

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (including recovery premium and local-led tuition grant) 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 Catholic Voluntary Academy
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Annie Carter - Head
Pupil premium lead	Roisin Knight
Governor / Trustee lead	Ann Valente

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,608
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£130,903

# 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 over 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 widen their aspirations, develop their confidence and increase their cultural and STEM capital and well as continue to catch-up on learning lost during the Covid-19 pandemic. 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	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 6.
2	Observations and records from the SENCo and Learning Mentor indicate an increase in children with SEMH needs, including some of those from adopted families.
3	Pupil voice indicates that some children do not have the wider opportunities outside of school to develop holistically and build high aspirations for their future
4	Our attendance data indicates a good recovery from COVID, which we aim to maintain and continue to improve upon.
5	27% of our pupil premium children are also on the SEN register.
6	Teacher monitoring indicates that pupil premium children are reading less at home. Assessment data at the end of KS2 indicates a larger attainment gap between pupil premium and their peers.

## 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
<p>1) Improving children’s confidence in using and understanding varied vocabulary.</p>	<p>Continue performing above average in the Phonics Screening Test.</p> <p>Increase staff confidence in teaching vocabulary strategies.</p> <p>Curriculum planning – including vocabulary to explicitly teach and the use of knowledge organisers.</p> <p>Teaching staff to continue to identify gaps and organise interventions/pre teaching where appropriate.</p> <p>Move towards a ‘whole class shared reading’ approach to teaching reading in KS2.</p>
<p>2) Children and parents know where to turn to for help and support. Lost learning time due to these factors is minimised.</p>	<p>To have a clear referral process for Learning Mentor support.</p> <p>To indicate pupil premium children on the pastoral register.</p> <p>To provide 1:1 and group intervention for children with SEMH needs.</p> <p>To communicate effectively with parents and provide opportunities for drop-ins for support and advice.</p> <p>To sustain high levels of wellbeing as demonstrated by qualitative data from student voice, parent surveys and teacher observations.</p>
<p>3) To have a significant increase in participation in enrichment activities (CTK Experience), particularly among disadvantaged children.</p>	<p>Appoint a designated member of staff for extra-curricular activities and holistic development (GO).</p> <p>Begin to track PP children’s participation</p> <p>Families know how to access subsidy and support for children’s involvement in trips and extra-curricular activities.</p> <p>Subject leaders to ensure that the curriculum provides opportunities from the CTK experience.</p>
<p>4) To achieve and sustain attendance above national average from all pupils, particularly our disadvantaged children.</p>	<p>The overall absence rate for all pupils to be no more than 4%.</p> <p>To ensure there is no attendance gap between disadvantaged pupils and their peers.</p> <p>To have an awareness among children and families of what our aims are for attendance</p>

	(96%) and a shared vision and responsibility for achieving this. Establish a chain of support for families with persistent absence.
5) To further tailor our curriculum planning to become more inclusive of SEN learners.	Increase staff confidence in adapting planning for SEN learners. Subject leaders to focus on SEN accessibility for their subject. To ensure SEN learners have opportunities to experience the curriculum at their own level.
6) To improve reading attainment amongst disadvantaged pupils.	More evidence of pupil premium children reading at home. More KS2 children engaging with Accelerated Reader. Higher teacher awareness of suitable texts to engage reading across all groups.

## 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: £ 80,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistants in each class every morning.</i>	<p>The EEF research review suggests that TAs, well trained and used in structured settings with high-quality support and training, can boost learning by as much as an extra term. Classroom TAs at CtK support the teacher in the morning during the teaching of core subjects (reading, writing and maths).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This year we are providing INSET training to both teachers and TAs on strategies supported by this EEF review to help to strengthen the impact of TAs in the classroom. TAs are also included in our programme of Instructional Coaching ensuring that they are upskilled with specific and up-to-date strategies for use in the classroom. These are the same strategies used in the teachers' Instructional</p>	1,5 and 6

