

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Christ the King Catholic Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Peter Burke
Governor lead	Sian Massey-Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24386.25 £17351.25 21/22 £7035 22/23 estimated
Recovery premium funding allocation this academic year	£ 1015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,215
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,616.25

Part A: Pupil premium strategy plan

Statement of intent

Barriers to learning for disadvantaged children at Christ the King Catholic Primary School include limited support at home, language and communication skills, lack of confidence and resilience, attendance and punctuality difficulties. In addition, there may be complex family situations which may prevent the children from flourishing.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged children.*
- Increase the % of children attaining age related expectations in reading, writing and maths.*
- Support our children and their families' health and well-being to enable them to access learning at an appropriate level.*
- Ensure disadvantage does not limit access to opportunity.*
- Support the Emotional well-being of pupil premium children enabling them to access learning.*
- Provide Learning Interventions to narrow the gap and address specific educational needs.*
- Offer additional Enrichment Opportunities to all children including those with pupil premium.*
- Facilitate Staff Training/ School Improvement.*

We aim to do this through:

- Ensuring teaching and learning opportunities provide high expectations and challenge for all.*
- Ensure all children can access a broad and balanced curriculum.*
- Providing high quality support particularly through mentoring.*
- Providing targeted interventions based on specific educational needs and termly diagnostic assessments.*
- Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well-being support and can access a full compliment of opportunity provided by the school.*

Challenges

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

Challenge number	Detail of challenge
1	Attainment in core subjects – due to the COVID pandemic children's learning was impacted. Gaps in learning and knowledge, particularly for Maths and vocabulary acquisition, have widened as a result.
2	Metacognition and Self-Regulation – 37% of our disadvantaged children are on the SEND register, have been recently discharged or awaiting referrals. There are also additional children across the school who are not on the SEND register but lack confidence in their own ability.
3	External Support and Enrichment – Several of our disadvantaged children require support from other agencies, including social, emotional and well-being support. Financial support can also limit the opportunities children have to participate in wider curricular activities, such as residential and visits.
4	Home circumstance which impacts on learning – parental support, aspirations, attendance, life experiences.

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
The % of children reaching age related expectations in reading, writing and maths will increase. Teaching, marking and feedback to be consistently good or better across the school, ensuring feedback provides both support and challenge for all.	Teachers will identify gaps in learning and provide targeted support. End of year outcomes will show an increase in the children attaining age related expectations in reading, writing and maths. Case studies will measure and show progress for any children working below year group expectations.
Pupils identified as relying on additional support to develop independent skills including those with SEND. Teaching, marking and feedback to be consistently good or better across the school, ensuring feedback provides both support and challenge for all.	Children have time to reflect on their learning across subjects and are able to lead changes and improvements to their work. Support is offered to pupil premium children with additional needs to ensure they can still access a broad and balanced curriculum.
Children to be exposed to a broad range of experiences and knowledge through a	All children can access extra-curricular activities and educational visits.

well-planned curriculum enhanced by educational visits and extra-curricular activities.	Children display the knowledge and cultural capital in line with their peers.
<p>Children and their families receive emotional, social and well-being support from learning mentor and appropriate external agencies, including early help.</p> <p>School is welcoming and events are planned to encourage parents to engage with the school and staff.</p> <p>Opportunities for parents to receive support from school about services which may support with routines at home.</p> <p>School provides support with purchasing of uniform and provides access to initiatives designed to support punctuality, attendance and readiness for learning.</p>	<p>Increased attendance for pupil premium children ensuring it is inline or above national average.</p> <p>Parents attend and are engaged in communication with school.</p> <p>All children have access to clean and suitable uniform.</p> <p>Parents attend events which support with their child's academic progress.</p>

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: £3,780.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing development of effective Feedback Learning conversations between teacher and pupil (£2,500 12.5 days cover)	EEF toolkit suggests that feedback has high impact (+8 months progress) for low costs. It focuses both the teacher and learner on actions required to achieve goals.	1, 2, 3 and 4
Speech and language screening program to take place within EYFS (£ 280.80) 4% Kathy Ryan	The EEF recommends that oral interventions show a clear link to the importance of spoken language and verbal interaction in the class and can lead to +5 months progress impact for low cost.	1
Teachers make use of PIXL assessment data to inform planning for implementation of whole class therapies and 1:1 intervention. (£1,000)	Gaps analysis enables teachers to refocus and redirect the support and feedback they give to children. EEF feedback studies show impact across all age groups with a particular impact on English and Maths.	1, 2

