p>This approach will ensure that persistent attendance issues are recognised early and that suitable support is put in place to minimise lost learning.</p>	<p>4</p> <p>To minimise lateness and absence</p>
<p>Free access to Breakfast Club for Pupil Premium children</p>	<p>Access to Breakfast clubs for disadvantaged families mean that they have a larger window in which to drop their children off at school. The breakfast that is provided at the club ensures that all children are fed and ready to start learning.</p>	

Total budgeted cost: £116,470

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The following strategies were evaluated as successful last year through data analysis, impact within the classroom, engagement and need and these strategies will be continued in this policy:

- Use of TAs in each classroom
- Phonics packs for EYFS
- Century tech in KS2
- NELI
- Academic coaching in year 6
- Working with the Education welfare officers
- Free breakfast club
- Maintenance of the Pupil Premium register
- Employment of a Learning mentor

Based on evaluation, the following strategies have been adapted for the new policy:

- Continued focus on strategies for developing the teaching of oracy and vocabulary by the introduction of specific subject leaders for this area who are carrying out research to find a strategy to use in class which complements existing planning as well as increases children's skills.
- Development of early career subject leaders to be extended to development of all subject leaders through a coaching and development programme devised and implemented by curriculum leads.
- Background work to create a tailored activity passport (The CtK experience) has been completed. Staff and subject leads are now ensuring that these opportunities are embedding within curriculum planning. A formal activity passport document will be communicated to pupils and parents in early 2022 to celebrate the school's 70th anniversary.
- As part of the development programme, subject leaders are developing medium term plans school wide and ensuring that adequate trips and experiences are planned in at all levels. This was not able to be developed last year due to limitations as a result of Covid-19 measures.
- Aspirations week was postponed last year due to Covid-19 measures and there is a need to carry out further research into effective ways of carrying this out. The EEF toolkit states that there is insufficient evidence for the impact of aspiration teaching or intervention but we still wish to develop children's knowledge of the opportunities that will be available to them in the world of work in adult life. We plan to incorporate this learning and knowledge into our CtK experience programme.
- The FIT team is being developed to include the Pupil Premium lead as well as the SENDCos and Learning Mentors. The purpose of the team will be recomunicated to the school community to ensure that the focus is on supporting all families rather than specifically families of those children with specific learning needs. The FIT team are producing an Action Plan and communications plan.
- Supporting our families of adopted children continues to be a priority and further investigation is taking place to ascertain what support these families feel will most benefit them. The SENDCo is looking at training opportunities for supporting children with trauma.
- Due to Covid, the ELSA course was not completed last year and will take place this academic year.

Following evaluation, the following approaches from last year's strategy will not be continued:

- Use of LEXIA as a targeted tool for dyslexic children. Following closer research into the tool and feedback from schools and SENDCos using it, the SENDCo decided that this was not the best tool to fit the needs of

our children and has done further investigation into a more suitable fit. Within this current strategy we plan to introduce Dyslexia gold instead.

- Higher attaining Pupil Premium children were given the opportunity to form an eco-committee. The children involved had a very positive response to the experience. With the lifting of Covid-19 restrictions, there will be more opportunities for all children (including PP children) to participate in extra-curricular opportunities this year so this specific strategy will not continue. Instead, there will be opportunities for PP children to have subsidised places for other extra-curricular clubs where appropriate.
- Use of 'Staff buddies' for high profile PP children. The evidence base for this mentoring approach provided by the EEF is not strong. The number of children who could benefit from this opportunity was limited by the number of staff volunteers and their time and commitments meaning that the children receiving the support were receiving it in an inconsistent manner. The benefits were limited or unclear and most of the children mentored were already aware of which members of staff they would go to for help if needed.
- Book clubs – this approach for higher attaining PP children was never implemented due to the inability to mix Covid-19 bubbles. It relies on staff volunteers. The reading lead is researching the possibility of providing reading mentors instead with a focus on PP children who are reading less at home.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield foundation
Purple Mash	2simple
Century Tech	Century