	Coaching programme ensuring a consistent and high quality approach for all children.	
<i>Take home phonics packs provided to all children in EYFS</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-eef">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We have implemented this approach for the past three years alongside support and training for parents both in person and in video format. Over this time we have consistently performed well above the national average on the year 1 phonics screening check.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1 and 6
<i>Whole staff Professional development around the explicit teaching of Vocabulary and the use of knowledge organisers.</i>	<p>Our vocabulary and oracy strategy is developed and led by early years specialists ensuring that we consider children's language development from their earliest interactions in school and link this to consider how their spoken English will help the development of reading and writing as they move through the school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/communication-and-language-approaches-eef">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p>All subject medium term planning (planned centrally by subject leaders) isolates key tier two and three vocabulary that needs to be taught in each unit. The Vocabulary and Oracy Lead alongside the English Leads are training and developing staff in explicit strategies for vocabulary development for use within lessons. Curriculum development leads are also providing professional development for staff in how to effectively use Knowledge Organisers to support vocabulary knowledge. This will enable Knowledge Organisers to be used to a better effect enabling children to develop metacognitive strategies and the ability to self-quiz to retain and develop their knowledge.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eef">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><i>Whole staff professional development around supporting SEND learners in the foundation curriculum and science.</i></p> <p><i>Support for subject leaders to develop the inclusion of SEND</i></p>	<p>In line with the EEF guidance report on Special Educational Needs in mainstream schools, we are making supporting SEND learners in foundation subjects a professional development focus for the year and training all staff on the use of a five step model/ pyramid (Bosanquet, Radford and Webster, 2016) to scaffold learners. This is supported by the third recommendation in the guidance report (<i>Ensure that all pupils have access to high quality teaching</i>). We are also ensuring that support staff are included in this training in line with</p>	5

<p><i>learners within their subjects</i></p>	<p>recommendation 5 of the report (<i>Work effectively with teaching assistants</i>)</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Curriculum leads are supporting subject leaders to monitor the inclusion of SEN learners in foundation subjects through their book reviews and learning walks. Most subject leaders have included an SEN related target on their Action Plan for the year.</p>	
<p><i>The CTK Experience including subsidised trips and swimming lessons</i></p>	<p>We continue to develop and embed the 'CtK experience' as a promise to our children that they will have access to a range of opportunities and experiences both within and outside of the curriculum that will support their holistic development and aspirations. This includes opportunities for outdoor learning experiences, arts participation and spiritual development. In line with the EEF, we also feel that raising aspirations will help to incentivise improved academic attainment.</p> <p><a href="#">Aspiration interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Arts participation <a href="#">Arts participation   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Outdoor adventure learning <a href="#">Outdoor adventure learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>3</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,533.50 (+ £10,295 recovery premium + £13,446 Local-led tuition grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Wellcomm</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>This year we are investing in both the early years and primary toolkits to assess children with speech and language delays / difficulties. The SENDCo is undertaking additional training in the use of the</p>	<p>1</p>

	Wellcomm toolkits before training select support staff to deliver this as an intervention to those who need it.	
<i>Year 5/6 Coaching</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eeef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Following proven results in Key Stage 2 assessments, we are continuing to use highly-experience members of the SLT to provide coaching to year 5 and 6 children to support them to achieve their targets in writing, reading comprehension and maths.</p>	6
<i>Reading Recovery and specialist led 1-2-1 reading intervention</i>	<p>We are using our School-led tuition grant to ensure that a member of SLT is also a qualified Reading Recovery teacher who is supporting lower level readers in KS1 using this 'high impact' strategy.</p> <p><a href="https://www.leicester.gov.uk/schools/extranet/">School's Extranet (leicester.gov.uk)</a></p> <p>In KS2 we employ a teacher with a specialism in reading to provide 1-2-1 support for lower level readers and effective and accurate Benchmarking assessment to support teachers to target their reading support for these learners.</p>	6
<i>Reading Crew</i>	<p>The EEF teaching and learning toolkit states: <i>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/peer-tutoring-eeef">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading Crew is a 'before school' intervention where higher level readers from year 5/6 support low ability readers in years 3/4. Training is provided to the UKS2 'tutors' to ensure that their LKS2 tutees benefit from the additional reading opportunities that the intervention provides.</p>	6
<i>Dyslexia Gold and Irlen syndrome screening testing</i>	<p>We have 52 children on our SEND register with either diagnosed dyslexia or suspected dyslexic tendencies. We are using the online tool Dyslexia Gold to ensure that children with diagnosed or suspected dyslexia can follow a tailored programme to improve their reading and spelling ages. This utilises some of the teaching methodology (such as small cumulative steps, training</p>	5 and 6