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

Budgeted cost: £14,139.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor/HLTAS and TA's to offer weekly 1:1 or group support in lessons for targeted PP children with barriers to learning.</p> <p>Deliver CPD during Spring/Summer 2022 to all teachers on the effective use of support staff within class.</p> <p>(£7,489.92) 25% of LM salary</p>	<p>EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from addressing low level disruption to aggression and violence. The impact is +3 months progress.</p> <p>EEF recommends that use of TAs can have a positive impact on education achievement – 1 months progress</p> <p>EEF guidance report on Making Best use of Teaching Assistants</p>	1, 2
<p>Deliver targeted support around emotional well-being through the continued running of Social Skills sessions with identified children</p> <p>(£2,500.00)</p>	<p>EEF toolkit recommends this as adding an extra +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1, 2, 3
<p>Enable support staff to more effectively deliver small group and 1:1 intervention to provide targeted support for children.</p> <p>(£ 1000)</p>	<p>Small group tuition enables the teacher or TA to focus exclusively on a small group of learners. It can be aimed as support for lower attainers, to improve progress or to teach challenging topics or skills. The EEF suggests an impact of +4 months progress.</p>	1, 2
<p>Speech and Language support to ensure barriers to learning are targeted and addressed (£2000)</p>	<p>Delays in speech and language development compound existing challenges to academic progression associated with disadvantage</p>	1,2,3
<p>Inspiring Writers Project to provide external opportunities to inspire application of writing skills</p> <p>(£650)</p>	<p>Providing disadvantaged children with experiences to motivate and contextualise the skills and concepts learnt in class.</p> <p>EEF recommends that outdoor learning can have a positive impact of +4 months on academic learning and evidence suggests there is greater impact for more vulnerable students.</p>	1,3
<p>'Little Listeners' – introduce literary related learning via specially developed little listener games and activities.</p> <p>(£500)</p>	<p>Disadvantage can result in a lack of exposure to books from an early age. By addressing this within EYFS opportunities to instil a love of books can be exploited.</p>	1,3

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

Budgeted cost: £17695.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to meet the increasing and complex needs of families. (£7,489.92) 25 % of LM salary	There are a number of families with multiple and complex needs and their needs impact directly on the children's well-being. The school provides support to a number of families (regular contact, advice, financial assistance) and nurture (1-1 and small group sessions) to a number of pupils so a LM' is necessary.	1, 3
Software for monitoring Pastoral and Welfare issues CPOMS (£1150)	To ensure a consistent cross school system of record keeping relating to the safety and development of pupils.	
Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day. (£2000)	Increase in attendance and punctuality ensures a positive start to the day for children.	1,3
Involving parents in school life through: <ul style="list-style-type: none"> - parental workshops - reading coffee mornings/afternoons - stay and play in EYFS - Advent and Easter craft sessions - Parent invites to English and Maths lessons - Uniform costs (£2000)	EEF evidence suggests involving parents and parental engagement in supporting their child's academic learning has adds +3 months progress to progress.	3, 4
Enrichment Support through <ul style="list-style-type: none"> - contributions to external and internal trips or experiences. Eg Bikeability (£200), DYM (£2500) - Music Tuition (£500) - Resources for PSHE and sensitive life issues (£300) - Resource for lunchtime clubs (£300) - Incentive/Fun for families (£175) - Gardening (£100) Aspirations and career building within the	Key findings from the Subject to Background Report March 2015 (P Sammans, K Toth, K Sylva)'Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7 provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage.' EEF recommends that outdoor learning can have a positive impact of +4 months on academic learning and evidence suggests there is greater impact for more vulnerable students.	3, 4

curriculum. Eg Brilliant Club (£980) (£5055.61) (£7081.82)		
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Total budgeted cost: £35,616.25

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.

