

Pupil premium strategy statement Christ the King Catholic Voluntary Academy Leicester

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year

School overview

Detail	Data
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2024
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	£109,078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109,078

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. 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	Teacher observations and records from the SENCo and Learning Mentor indicate high number of children (including PP children) with SEMH needs.
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 that whilst Pupil Premium attendance is in line with all pupils, there are more instances of persistent absence.
5	Data shows that some of our most vulnerable children (those categorised as both PP and SEND) are not making as much progress as other children in their year groups in reading.

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
1) To provide all children with the strategies to develop their spoken language and oracy skills.	<p>Vocab and Oracy leads to finalise strategy and plan and deliver the roll-out of this to staff.</p> <p>Teachers and TAs are aware of a toolkit of strategies for teaching new vocabulary</p> <p>Staff are using a range of strategies within lessons to encourage and incentivise the explicit use of selected new key vocabulary.</p> <p>There are high expectations among all staff that all children use accurately spoken standard English.</p> <p>All staff recast inaccuracies in standard English so children can improve in this area. Common areas are shared between staff and explicitly targeted during all verbal interactions.</p> <p>Teachers and TAs have and use a toolkit of strategies to scaffold oral presentation, partner talk and group discussion.</p> <p>All children are provided with opportunities to increase their oral language confidence including opportunities to speak to new people, present to an audience or take part in debate.</p> <p>EYFS children with speech and language needs have access to S and L intervention more than once a week (WELCOMM).</p> <p>Support staff are trained in a variety of strategies to support SEND children with a specific speech and language need (WELCOMM).</p> <p>A suitable space is provided on the infant site for targeted speech and language provision for SEND children.</p>
2) Children have access to a range of support and strategies to help with SEMH needs and concerns.	<p>Common SEMH issues are addressed within the SEL within whole class teaching.</p> <p>Whole school strategies, such as the Zones of Regulation, are in place to help children to develop self-regulating strategies.</p>

	<p>Children are aware of the importance of keeping mentally healthy through initiatives organised by the learning mentor such as Children's Mental Health week.</p> <p>Children in need have access to regular, structured group or individual SEMH intervention (ELSA-led).</p> <p>Children identified as having school-related anxieties have an option to an individual or group 'soft-start' to the day provided by a trained ELSA .</p> <p>Forest school training has to be provided to staff to support individual children with specific SEMH needs.</p> <p>Designated space is maintained and used as a safe space for SEMH intervention (ELSA rooms).</p> <p>An increased variety of sensory resources are available in EYFS to enable SEND children to develop improved emotional regulation and have increased access to continuous provision.</p>
<p>3) To maintain a well-developed programme of extra-curricular opportunities through the CtK Experience and, through this, raise the aspirations of all pupils.</p>	<p>Children are able to reference and talk about their 'CtK experience' in class, at home and during pupil voice.</p> <p>Families access subsidies and support for children's involvement in trips and extra-curricular activities.</p> <p>A 'Going for Gold' programme is established and children in all year groups have had the opportunity to experience an unfamiliar sport.</p> <p>The number of PP children attending extra-curricular clubs is in line with or above the number of non-PP children.</p> <p>Teachers monitor the value of all trips taking place and these are reviewed by curriculum leads and adaptations made where necessary.</p> <p>All year groups have three aspirations visits throughout the year. Children are able to talk about these and their learning is evidenced in informal homework projects which are celebrated and rewarded.</p> <p>All children can identify musical instruments that they have had the opportunity to hear played live.</p>