	<p>in learning strategies and frequent repetition, ample practice and revision) advocated below:</p> <p><a href="#">handy-little-guide-to-dyslexia (pearsonclinical.co.uk)</a></p> <p><a href="#">About Dyslexia (dyslexiagold.co.uk)</a></p> <p>We are also investing in Irlen Syndrome screening and will be using this to support children (who may or may not also be dyslexic) with coloured overlays.</p> <p><a href="#">What is Irlen Syndrome?   Irlen Syndrome Foundation</a></p> <p><a href="#">Irlen vs Dyslexia   Irlen Syndrome Foundation</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subsidised trips programme</i></p> <p><i>Planned programme of extra curricular activities (including subsidised places for PP)</i></p>	<p>We continue to develop and embed the ‘CtK experience’ as a promise to our children that they will have access to a range of opportunities and experiences both within and outside of the curriculum that will support their holistic development and aspirations. This includes opportunities for outdoor learning experiences, arts participation and spiritual development. In order for all children to benefit from a carefully planned programme of trips, most linked to our knowledge-base curriculum, we have set aside a proportion of the pupil premium to subsidise these visits.</p> <p>This year we have also given an experienced member of staff responsibility for the development and coordination of a rigorous programme of extra-curricular opportunities. Each extra-curricular club has a designated number of spaces reserved for Pupil Premium children free of charge. Our emphasis on extra-curricular opportunity is in line with the DfE’s encouragement of ‘Activity Passports’ and their supporting statement stating the importance of these experiences for children’s wellbeing and character development : <a href="#">My activity passport: foreword from the Secretary of State and how to use the activity checklist - GOV.UK (www.gov.uk)</a></p> <p>Arts participation  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Outdoor adventure learning</p>	3



	<a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	
<i>ELSA training and small group intervention</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>At the end of last academic year we had 62 children on our pastoral register who were receiving support from our ELSA-training Learning Mentor. 53% of these children are Pupil Premium. There is a need to train a further member of staff to run group sessions for children on the register who require group SEMH support and intervention.</p>	2
<i>Drawing and talking therapy (delivered 1-2-1 by the learning mentor)</i>	<p>Once we have a further member of staff trained to deliver SEMH intervention, our learning mentor will be able to provide more 1-2-1 mentoring and support for children who are currently experiencing difficult circumstances such as family illness and bereavement.</p> <p><a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Having found the drawing and talking elements of the ELSA training particularly effective, our Learning Mentor will be undertaking specific training in this approach.</p> <p><a href="http://www.primarytimes.com">Drawing and Talking helps teachers tackle children's mental health issues   Primary Times</a></p>	2
<i>Pupil Premium register</i>	<p>We have developed a register of the Pupil Premium children to track and monitor academic attainment, participation in extra-curricular activities, intervention, home support and any areas of concern. This register is updated three times a year and allows Pupil Premium leads and SLT to monitor these children closely and avoid assumptions when implementing intervention or developing policy. This is also a highly effective tool during transition from one year group to the next.</p>	all
<i>FIT Team and parent coffee mornings</i>	<p>Our Family Inclusion Team (FIT) continue to support families and carers academically, socially and emotionally. The FIT team provide a first point of contact for a range of issues and this year will be hosting coffee mornings to encourage families to interact with the school. Evidence from the EEF finds that parental engagement has a positive impact of 4 months additional progress.</p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	2 and 3
<i>Attendance EWO</i>	<p>DfE research shows that 'overall absence has a negative link to attainment'. <a href="http://publishing.service.gov.uk">The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</a></p>	4