Desired outcome	Chosen Approach	Estimated impact	Lessons learned
Quality First Teaching			
-Support the Emotional well-being of pupil premium children enabling them to access learning. -Provide Learning Interventions to narrow the gap and address specific educational needs. -Offer additional Enrichment Opportunities to all children including those with pupil premium. -Facilitate Staff Training/School Improvement.	Provision of and training for Specialist TA support in Maths and Reading Training courses / Information sessions	Due to COVID restrictions the opportunity to engage in bespoke training was limited. 20-21 saw reductions in support staffing with resultant instability in provision.	Opportunities to develop CPD opportunities will be explored
-Support the Emotional well-being of pupil premium children enabling them to access learning. -Support the Emotional well-being of pupil premium children enabling them to access learning.	Resources for PSHE and sensitive life issues to enable children to access materials to support discussion around challenges/issues they may face	Learning Mentor ensured resources were made available directly or indirectly including during Jan-March Lockdown	Continue to develop positive supportive engagement with pupils
-Offer additional Enrichment Opportunities to all children including those with pupil premium.	Enrichment Support through contributions to external and internal trips or experiences. Forest School Aspirations and career building within the curriculum	Unfortunately, due to COVID restrictions, all external and internal trips were put on hold for the 2020/21 academic year.	Ensure that there is a return to a full delivery of the whole school curriculum and enrichment opportunities.
Targeted Support			
-Support the Emotional well-being of pupil premium children enabling them to access learning. -Provide Learning Interventions to narrow the gap and address specific educational needs.	Learning mentor offer 1:1 or group support for targeted children with behavioural, social and emotional barriers to learning.	There have been 15 who have required regular direct support this year due to high level emotional, behavioural and learning needs.	Learning mentor to continue to provide targeted support where needed.
-Offer additional Enrichment Opportunities to all children including those with pupil premium.	Brilliant Club Scholar's Programme to be launched for a	Brilliant club took place with the six chosen children from last year during the Autumn term in school. Children were	COVID restrictions and crossing bubbles made it difficult

	selected group of children to access university style study programmes alongside a PHD researcher.	able to complete socially distanced tutorials in school. Attendance for the sessions <i>was above national average at 83%</i> . One child did not complete the sessions due to personal reasons. Out of the 6 children who attended 5 submitted a final assignment.	for PP lead to support with the delivery of the club and to support children with extra time towards their project.
-Provide Learning Interventions to narrow the gap and address specific educational needs.	Deliver small group and 1:1 intervention to provide targeted support for children.	Regular pupil progress meetings throughout the year have ensured that teachers have taken time regularly to identify those children in need of intervention. Introduction of PIXL this year has provided support staff with resources to support in targeting interventions to specific needs.	PIXL tests gaps analysis to continue to be used next year to support with identifying the needs of specific children and identify those at risk at not reaching age expected attainment at the end of the year.
-Provide Learning Interventions to narrow the gap and address specific educational needs. -Offer additional Enrichment Opportunities to all children including those with pupil premium.	Inspiring Writers Project to provide PP children with experiences to motivate and stimulate writing	COVID implications meant a project involving external visits was not possible	Ensure that there is a return to a full delivery of the whole school curriculum and enrichment opportunities.
.-Provide Learning Interventions to narrow the gap and address specific educational needs -Offer additional Enrichment Opportunities to all children including those with pupil premium.	Little Listeners – instil a love of books within EYFS	Will put figures in here for communication/language and also for confidence and making relationships	
-Provide Learning Interventions to narrow the gap and address specific educational needs	Speech and Language support		To continue our commitment to this provision
-Support the Emotional well-being of pupil premium children enabling them to access learning.	Social Skills Group	COVID implications prevented the delivery of this intervention by those staff trained and experienced to lead it.	Look to re-establish this provision particularly in light of COVID impact on children's ability to socially interact.
Other Approaches			
-Support the Emotional well-being of pupil premium children enabling them to access learning.	Employ a Learning Mentor to meet the increasing and complex needs of families.	Families have continued to be support throughout the year, including during lockdown. Regular contact to vulnerable families was made throughout lockdown and bubble closures. Support with technology was offered to support with engagement in online learning. Food parcels were distributed at Easter along with vouchers	Approach to continue.