<p>4) To achieve and sustain attendance above national average from all pupils, particularly our disadvantaged children and to reduce persistent absence and lateness among highlighted PP families.</p>	<p>All PP families are aware of the free Breakfast Club offer.</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 reduce the gap between PP and non-PP children for persistent absence and lateness.</p> <p>To analyse data in order to identify PP families with persistent absence and lateness in order to put tailored support in place.</p> <p>Establish a chain of support for families with persistent absence.</p> <p>Individual attendance plans in place for PP children/families with persistent lateness and absence.</p>
<p>5) Identified PP/SEND children are provided with targeted support in order for them to make progress in reading</p>	<p>PP/SEND children are identified and their reading progress is closely monitored by the class teacher, SLT and PP lead.</p> <p>Suitable targeted support is identified for these children who are not making expected levels of progress.</p> <p>Staff are aware of how to Use Literacy Gold and, for eligible children, this is planned into their individual curriculum and monitored.</p> <p>Deputy SENDCo monitors use of Literacy Gold to ensure that it is used with fidelity.</p> <p>Literacy Gold is used to create POP targets for appropriate children.</p> <p>Eligible children attend Reading Crew.</p> <p>Reading Crew entry and exit data is monitored to ensure that this is the most appropriate offer for the children involved (all children involved are making progress with their reading).</p> <p>Suitable training is provided to support staff running Reading Crew.</p> <p>Suitable training is provided to pupils supporting Reading Crew.</p>

	<p>FIT team engage parents in reading-based discussions and activities to promote reading at home.</p> <p>Reading intervention lead (SS) provides suitable training for a TA to support 1-2-1 reading for children making the lowest levels of progress.</p> <p>Eligible SEND/PP children making no/very little progress with reading receive 1-2-1 reading support 3 times a week.</p> <p>Phonics packs are provided to all children in EYFS.</p> <p>PP/SEND children are prioritised by reading leads when children are needed to help select books (eg. after the book fayre).</p> <p>PP children have and are using £5 book fayre vouchers to help them develop their interest in reading for pleasure.</p> <p>Group interventions are provided to support year 6 children to access and achieve in the KS2 Reading SATs paper.</p>
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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: £50,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Phonics EEF (educationendowmentfoundation.org.uk)</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</p>	1 and 5

	<p>above the national average on the year 1 phonics screening check.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<i>The CTK Experience including subsidised trips.</i>	<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>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Vocabulary development</i>	<p>Recommendations from the EEF Guidance report on Preparing for literacy specify that the development of communication and language should be prioritised in the early years as '<i>Language provides the foundation of thinking and learning.</i>' Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>In his 2018 book, <i>Closing the Vocabulary Gap</i>, Alex Quigley states: <i>Evidence shows that, alongside socio-economic status, vocabulary is one of the significant factors that proved relevant to children achieving grades 9 to 4 in Mathematics, English Language and English Literature. Such achievement, and the failures that are associated with a limited vocabulary, are inextricably linked to a child's home postcode, along with the pay packet and level of academic qualification of their parents.</i></p>	1
<i>Zones of regulation and wellbeing warriors</i>	<p>The EEF Guidance report on Social and Emotional Learning in Primary Schools recommends that SEL skills such as self-awareness and self-regulation are explicitly taught: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>A list of research into zones of regulation is available here: The Zones of Regulation: Research and Scholarly Articles</p>	2

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

Budgeted cost: £25,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellcomm</i>	<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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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 Wellcomm toolkits before training select support staff to deliver this as an intervention to those who need it.</p>	1
<i>Year 6 Reading 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</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 UKS2 children to support them to achieve their targets in reading comprehension.</p>	5
<i>Specialist led 1-2-1 reading intervention</i>	<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. This member of staff also trains other support staff to provide targetted reading support.</p> <p>A report written by the National Reading Panel (2000) highlighted that small group and 1-2-1 reading interventions can significantly enhance student's reading skills includin reading fluency, comprehension and vocabulary development. National Reading Panel - Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research</p>	5

	<u>Literature on Reading and Its Implications for Reading Instruction</u>	
<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><u>Peer tutoring EEF</u> <u>(educationendowmentfoundation.org.uk)</u></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>	5
<i>Literacy Gold</i>	<p>We are using the online tool Literacy 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 in learning strategies and frequent repetition, ample practice and revision) advocated below:</p> <p><u>handy-little-guide-to-dyslexia</u> <u>(pearsonclinical.co.uk)</u></p> <p><u>About Dyslexia (dyslexiagold.co.uk)</u></p> <p>We also have access to Irlen Syndrome screening and use this to support children (who may or may not also be dyslexic) with coloured overlays.</p> <p><u>What is Irlen Syndrome? Irlen Syndrome Foundation</u> <u>Irlen vs Dyslexia Irlen Syndrome Foundation</u></p>	5
<i>Forest schools</i>	<p>Research by Tiplady and Menter at Newcastle University (2020) looked at the impact of Forest schools on emotional wellbeing and found that Forest school education allowed children to 'take what they' needed for there own emotional development.</p> <p><u>Forest School for wellbeing: an environment in which young people can 'take what they need'</u></p> <p>Research by Hepworth, Haddad and Edmonds (pub 2024) at the University of East London found that Forest School sessions can improve mood and cooperation in primary aged children. <u>Attending 12 weekly sessions of Forest School sessions</u></p>	1,2 and 3

