

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	420 Reception – Year 6 (52 place Nursery including x24 30 hour provision)
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	
Pupil premium lead	Miss Jennifer Riach
Governor lead	Sian Massey-Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,206
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,206

# Part A: Pupil premium strategy plan

## Statement of intent

The aim of our school and Holy Cross MAC mission is to create a school community united as the family of God, providing an outstanding Catholic education for all our pupils with Christ at the centre of all that we do. We thrive to inspire every child to be the best person they can be by developing their God given talents and prepare them for life as citizens of the future.

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.

When making decisions about using Pupil Premium funding at Christ the King it is important to consider the context of the school and the challenges faced by families in the school community. We adopt an evidence informed approach to spending, in particular reflecting on advice and evidence from the Education Endowment Foundation (EEF). Within our plan we allocate funding through a tiered approach based around three key areas:

- Quality first teaching for all
- Targeted support
- Whole school wider strategies

The challenges can vary meaning CTK focuses on support at an individual level where possible. We aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the strengths and weaknesses across the school.

We ensure that the Pupil Premium Lead analyses data regularly and coordinates support where needed; alongside this, subject leaders are aware of identified pupils.

Using half termly data analysis and pupil progress meetings the needs of identified children are discussed with relevant staff and targets are considered.

Through effective use of additional funding, sharing of best practice, careful consideration of research and application of our wider calling, our aim is for all disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.

We aim to do this through:

- Ensuring teaching and learning opportunities provide high expectations and challenge for all.
- Ensure all children have access to a broad and balanced curriculum.

- Providing high quality feedback and support on a regular basis.
- Providing targeted interventions based on termly diagnostic assessments.
- Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well-being support.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are to:

- Support the Emotional well-being of pupil premium children enabling them to access learning.
- 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.
- Narrow the attainment gap between disadvantaged and non-disadvantaged children.
- Increase the % of children attaining age related expectations in reading, writing and maths.
- 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.

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

Challenge number	Detail of challenge
1	Attainment in Maths s – Over the past three years gaps in learning, knowledge and vocabulary acquisition, have widened. There has also been a decrease in the % of pupils achieving ARE.
2	We have seen an increase in the number of children that have experienced trauma in their lives due to adverse childhood experiences. As a result of this, it can lead to children attaining less well than their peers and can result in children being unable to regulate their emotions causing a barrier to accessing learning.
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 trips and visits.
4	We have seen an increase in low levels of language age acquisition on entry to school . We have also seen a decrease of 5% in the number of pupils achieving GLD. This is reflective of the change in cohorts we are experiencing.

## 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
Close the gap between Pupil Premium and non-Pupil Premium with regards to the % of children working at a combined level in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>✓ Conduct an initial assessment to establish the current percentage of Pupil Premium and non-Pupil Premium students working at the expected combined level in Reading, Writing, and Maths.</li> <li>✓ Implement termly assessments to track progress, ensuring that Pupil Premium students show consistent growth in each subject area..</li> <li>✓ Reading, Writing and Maths subject leaders to be knowledgeable of PP children who have been identified as having a weakness in a subject area.</li> <li>✓ Subject leaders/ SENDCO to support with the interventions that are in place for</li> <li>✓ children who are not working at the expected level.</li> <li>✓ Assessment leads to drive interventions and support to enable pupils to make sufficient progress</li> <li>✓ Ensure that improvements are sustained, with a follow-up plan in place for the subsequent year to continue addressing the needs of Pupil Premium students.</li> </ul>
% of children reaching age related expectations in reading, writing and maths will increase.	<ul style="list-style-type: none"> <li>✓ Utilize formative assessments to gather feedback on student understanding, aiming to use this data to inform instruction and support</li> <li>✓ Ensure that students who are below age-related expectations participate in targeted intervention programs, with documented progress tracking for each participant.</li> <li>✓ End of year outcomes will show an increase in the children attaining age related expectations in reading, writing and maths.</li> <li>✓ Pupil tracking will measure and show progress for any children working below year group expectations.</li> </ul>