		before the Government scheme was set up.	
-Support the Emotional well-being of pupil premium children enabling them to access learning. -Offer additional Enrichment Opportunities to all children including those with pupil premium.	Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day	COVID implications meant we were unable to staff an additional club alongside established wraparound provision. Individual need was met when it became apparent.	Re establish provision to support families and to ensure children are provided with breakfast at the start of the day.
-Support the Emotional well-being of pupil premium children enabling them to access learning. -Provide Learning Interventions to narrow the gap and address specific educational needs. -Offer additional Enrichment Opportunities to all children including those with pupil premium.	Support for enrichment activities -Music tuition -Participation with offsite school trips	School ensured that as soon as possible extra-curricular activities and school trips were planned, supported and re-established. A priority was ensuring disadvantaged children were supported in any re-engagement	Ensure that there is a return to a full delivery of the whole school curriculum and enrichment opportunities.
-Support the Emotional well-being of pupil premium children enabling them to access learning. -Offer additional Enrichment Opportunities to all children including those with pupil premium.	Involving parents in school life through: <ul style="list-style-type: none"> - parental workshops - reading coffee mornings/afternoons - stay and play in EYFS - Advent and Easter craft sessions Parent invites to English and Maths lessons	Due to COVID restrictions we have been unable to allow parents on site this academic year. To support transition into YR parents were invited in under strict Covid protocol to promote a smooth transition into school. This was successful and will be put in place at the start of September 2021 as a result of positive feedback from parents. Children with specific needs and those who needed support with emotional and well being were supported during lockdown with phone calls home, contact from the learning mentor and were invited to attend school during the January-February 2021 lockdown	Continue with identifying ways to ensure parents are involved in school life.

Teacher Assessment Data – Whole School 2020/2021

Reading

		Number of pupils					% of PP pupils		
Year Group	Term	Cohort	<ARE	Broadly ARE	ARE	>ARE	Broadly ARE +	ARE +	>ARE
Year 1	Exit YR	0	0	n/a	0	0	n/a		
	Autumn	6	2	4	0	0	66.7	0.0	0.0
	Spring	6	1	4	1	0	83.3	16.7	0.0
	Summer	6	3	1	2	0	50.0	33.3	0.0
Year 2	Autumn	0	0	0	0	0			
	Spring	0	0	0	0	0			
	Summer	0	0	0	0	0			
Year 3	Autumn	3	1	1	1	0	66.7	33.3	0.0
	Spring	3	1	1	1	0	66.7	33.3	0.0
	Summer	3	1	1	1	0	66.7	33.3	0.0
Year 4	Autumn	6	1	5	0	0	83.3	0.0	0.0
	Spring	6	1	2	3	0	83.3	50.0	0.0
	Summer	7	1	2	4	0	85.7	57.1	0.0
Year 5	Autumn	4	0	1	3	0	100.0	75.0	0.0
	Spring	4	0	1	3	0	100.0	75.0	0.0
	Summer	4	0	0	3	1	100.0	100.0	25.0
Year 6	Autumn	7	1	3	3	0	85.7	42.9	0.0
	Spring	7	1	1	5	0	85.7	71.4	0.0
	Summer	7	1	1	5	0	85.7	71.4	0.0
Whole School									
	Autumn	26	5	14	7	0	80.8	26.9	0.0
	Spring	26	4	9	13	0	84.6	50.0	0.0
	Summer	27	6	5	15	1	77.8	59.3	3.7

Writing

		Number of pupils					% of PP pupils		
Year Group	Term	Cohort	<ARE	Broadly ARE	ARE	>ARE	Broadly ARE +	ARE +	>ARE
Year 1	Exit YR	0	0	n/a	0	0	n/a		
	Autumn	6	5	1	0	0	16.7	0.0	0.0
	Spring	6	3	3	0	0	50.0	0.0	0.0
	Summer	6	2	4	0	0	66.7	0.0	0.0
Year 2	Autumn	0	0	0	0	0			
	Spring	0	0	0	0	0			
	Summer	0	0	0	0	0			
Year 3	Autumn	3	0	2	1	0	100.0	33.3	0.0
	Spring	3	0	2	1	0	100.0	33.3	0.0
	Summer	3	1	1	1	0	66.7	33.3	0.0
Year 4	Autumn	6	1	3	2	0	83.3	33.3	0.0
	Spring	6	1	2	3	0	83.3	50.0	0.0
	Summer	7	2	1	4	0	71.4	57.1	0.0
Year 5	Autumn	4	0	1	3	0	100.0	75.0	0.0
	Spring	4	0	1	2	1	100.0	75.0	25.0
	Summer	4	0	1	3	0	100.0	75.0	0.0
Year 6	Autumn	7	2	4	1	0	71.4	14.3	0.0
	Spring	7	1	5	1	0	85.7	14.3	0.0
	Summer	7	1	0	6	0	85.7	85.7	0.0
Whole School									
	Autumn	26	8	11	7	0	69.2	26.9	0.0
	Spring	26	5	13	7	1	80.8	30.8	3.8
	Summer	27	6	7	14	0	77.8	51.9	0.0