	<u>improves mood and cooperation in 7–8-year-old children</u>	
<i>Sensory play</i>	<p>A wide variety of research has shown sensory play to have numerous benefits for children in the early years including:</p> <ul style="list-style-type: none"> - Development of critical thinking and decision making capabilities (research by the National Association for the Education of Young Children <u>Our Work NAEYC</u>) - Greater language growth especially when describing experiences - Development of fine and gross motor skills - A calming effect and reduced anxiety - Enhanced emotional development by providing a safe space to explore feelings, build resilience and express emotion - Helping children to develop their imagination. 	1 and 2
<i>'Soft start'</i>	<p>Some children are offered the opportunity to start school a little earlier than their peers each morning. This is called 'Soft start' and it has benefits including:</p> <ul style="list-style-type: none"> - Gradual adjustment - Reduced overwhelm - Additional adult support - Reduced separation anxiety 	2

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

Budgeted cost: £33,410

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><i>'Going for Gold'</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</p>	3

	<p>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 : My activity passport: foreword from the Secretary of State and how to use the activity checklist - GOV.UK (www.gov.uk)</p> <p>Arts participation Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	
<i>Emotional Literacy Support Assistants and ELSA designated spaces on both sites.</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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</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>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</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. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3 and 4
<i>Attendance EWO</i>	<p>DfE research shows that 'overall absence has a negative link to attainment'. The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</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>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</p> <p>Research shows that offering children a before school Breakfast Club can increase their academic attainment and reduce absence</p> <p>Breakfast clubs work their magic in disadvantaged English schools Institute for Fiscal Studies</p> <p>Magic Breakfast - trial EEF</p>	1,4 and 5
<i>Live music opportunities</i>	<p>We are ensuring that all children have access to the opportunity to hear live music. This is to increase children's cultural capital and aspirations not to directly impact on their educational attainments gains. Although some research looks into correlations between arts education and academic attainment, this is not the purpose of our inclusion of this within our strategy. In his forward to the EEF evidence review of the <i>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</i> (See and Kokotsaki), Sir Kevan Collins asserts that:</p> <p><i>In my view, schools should still find space in their day to ensure all children benefit from a stimulating arts education. We should continue to investigate links to other outcomes we value, but we shouldn't expect everything to link tightly to academic attainment. Instead, we should teach the arts for their own sake – for the intrinsic value of learning creative skills and the enjoyment they bring – while at the same time doing our level best to ensure our children and young people leave school with a good level of literacy, numeracy and scientific curiosity.</i></p> <p>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children/ EEF</p>	3
<i>Aspirations curriculum</i>	Education and Employers Research by Keshelpakdel, Rehill and Hughes (2018) highlighted the importance of a whole school, universal approach to careers education starting at the age of 5. The research showed that children start to develop their sense of self and	3

	<p>identity at a young age and this can impact on their aspirations for the future.</p> <p>1145_what_works_primary_v7_digital-1.pdf</p>	
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Total budgeted cost: £109,078

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 2023 to 2024 academic year.

Our identified challenges last year were:

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. 23% of children on the pastoral register are also Pupil Premium.
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 that whilst Pupil Premium attendance is in line with all pupils, there are more instances of persistent absence.
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.