<p>Staff identify pupils relying on additional support to develop independent skills including those with SEND.</p>	<ul style="list-style-type: none"> <li>✓ Children have time to reflect on their learning across subjects and are able to identify/ lead changes and improvements to their work.</li> <li>✓ Support is offered to pupil premium children with additional needs to ensure they can still access a broad and balanced curriculum.</li> </ul>
<p>Children to be exposed to a broad range of experiences and knowledge through a well-planned curriculum enhanced by educational visits, enrichment opportunities and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>✓ Offer a variety of extra-curricular activities (e.g., clubs, sports, arts)</li> <li>✓ .All children can access extra-curricular activities and educational visits.</li> <li>✓ Children display the knowledge and cultural capital in line with their peers.</li> <li>✓ Ensure that all educational visits and enrichment opportunities reflect a diverse range of cultures and perspectives</li> </ul>
<p>Children and their families receive emotional, social and well-being support from the 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>School provides support with purchasing of uniform and provides access to initiatives designed to support punctuality, attendance and readiness for learning.</p>	<ul style="list-style-type: none"> <li>✓ Increased attendance for pupil premium children ensuring it is inline or above national average.</li> <li>✓ Parents attend and are engaged in communication with school.</li> <li>✓ All children have access to clean and suitable uniform.</li> <li>✓ Parents attend events which support with their child's academic progress.</li> <li>✓ Establish a clear and efficient referral process for children and families to access support services.</li> <li>✓ Conduct regular check-ins with referred families.</li> <li>✓ Ensure that information about available resources and support services is easily accessible to all families</li> </ul>
<p>Pupil Premium children to achieve expected or better than expected progress in Maths at the end of KS2</p>	<ul style="list-style-type: none"> <li>✓ Interventions to be in place for children to support with mathematical confidence.</li> <li>✓ Maths lead to work alongside teachers to support with teaching key mathematical concepts and support those who are not working at the expected standard.</li> </ul>

## 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: £ 25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Rosenshines principles for effective learning	A professional development programme built using WalkThrus is supported by evidence from cognitive science which provides a clear model for learning, ensuring highly effective professional development for all staff which draws on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. Their ideas are summarised in our Why? Section WalkThrus. The simplified model of learning informs all of our key teaching techniques	1,2,3,4,5
Feedback	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+6mths progress) for DP.	1,3,5
Kathy Ryan to complete a speech and language screening program in Nursery and Reception (£4000)	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
Early Years Education Development Trust	CPD to support practitioners to develop and improve the low levels of language of DP children with aged 2-4years of age	1, 2,5
Maths training and resources	Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking. Children benefit from practical, first-hand experiences of moving and interacting with manipulatives to develop mathematical ideas.	1
Phonics training and new Phonics Programme ( Amina Phonics) for new staff or new to teaching phonics	The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter- sound relationships through an organised sequence. In systematic phonics programmes that use synthetic phonics approaches, this often means teaching the skills of decoding new words by sounding them out and combining or 'blending' the sound spelling patterns.	1,3

	The sequence is generally organised to introduce children to the most common graphemes and familiarise them with the most useful frequent pairing of graphemes in words first; 'sat-pin' is a prevalent example of this, but other initial sequences are possible. It is necessary to teach these skills explicitly, but pupils should also have the opportunity to apply and practise these skills outside of phonics sessions during other reading and writing activities.	
Quality first teaching and support with a focus on CPD.  CPD Courses for staff and cover to attend	Teacher professional development is a structured and facilitated activity for teachers intended to increase their teaching ability. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	Quality first teaching and support with a focus on CPD.
Reading comprehension and assessment strategies	Education Endowment Foundation confirms effective CPD in the teaching of and development of reading strategies that transforms teachers practice has high impact (+6mths progress) for DP.	1, 2, 3, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,5
Mastering number (whole class intervention on fluency)	Education Endowment Foundation, DfE confirms that mastery learning has high impact (+5mths progress) for DP.	1,4
Speech therapy intervention (1:1)	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
Teaching assistant intervention number and reading fluency (1:5) £140,000	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	1,2,3,4,5
Precision Teach	Education Endowment Foundation confirms effective CPD in the teaching of vocabulary has high impact (+6mths progress) for DP.	2,3
Deliver targeted support around emotional well-being through the continued running of Social Skills sessions with identified children	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	1, 2, 3