Maths

		Number of pupils					% of PP pupils		
Year Group	Term	Cohort	<ARE	Broadly ARE	ARE	>ARE	Broadly ARE +	ARE +	>ARE
Year 1	Exit YR	0	0	n/a	0	0	n/a		
	Autumn	6	2	4	0	0	66.7	0.0	0.0
	Spring	6	1	4	1	0	83.3	16.7	0.0
	Summer	6	3	1	2	0	50.0	33.3	0.0
Year 2	Autumn	0	0	0	0	0			
	Spring	0	0	0	0	0			
	Summer	0	0	0	0	0			
Year 3	Autumn	3	1	1	1	0	66.7	33.3	0.0
	Spring	3	1	1	1	0	66.7	33.3	0.0
	Summer	3	1	1	1	0	66.7	33.3	0.0
Year 4	Autumn	6	1	5	0	0	83.3	0.0	0.0
	Spring	6	1	2	3	0	83.3	50.0	0.0
	Summer	7	1	2	4	0	85.7	57.1	0.0
Year 5	Autumn	4	0	1	3	0	100.0	75.0	0.0
	Spring	4	0	1	3	0	100.0	75.0	0.0
	Summer	4	0	0	3	1	100.0	100.0	25.0
Year 6	Autumn	7	1	3	3	0	85.7	42.9	0.0
	Spring	7	1	1	5	0	85.7	71.4	0.0
	Summer	7	1	1	5	0	85.7	71.4	0.0
Whole School									
	Autumn	26	5	14	7	0	80.8	26.9	0.0
	Spring	26	4	9	13	0	84.6	50.0	0.0
	Summer	27	6	5	15	1	77.8	59.3	3.7

COMPARISON OF IN HOUSE DATA – No Filters

Autumn TERM 2020 TO SUMMER TERM 2021

READING												
	Below			ARE			GDS			ARE + GDS		
	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021
Year 1	81%	61.6%	45%	18%	31.6%	40%	0%	6.7%	15%	18%	38.3%	55%
Year 2	39%	35%	28%	55%	55%	55%	5%	10%	17%	60%	65%	72%
Year 3	30%	33.5%	27%	61%	60%	60%	8%	6.7%	12%	68%	66.7%	73%
Year 4	22%	13.5%	12%	68%	69.4%	63%	10%	16.9%	25%	78%	86.3%	88%
Year 5	38%	26.6%	27%	50%	53.3%	60%	12%	20%	13%	62%	73.3%	73%
Year 6	23%	9.3%	5%	52%	50%	53%	25%	40.7%	40%	77%	90.7%	93%

Writing												
	Below			ARE			GDS			ARE + GDS		
	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021
Year 1	80%	61.6%	55%	20%	31.6%	40%	0%	6.7%	5%	20%	38.3%	45%
Year 2	40%	40%	37%	56%	55%	55%	4%	5%	8%	60%	60%	63%
Year 3	43%	45%	43%	57%	55%	57%	0%	0%	0%	57%	55%	57%
Year 4	45%	41.6%	37%	53%	54%	57%	2%	3.4%	7%	55%	57.8%	64%
Year 5	45%	35%	35%	47%	48.3%	55%	8%	16.4%	10%	55%	65%	65%
Year 6	53%	50%	8%	40%	41.6%	75%	7%	6.8%	17%	47%	48.4%	92%

Maths												
	Below			ARE			GDS			ARE + GDS		
	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021	Autumn 2020	Spring 2021	Summer 2021
Year 1	78%	38.4%	30%	22%	48.3%	65%	0%	13.3%	5%	22%	61.1%	70%
Year 2	43%	48.3%	28%	48%	40%	60%	8%	11.7%	12%	56%	51.7%	72%
Year 3	45%	46.6%	45%	53%	51.6%	53%	2%	1.7%	2%	55%	53.3%	55%
Year 4	52%	47.4%	23%	43%	45.7%	65%	5%	6.8%	12%	48%	52.5%	77%
Year 5	48%	30%	27%	43%	56.6%	52%	9%	13.3%	22%	52%	69.9%	74%
Year 6	46%	25%	18%	40%	60%	58%	13%	13.6%	22%	53%	73.6%	80%

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)