

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	644
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	January 2026
Statement authorised by	Annie Carter - Head
Pupil premium lead	Suzanne Featherstone
Governor / Trustee lead	Ann Valente

Funding overview

Detail	2024-2025	2025-2026	2026-2027
Pupil premium funding allocation this academic year	£109,078	£113,758	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
Total budget for this academic year	£109,078	£113,758	

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 to 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	Even though reading data is good, we would like children (including those of PP) to become life-long readers by developing habits of Reading for Pleasure.

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
<ul style="list-style-type: none">To provide all children with the strategies to confidently articulate and present themselves orally.	<p>Vocab and Oracy lead will provide toolkits/sentence stems to facilitate subject specific talk.</p> <p>Staff will be trained on above toolkit in January 2026.</p> <p>Add in a structured talk activity to end of unit reflections (foundation subjects + Science)</p> <p>Include a specific “Talking Point” element into every lesson.</p> <p>Provide all staff with training on “Turn and Talk” during Instructional Coaching CPD.</p> <p>Foundation Stage will be provided with scaffold for “Show and Tell”.</p> <p>Adapted Shared Reading structure provides scaffolded talking opportunities for children to discuss books and their current reading.</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>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</p>

	<p>are shared between staff and explicitly targeted during all verbal interactions.</p>
<ul style="list-style-type: none"> Children have access to a range of support and strategies to help with SEMH needs and concerns. 	<p>RSHE is monitored to ensure common SEMH issues are addressed within the curriculum.</p> <p>Staff are aware of individual/whole-class strategies to help children self-regulate when in the Blue, Yellow and Red Zones.</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>All children in EYFS/KS1 are provided with a 6-week block of Forest School.</p> <p>Children that would benefit from additional outdoor activities are identified by class teacher, SENDCo and Learning Mentor and are provided with a Forest School based intervention.</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>
<ul style="list-style-type: none"> To maintain a well-developed programme of extra-curricular opportunities through the CtK Experience and, through this, raise the aspirations of all pupils. 	<p>Extra-curricular lead will audit and update the CtK Experience to ensure that all opportunities are relevant and appropriate.</p> <p>PD lead appointed to ensure that all year groups receive 3x aspiration talks across the year.</p> <p>PD lead to refresh Financial Literacy curriculum.</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 children have an increased opportunity to hear live music.</p>
<ul style="list-style-type: none"> 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>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>
<ul style="list-style-type: none"> To develop a positive attitude to Reading for Pleasure, supported by a renewed approach to Shared Reading; including structured “Book Talk” 	<p>Pupils can name and discuss a wider range of authors and texts.</p> <p>Pupils can name/discuss and identify a range of genres.</p> <p>Pupils confidently contribute to Book Talk, using age-appropriate vocabulary.</p> <p>Staff are provided with support/training to increase their knowledge of children’s literature.</p> <p>Reading Leads to complete a course on “Promoting Reading for Pleasure in Schools”</p> <p>Increased willingness to talk about personal reading choices and preferences.</p>

	<p>PP children have the opportunity to become a librarian in year six. These children are then tasked to choose books for their peers after each Book Fair event.</p> <p>Prize libraries are kept by Reading Leads on both sites.</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 the children who are mentoring in Reading Crew.</p> <p>PP/SEND children are prioritised by reading leads when children are needed to help select books (e.g. after the book fayre).</p> <p>Year 2 participate in 'Our best picture book'.</p> <p>Whole school is involved in World Book Day.</p> <p>All children in EYFS and KS1 have an opportunity to take home the 'Reading Suitcase' at least once a year.</p> <p>All children in EYFS and KS1 have the opportunity to visit the library and take a library book home every week,</p> <p>All children in KS2 have the opportunity to visit the library and take a book home every fortnight.</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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Oracy development</i></p>	<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>	<p>1</p>
<p><i>Zones of regulation and Wellbeing Warriors</i></p>	<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>	<p>2</p>
<p><i>Forest schools EYFS/KS1</i></p>	<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>Forest School for wellbeing: an environment in which young people can 'take what they need'</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. Attending 12 weekly sessions of Forest School sessions improves mood and cooperation in 7–8-year-old children</p>	<p>1,2 and 3</p>
<p><i>Reading Lead CPD Course leading to Staff training on renewed approach to Shared Reading and Book Talk</i></p>	<p>International research studies across the UK, US and China have shown that children who begin reading for pleasure early in life tend to perform better at cognitive tests and have better mental health when they enter adolescence. Early-initiated childhood reading for pleasure: associations with better cognitive performance, mental well-</p>	<p>5</p>