	attitudes to learning and social relationships in school.	
Inspiring Writers Project to provide external opportunities to inspire application of writing skills	Providing disadvantaged children with experiences to motivate and contextualise the skills and concepts learnt in class. 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.	1,3
Booster session for KS2 children to support with achieving end of key stage expectations	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.	1,2

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

Budgeted cost: £19,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 learning mentor work overcoming barriers to attendance, including targeting children who are often late to school	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Lego Therapy	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Forest School	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Enrichment Opportunities – play leaders/ \peace Makers in school	Ensures that all children within school have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.	3,5
Involving parents in school life through: <ul style="list-style-type: none"> <li>- parental workshops</li> <li>- reading coffee mornings/afternoons</li> <li>- stay and play in EYFS / Drama Tots sessions</li> <li>- Advent and Easter craft sessions</li> </ul>	EEF evidence suggests involving parents and parental engagement in supporting their child's academic learning has adds +3 months progress to progress.	3, 4

<ul style="list-style-type: none"> <li>- Parent invites to English and Maths lessons</li> <li>- Uniform costs (£6000)</li> </ul>		
<p>Enrichment Support through</p> <ul style="list-style-type: none"> <li>- contributions to external and internal trips or experiences. Eg Bikeability, DYM</li> <li>- Music Tuition</li> </ul>	<p>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.'</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>	3, 4
Attendance to be tracked and rigorously monitored	It is important to ensure that strategies to improve attendance are rooted in research evidence. The British Psychological Society sets out how to take a long-term approach in its 2017 report – Behaviour Change: Social attendance, exclusion and Persistent absence. There are four main categories identified by the report that need to be addressed: 1. Mental health issues, 2.	Attendance to be tracked and rigorously monitored