By the end of the 23/24 policy our outcomes were:

Intended outcome	Success criteria
1) To increase the confidence of all staff to encourage aspirational and varied vocabulary use from all children.	<p>Continue performing above average in the Phonics Screening Test.</p> <p>Increased staff confidence in highlighting the key vocabulary within each lesson and knowing how to encourage use of this.</p> <p>Increased support staff confidence in using and encouraging the key vocabulary for each lesson.</p> <p>Children have embedded strategies (through explicit teaching in shared reading) for approaching a new word and understanding its meaning and context. Curriculum and vocab leads to work on a new explicit teaching of vocab toolkit for next academic year.</p> <p>All staff to be aware of children in their class who have barriers to embedding and using new vocabulary and know a range of strategies (such as dual coding) and how to use these within a lesson to support these learners.</p>

	<p>Staff are using a range of strategies within lessons to encourage and incentivise the explicit use of selected new key vocabulary.</p>
<p>2) Parents and children have access to a range of support and strategies to help with SEMH needs and concerns.</p>	<p>Pastoral register has been coded to identify common SEMH needs.</p> <p>Common SEMH issues are addressed within the SEL within whole class teaching.</p> <p>Increased attendance at FIT team parent events.</p> <p>Children in need have access to regular, structured group or individual SEMH intervention.</p> <p>Staff and student voice shows an increased ability in the children to self-regulate independently in order to overcome problems and concerns.</p>
<p>3) To increase the children's awareness of the CtK experience and ensure ongoing participation for all with a particular focus on disadvantaged children.</p>	<p>Children are able to reference and talk about their 'CtK experience' in class, at home and during pupil voice.</p> <p>Families access subsidies and support for children's involvement in trips and extra-curricular activities.</p> <p>Increased number of Pupil Premium children attending extra-curricular activities.</p> <p>PP children's participation in extra-curricular opportunities is tracked.</p> <p>Teachers monitor the value of all trips taking place and these are reviewed by curriculum leads and adaptations made where necessary.</p> <p>All year groups have three aspirations visits throughout the year. Children are able to talk about these and their learning is evidenced in informal homework projects.</p>
<p>4) To achieve and sustain attendance above national average from all pupils, particularly our disadvantaged children and to reduce persistent absence and lateness among highlighted PP families.</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 reduce the gap between PP and non-PP children for persistent absence and lateness.</p> <p>To analyse data in order to identify PP families with persistent absence and lateness in order to put tailored support in place.</p> <p>Establish a chain of support for families with persistent absence.</p> <p>Individual attendance plans in place for PP children/families with persistent lateness and absence.</p>

<p>5) To ensure that all staff have strategies to scaffold and support SEND learners both within the classroom and in targeted interventions.</p>	<p>Maintain and monitor a centrally organised programme of targeted, evidence-based interventions which are followed regularly and with fidelity. Further work needed next year on S&L intervention in EYFS and KS1. Further staff training needed on using Literacy Gold</p> <p>To identify suitable interventions for the specific needs of SEND pupils and those not reaching age-related expectations.</p> <p>To increase the confidence of support staff to scaffold SEND learners within classroom lessons.</p> <p>All teachers to target 'PP-first' by considering their PP children in their planning and in their ongoing assessment through PP targeted questioning.</p>
<p>6) To improve reading progress amongst disadvantaged pupils – particularly those identified as being able to achieve greater depth.</p>	<p>All staff are aware of the data for their PP children and know where they need to be.</p> <p>PP engagement in reading initiatives is monitored and reported. Done through the PP register</p> <p>PP GD children have access to increased opportunities for book talk.</p>

Challenge and outcome 1 – Speaking and Listening

This area of the curriculum is now under strong leadership with a vocabulary and an oracy lead. There is a current focus on the use of excellent standard English and increasing and improving vocabulary. Our curriculum and personal development pupil voice shows that children have an improved understanding of tier 3 vocabulary and are confident in their use of this. The explicit vocabulary teaching in KS2 during shared reading has given children embedded strategies to approach new words. All year groups are using Widget for SEND learners (eg. visual timetables, social stories) as well as in the creation of knowledge organisers and explicit vocabulary teaching within the lesson.

TAs provide an invaluable support in the children's language development. TAs are included in the school instructional coaching programme and have received bespoke training on strategies that improve the children's ability to contribute orally in class eg. turn and talk, modelling with think alouds.

Data shows that there is no gap between PP and non-PP learners in the year 1 phonics check. 100% of PP learners have passed the phonics check for the past three years.