	being and brain structure in young adolescence Psychological Medicine Cambridge Core	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Peer tutoring EEF (educationendowmentfoundation.org.uk)</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>'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
<i>Emotional Literacy Support Assistants</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2
<i>Forest school Targeted Intervention</i>	<p>Research by Tiplady and Menter at Newcastle University (2020) looked at the impact of Forest schools on emotional wellbeing and found that</p>	1,2 and 3

	<p>Forest school education allowed children to 'take what they' needed for their 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 improves mood and cooperation in 7–8-year-old children</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,000

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>Arts participation</p> <p><u>Arts participation EEF (educationendowmentfoundation.org.uk)</u></p> <p>Outdoor adventure learning</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 : <u>My activity passport: foreword from the Secretary of State and how to use the activity checklist - GOV.UK (www.gov.uk)</u></p>	3

	<u>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</u>	
<i>Pupil Premium register</i>	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.	all
<i>FIT Team</i>	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. <u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u>	2, 3 and 4
<i>Free breakfast club places for PP</i>	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): <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> <u>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</u> Research shows that offering children a before school Breakfast Club can increase their academic attainment and reduce absence <u>Breakfast clubs work their magic in disadvantaged English schools Institute for Fiscal Studies</u> <u>Magic Breakfast - trial EEF</u>	1,4 and 5
<i>Live music opportunities</i>	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</i>	3

	<p>of school-aged children (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><u>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children/ EEF</u></p>	
<i>Aspirations curriculum and Financial Literacy</i>	<p>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 identity at a young age and this can impact on their aspirations for the future.</p> <p><u>1145 what works primary v7 digital-1.pdf</u></p>	3
<i>Learning Mentor</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><u>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</u></p>	2
<i>Book Prize Library</i>	<p><u>Children and young people's book ownership in 2025 National Literacy Trust</u></p> <ol style="list-style-type: none"> 1) Book ownership is linked with higher reading enjoyment and frequency 2) Number of books at home matters 3) Book ownership is also linked to better reading ability and outcomes 4) Book ownership is connected with wellbeing and engagement 5) Socio-economic inequities in book ownership 	5

Total budgeted cost: £113,758

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 2024 to 2025 academic year.

Our identified challenges last year were:

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.

By the end of the 24/25 policy our outcomes were:

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</p>

	<p>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>
<p>2) Children have access to a range of support and strategies to help with SEMH needs and concerns.</p>	<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</p>	<p>Children are able to reference and talk about their 'CtK experience' in class, at home and during pupil voice.</p>

<p>Experience and, through this, raise the aspirations of all pupils.</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 SENCo 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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Challenge and outcome 1 – Speaking and Listening

Leadership of this area within the school is strong and specialized. The Speaking and Listening strategy has now been in place for a year but further developments are needed to the

oracy element. This will be a designated piece of work starting in Advent 2 2025 and staff training will be provided from January 2026 onwards. As part of this, opportunities for children to develop their oral confidence will be monitored. Children already have a wealth of opportunities including the class poetry recital, performances in EYFS, year 2, year 4 and year 6 and regular opportunities to lead worship. We are starting to look at opportunities to bring more opportunities for debate into history lessons.

The vocabulary area of the strategy is now well embedded and we are moving forward to continue to develop what this looks like the Shared and Guided reading sessions across the school.

All staff have high aspirations of the children's spoken English. Training has been provided on recasting and staff are confident with this.

WELLCOMM training has now been provided and staff are ready to provided 1-2-1 or small group S and L sessions using this. A current barrier to this is the number of high-needs children who entered the school in Advent 1 2025 using designated staff time and intervention space. We will continue to put solutions in place this year.