**Total budgeted cost: £25000 + £1500 + £19206 = £59,206**

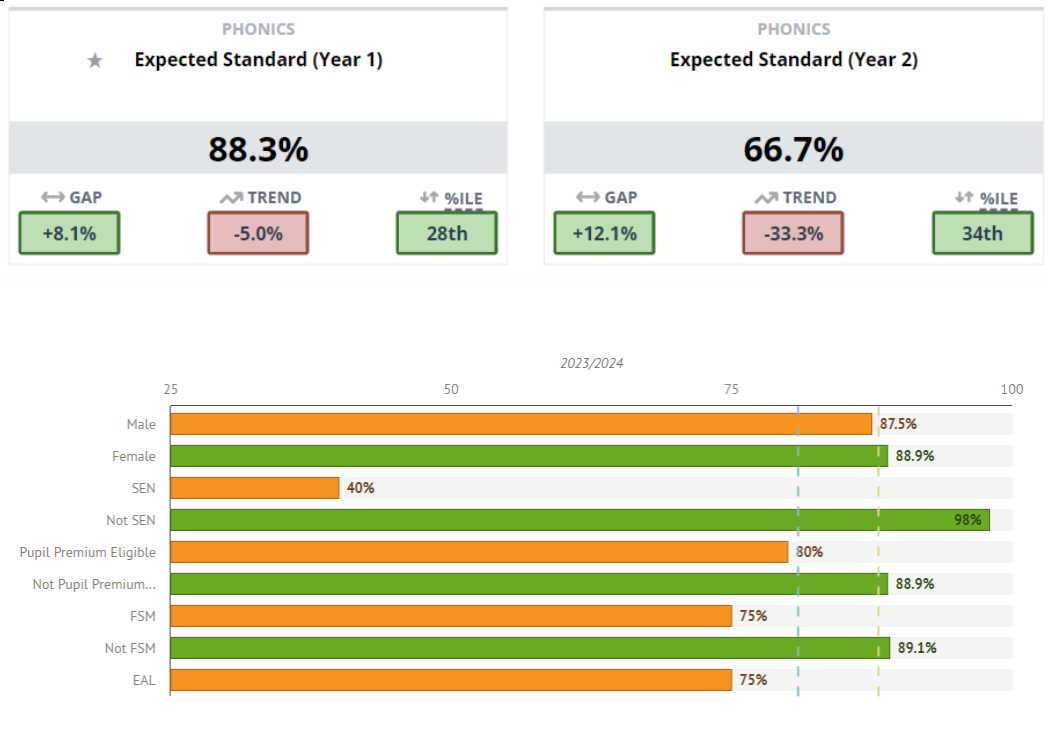
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Context	<ul style="list-style-type: none"> <li>35 of the school's 421 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 8.3% of the cohort. This is 18.0% lower than the national average of 26.3%.</li> <li>8.3% (18) of the female pupils are disadvantaged, 18.0% lower than the national of 26.3%. 8.3% (17) of your male pupils are disadvantaged, 18.0% lower than the national of 26.3%.</li> <li>7.2% of the children in the school are eligible for free school meals, this is 17.7% lower than the national value of 24.9%</li> <li>34.3% (12) of your disadvantaged pupils have a SEN provision, 5.9% higher than the national of 28.4%.</li> <li>17.1% (6) of your disadvantaged pupils are minority ethnicity, 20.1% lower than the national of 37.2%.</li> <li>8.6% (3) of your disadvantaged pupils have a first language other than English, -12.8% lower than the national of 21.4%.( Previous years this was 0%)</li> </ul>																														
Attendance	<ul style="list-style-type: none"> <li>Your school's Disadvantaged cohort of 34 enrolments have an <b>Overall Absence</b> of <b>7.9%</b>.</li> <li>This is <b>3.5%</b> higher than the <b>national Non-Disadvantaged</b> cohort at <b>4.4%</b>.</li> <li>Your <b>school's gap</b> to <b>Non-Disadvantaged</b> pupils <b>nationally</b> has <b>increased by 0.3%</b> from +3.2% in 2022/23, to +3.5% in 2023/24.</li> <li>Your Disadvantaged cohort's <b>Overall Absence</b> has <b>decreased by 0.8%</b> from 8.7% in 2022/23, to 7.9% in 2023/24.</li> <li>The Disadvantaged pupil(s) in your school are in <b>percentile 63</b> for <b>Overall Absence</b> when compared to other schools.</li> <li><b>0.0%</b> of your school's Disadvantaged cohort are <b>severely persistently absent</b>, <b>0 pupils</b> out of 34.</li> </ul>																														
EYFS  GLD	<table border="1"> <caption>2023/2024 vs 2022/2023 Comparison</caption> <thead> <tr> <th>Group</th> <th>2023/2024 (%)</th> <th>vs 2022/2023 (%)</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>60.6%</td> <td>-7.0%</td> </tr> <tr> <td>Female</td> <td>81.5%</td> <td>-3.1%</td> </tr> <tr> <td>SEN</td> <td>0%</td> <td>-37.5%</td> </tr> <tr> <td>Not SEN</td> <td>76.4%</td> <td>-4.4%</td> </tr> <tr> <td>Pupil Premium Eligible</td> <td>66.7%</td> <td>+26.7%</td> </tr> <tr> <td>Not Pupil Premium...</td> <td>70.2%</td> <td>-8.0%</td> </tr> <tr> <td>FSM</td> <td>100%</td> <td>+75.0%</td> </tr> <tr> <td>Not FSM</td> <td>69%</td> <td>-9.6%</td> </tr> <tr> <td>EAL</td> <td>50%</td> <td>-25.0%</td> </tr> </tbody> </table>	Group	2023/2024 (%)	vs 2022/2023 (%)	Male	60.6%	-7.0%	Female	81.5%	-3.1%	SEN	0%	-37.5%	Not SEN	76.4%	-4.4%	Pupil Premium Eligible	66.7%	+26.7%	Not Pupil Premium...	70.2%	-8.0%	FSM	100%	+75.0%	Not FSM	69%	-9.6%	EAL	50%	-25.0%
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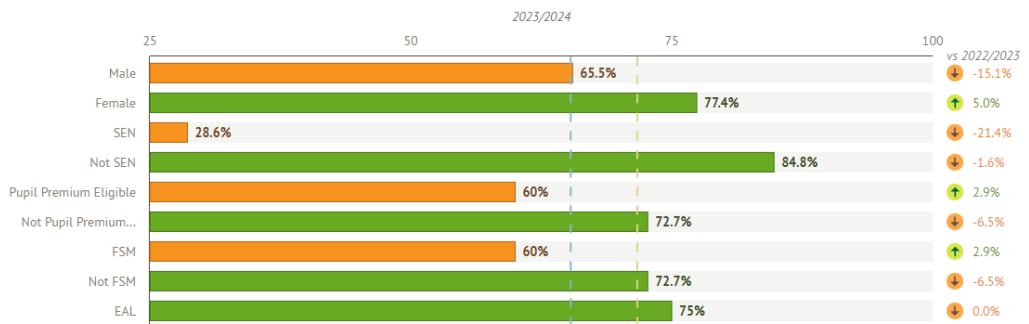
Phonics