Challenge and outcome 2 – Social, emotional and mental health

All staff have received training in the Zones of Regulation and this has become part of the classroom routine school wide. The use of this is monitored by children who have been appointed as 'Wellbeing Warriors'. Staff know to consult the zones daily and pupil voice shows that children are more aware of self-regulation strategies.

There is a Wellbeing Warrior in each class and they work with the Learning Mentor fortnightly to monitor the playground and the calm boxes. This has helped to raise the profile and importance of mental health and open conversations.

Each site now has a designated ELSA room. There are three trained ELSAs and interventions run by them this year have included EYFS playground group, Supergirls, several Lego groups, Softstart and 1-2-1 sessions where needed. The impact of these groups is monitored through the pastoral referral form by the Learning Mentor and children in these groups have a related target on their Pupil Outcome Plans.

All of these initiatives, along with the pastoral register, are monitored by the Learning Mentor who assesses children before they are added to the register and before they are removed from the register. Two years ago, 48% of the children on the register were PP. The current register is 28% PP.

Challenge and outcome 3 – Wider opportunities

The CtK Experience is now well embedded within the school curriculum and the children's consciousness. We have an annual CtK Experience assembly reiterating its promise to the children and our school newsletter celebrates most of the initiatives that are part of the offer. Pupil Voice about the CtK Experience is highly positive and all children can list their highlights over the past few years and talk in detail about specific experiences.

Curriculum Leads continue to monitor the trips programme through post-trip staff evaluations and changes are made where appropriate. PP children receive an automatic 50% subsidy on trips over £7 and all trips and visits and their costs are communicated to families at the beginning of the year so they can plan financially. PP involvement in school residentials is carefully monitored eg. 11% of the non-attendees at the year 3 school sleepover were PP, 2/6 of the non-attendees on the year 6 retreat were PP and all PP children attended the year 5 space camp.

There is a designated lead for extracurricular activities. All staff lead one club a year and children have the opportunity to suggest and run their own clubs. There is no gap between PP and non-PP children attending clubs. 83% of all children attended a club last academic year, including 93% of all PP children. This is an increase on 46% of all children the year before.

Challenge and outcome 4 - Attendance

Attendance at CtK last year was 96.3% compared to 94.3% nationally. The gap between PP and non-PP attendance was not statistically significant (95.5% for PP compared to 94.6% non-PP) and this was vastly better than the national average.

Persistent absence does remain higher for PP children than non-PP children at 14.1% but this is lower than the rates of persistent absence nationally (16%) and significantly better than national rates of persistent absence for PP (29%).

Attendance issues are dealt with on an individual basis with a tailored approach supported by the Education Welfare Officer and the Learning Mentor where appropriate.

Lateness has been reduced through the offer of Breakfast Club free of charge to PP children. 34% of PP children are using the Breakfast Club.

Challenge and outcome 5 - SEND

Last year, 27% of the PP children were also on the SEND register. We focused on provided in class support to ensure that, as far as possible, SEND learners are able to access the same curriculum as their peers. This was acknowledged in our recent Ofsted report:

Pupils, including those with special educational needs and/or disabilities (SEND) and from disadvantaged backgrounds, study the full curriculum and achieve well.

Whole staff (including TA) training on strategies including modelling and scaffolding support this and the report again stated:

Pupils with SEND receive tailored support, ensuring that they progress in line with their peers.

Challenge and outcome 6 - Reading

For impact of phonics packs, please see above.

In KS1, PP funding has provided 'Bedtime reading suitcases' for children to take home and share with their families. All children had the chance to take the suitcase home at least once and PP children were prioritized for additional turns. Pupil voice shows that children are excited about the initiative and can talk about the books that they have read.

PP funding provided year 5/6 small group coaching in reading delivered by a member of SLT. 15 PP children were included in these groups. 11 of the 15 made significant improvements in their scaled score in the run up to year 6 SATS.

Our Local-led tuition grant funded 1-2-1 intense reading support for 5 children. Children receiving this support made, on average, just under 2 years progress when assessed on their reading accuracy, rate and comprehension.

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
Literacy Gold	
ELSA training	