	We will continue to work with the Education Welfare Officer to ensure that there continue to be no significant gap between the attendance of our Pupil Premium children and their peers.	
<i>Free breakfast club places for PP</i>	<p>We are supporting families by ensuring that Pupil Premium children have access to free places at our school Breakfast Club in order to improve attendance and minimise lateness. Children also have access to a nutritional breakfast ensuring that they do not start their school day hungry. Although our Breakfast club is not part of the National School Breakfast Programme (NSBP) or <i>Magic Breakfast</i> , it is still the case that (in line with the EEF impact evaluation):</p> <p><i>offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">National School Breakfast Programme   EEF (educationendowmentfoundation.org.uk)</a></p>	4

**Total budgeted cost: £ 114,703.50 (+ £10,295 Recovery premium + £13,446 Local-led tuition grant)**

## 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.

Our identified challenges last year were:

A] To narrow any attainment and progress gap created by the Covid-19 school closures with particular focus on language skills, vocabulary acquisition and reading.
B] To provide for the SEMH needs of our children and develop parent confidence in supporting their children during their time in school.
C] 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.
D] To minimise lateness and absence

By the end of the 21/22 policy our outcomes were:

A] Attainment and progress at the end of 2021-22 are in line with pre-covid19 data (academic year 2018-19)
B] Children and families know where to turn to for help and support and lost learning time due to these factors is minimised.
C] 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.
D] Attendance is above the national average of 96%.

A] This year's attainment data shows a good improvement compared to last year.

#### Disadvantaged pupil performance overview (2021 teacher assessed due to Covid)

Measure	%age PP summer 2021	Overall %age summer 2021	difference	%age PP summer 2022	Overall %age summer 2022	Difference
Meeting expected standard or above at KS2	38% (3/8)	77%	-39%	77%	75%	+2%
Achieving high standard at KS2	0	23%	-23%	0	12%	-12%
Meeting expected standard or above at KS1	56% (10/18)	55%	+1%	82%	63%	+19%
Achieving higher standard at KS1	0	4.5%	-4.5%	27%	11%	+16%
Achieving Phonics score in year 1	100% (10/10)	94.4%	+5.6%	100%	92%	+8%

Several tools were used successfully including Century Tech for KS2 maths homework, Dyslexia Gold for KS2 SEND groups and the Nuffield Early Language Intervention in Early Years. All classes continued to have TA support in the mornings allowing for targeted group work in English and Maths lessons led by either the class teacher or the TA. This also enables two guided reading groups to be listened to by an adult in each session. Catch-up funding and the Local-Led tuition grant were used to train and fund Reading Recovery specialists and to

provide maths catch-up groups to years five and six as well as a mathletes club for higher ability learners in year 5.

B] Use of the PP register gradually increased, enabling better communication between staff regarding children's family circumstances. The FIT team is established and has been communicated to parents but further work is needed in to provide an 'open door' to families though more regular coffee mornings or drop ins. The parents of adopted children were contacted for their opinions on support that might be beneficial. Further ELSA training and Play therapy training is planned for the coming year to allow us to work with more children with SEMH needs. The Learning Mentor is very busy and has a full register of children requiring support.

C] Subject leaders were given considerable designated time throughout the year to create new school-wide medium planning with the support of the Curriculum Leads. This has ensured a clear progression for each subject across year groups. Subject leaders have also been supported to monitor their subjects through lesson visits, book looks and pupil voice. This input has received very positive feedback in reviews from the Catholic Multi-Academy Trust.

Pupil voice shows that children are enjoying and engaging with their learning but that further work should continue and develop this year regarding retention of knowledge through regular reviewing.

As much as covid allowed, there has been a wider programme of trips offered throughout the year with a subsidy for PP children. The CtK experience has been further developed alongside a full trips programme for the new academic year. We would like to increase the number of PP children taking part in after school clubs and extra-curricular opportunities and have given an experienced member of staff responsibility for extra-curricular opportunities and holistic development this academic year in order to focus on this. PP children are regularly surveyed for their opinions and suggestions for this area.

Although attainment and progress for PP children is in line with their peers, there is still a gap between the percentage of PP children and non-PP children achieving greater depth and this will continue to be a focus in staff's pupil progress meetings for the coming academic year.

## 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	
Dyslexia Gold	
Century Tech	
Reading Recovery	