KS2 Data

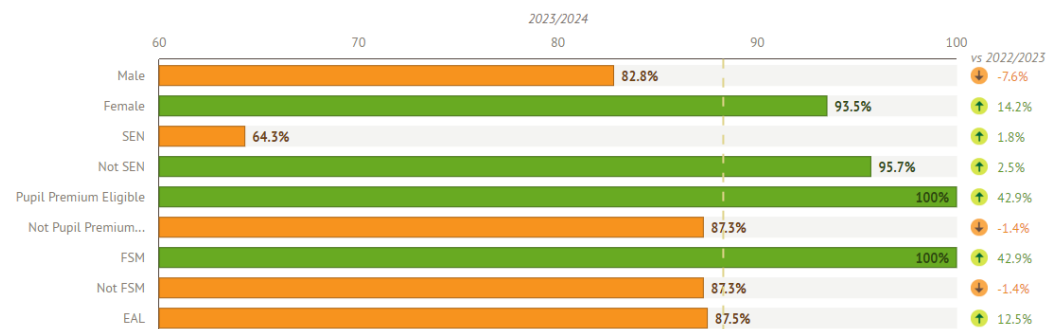
Combined RWM

60% of pupils eligible for PP achieved KS2 combined RWM ( increase from previous year 2.9%)

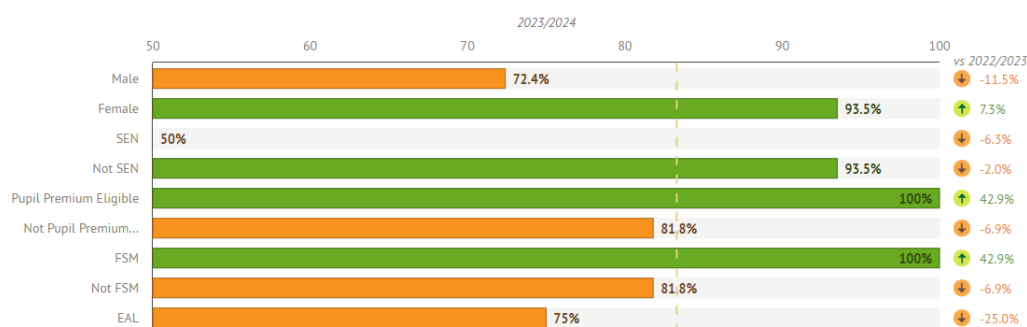


Reading

100% of pupils eligible for PP achieved expected standard in KS2 Reading and Writing