Challenge and outcome 2 – Social, emotional and mental health

Our SEMH strategies are now well embedded and we have three qualified ELSAs led by the Learning Mentor. Children have an opportunity to be Wellbeing Warriors and this, together with regular initiatives such as children's mental health week and in-class strategies such as Zones of resilience, mean that children have good awareness of the importance of looking after their mental health.

Teaching staff are able to refer children of concern to the Learning Mentor and she manages a Pastoral Register of children of concern. Both group and 1-2-1 intervention is provided by the ELSA team in designated ELSA spaces on both sites. 'Soft start' has been a successful initiative over the past year and has supported children who are anxious about coming to school therefore having a positive impact on absence rates.

Forest School training has been provided to four members of staff on the infant site. In academic year 2025-26 all EYFS and Infant classes are scheduled to have a period of Forest School and there is potential to develop a Forest School intervention for SEMH in the future.

Sensory resources have been purchased for EYFS and a designed sensory area has been created which has helped those who have found transition into school tricky.

Challenge and outcome 3 – Wider opportunities

The CtK Experience is under new leadership for 2025-26 and is now the responsibility of the Extra-curricular Lead. This has allowed us to review and monitor the opportunities particularly considering cost to parents. The trips subsidy for PP children continues to be accessed by parents ensuring that PP children are able to access all opportunities.

The 'Going for Gold' programme was launched last year and four year groups were given the opportunity to experience 'unusual' sports such as ice-skating.

Live music opportunities increased last year and parents attended assemblies to perform on their musical instruments.

The extra-curricular clubs provision is strong and last year 96% of PP children attended an extra-curricular club. In 2025-26 we want to continue to develop extra-curricular opportunities in KS1 and to look at opportunities by external providers.

Our aspirations curriculum is under new leadership for 2025-26 and all year groups will have had one visitor by Christmas. Our Personal Development curriculum was very well received by Ofsted during an outstanding inspection in November 2024.

Challenge and outcome 4 - Attendance

Attendance at CtK is above the national average and there was less than 4% absence in 2024-25. The gap between PP and all absence is small (3.5% all, 4.2% PP). Last year's focus was on reducing instances of persistent absence. In the academic year 2024-25, 5.3% of all absence was persistent compared to 4.4% of PP. The disadvantage gap in this area is being well addressed.

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

Instances of lateness continue to be reduced through the offer of Breakfast Club free of charge to PP children. Soft start has also had a positive impact on the absence rate of those children experiencing anxiety attending school.

Challenge and outcome 5 - Reading

90% of year 1 children passed the phonics check last year and all children left KS1 having passed. Results for all children and for PP children were above the national average.

Reading results at the end of year 6 were above the national average for PP children (76% achieving age rated, the national average as 62%). 38% of our PP children achieved greater depth compared to 18% of PP nationally. There was, however, a small gap of 6% between our PP children and all children in the year group and a gap of 14% for those achieving greater depth. This is being monitored across all year groups to ensure that this gap is minimized and further strategies will be put into place in the next PP strategy.

Following a gap last year due to staffing, Reading Crew has been relaunched for 2025-26 under new leadership and with a new monitoring system. We are ensuring that the older children supporting are higher level readers with priority for both groups being given to PP children.

The FIT team hosted a successful coffee morning in collaboration with Leicester Library Services in Lent. Just under 30 families and prospective families attended.

TAs continue to provided 1-2-1 reading support for PP children who are not reaching age related expectations at each data point within the year. This continues to be possible due to PP budget being allocated to ensure that each class has a TA in the morning.

All staff have access to Literacy Gold and logins are available for SEND children who would benefit from the tool. Further staff training is required to maximise use of this to support SEND children and help them work towards targets on their Pupil Passports.

A new reading lead has been appointed who has recently completed the NPQ in Leading Teacher Development. Reading for Pleasure will be a major focus of the next strategy. Unfortunately budget did not allow for reading vouchers for PP children to use at the Book Fayres but further strategies to promote and enable book ownership for our disadvantaged

children are being explored. Reading leads are attending an OU / UKLA reading group to develop our knowledge of children's literature.

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
Forest Schools	
WELLCOMM	
Literacy Gold	