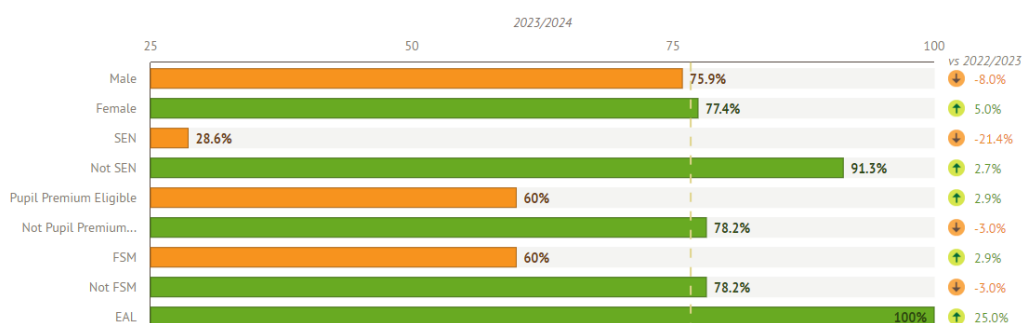


## Writing



## Maths

60% of pupils eligible for PP achieved expected standard in KS2 Maths



Desired outcome	Chosen Approach	Estimated impact	Lessons learned
<b>Quality First Teaching</b>			
Provide Learning Interventions to narrow the gap and address specific educational needs.	Provision of and training for Specialist TA support in Maths and Reading  Number Stacks Reading Doctor	Tailored support was put in place for pupils and their families to support in accessing and participating in school life and a broad and balanced curriculum and to participate in whole school activities.	Opportunities to develop CPD opportunities will be explored
Support the Emotional well-being of pupil premium children enabling them to access learning.	Resources for RSE 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 to parents and pupils.	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.	During the year children were able to attend a residential trip in Year 5 and 6, the whole school visited the theatre and each year group attended at least one school	Ensure that there is a return to a full delivery of the whole school curriculum and enrichment opportunities

	Forest School  Aspirations and career building within the curriculum	trip which supported learning outside the classroom and focused on enrichment opportunities for all. All children also participated in half termly enrichment sessions focusing on Forest School and Cooking and Nutrition.	which parents can be a part of.
<b>Targeted Support</b>			
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.  Number Stacks Reading Doctor	Regular pupil progress meetings throughout the year have ensured that teachers have taken time regularly to identify those children in need of intervention. Use of PIXL this year has provided support staff with resources to support in targeting interventions to specific needs.	Termly tests gap 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	Speech and Language support	Pupils identified during the screening were supported with 1:1 sessions. Feedback shared with parents.	To continue our commitment to this provision
<b>Other Approaches</b>			
Support the Emotional well-being of pupil premium children enabling them to access learning.	Learning Mentor to meet the increasing and complex needs of families.	Families have continued to be support throughout the year. Regular contact to vulnerable families was made on a daily/ weekly basis. Support with technology was offered to support with engagement in online homework. Food vouchers were distributed during school holiday periods.	Approach to continue.
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 and that families feel supported.
Support the Emotional well-being of pupil premium children enabling them to access learning.	Involving parents in school life through: parental workshops prayer mornings/afternoons stay and play in EYFS Advent and Easter craft sessions	During the Autumn term parents were invited in to promote a smooth transition into school. All class teachers provided face to face meetings to 'Meet the teacher'.  Parent consultation meetings were held three times during the year.	Continue with identifying ways to ensure parents are involved in school life.

## 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