Pupil premium strategy statement – Christ the King Catholic Primary School

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	445 children
Proportion (%) of pupil premium eligible pupils	41 children 9.11%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 – 2028 (Year 2 of 3 year plan)
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Jennifer Riach
Pupil premium lead	Jennifer Riach
Governor / Trustee lead	Claire Hackett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75665.33
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£75665.33

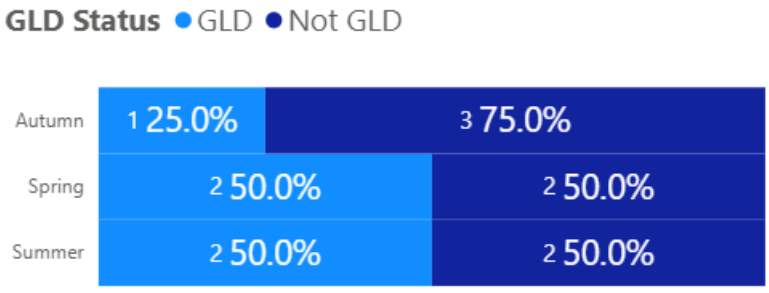
Part A: Pupil premium strategy plan

Statement of intent

The mission of The Holy Cross Catholic MAC, which we align with at Christ the King is 'Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.'

Effective spend of pupil premium funding to effect excellent outcomes for our pupils is a whole school priority. With our drive to ensure high aspirations for all and to provide an outstanding education that enables pupils to reach their full potential academically and personally, we analyse data and draw on our close working relationships with pupils and families to identify and understand the barriers that our disadvantaged pupils face and offer effective, research-backed, value for money strategies to remove and overcome barriers. We recognise that prompt, early intervention is most effective in preventing gaps from growing.

Whilst our disadvantaged pupils achieve better or are broadly in line than disadvantaged pupils nationally, we recognise the need to continue closing the gap with non-disadvantaged pupils. At Christ the King Catholic Primary School (CV5 6PG):



Year 1 Phonics Screening Check

Schools	Year Group	Term	Students Assessed	Average Score	Phonics 32+ %
Christ The King	Year 1	Summer Term	3	37.00	100.0%
Total			**3**	**37.00**	**100.0%**

Year 4 Multiplication Check

Schools	Year Group	Term	Students Assessed	Average Score	MTC 25/25 %
Christ The King	Year 4	Summer Term	8	19.13	50.0%
Total			**8**	**19.13**	**50.0%**

The 2026 IDSR shows the disadvantaged Year 6 cohort was **12 pupils** and:

- **25% achieved RWM combined**
- **58% achieved the expected standard in Reading**
- **42% achieved the expected standard in Writing**
- **42% achieved the expected standard in Mathematics**

We remain committed to improving outcomes through high-quality first teaching, targeted interventions, and a strong focus on staff CPD, alongside supporting pupils' wellbeing and social-emotional needs.

At Christ the King Catholic Primary School, we acknowledge that our percentage of pupils eligible for pupil premium is currently below the national average. To address this, we have placed a strong emphasis on high-quality first teaching, ensuring that every child receives the best possible classroom experience.

We invest significantly in continuous professional development (CPD) for all staff, equipping them with the latest strategies to stretch and challenge pupils effectively. Alongside academic provision, we prioritise wellbeing and social-emotional support, recognising that confident, happy learners achieve more.

Through targeted interventions, enrichment opportunities, and a culture of ambition, we are committed to raising attainment and ensuring every child reaches their full potential.

We combine our knowledge of the challenges affecting disadvantaged pupils in our school with the information available from the DfE in Using Pupil Premium: Guidance for School Leaders and the EEF Guide to Pupil Premium to inform our strategic planning to implement the three-tiered approach. We note that there is a clear overlap of pupils in receipt of PP funding who also have SEND and that a number of pupils receiving PP funding are high achievers: our PP strategy takes account of this. High quality teaching continues to form the foundation of our Pupil Premium strategy as this has been proven to have the greatest impact on closing the attainment gap. Additional targeted support is used to promote achievement where a need has been identified. Wider strategies are used to promote engagement, achievement and wellbeing based on the contextual knowledge and data analysis we hold on our children.

Strategies are used with relevant research informing our choice and in the knowledge that they are intended to support the needs of all pupils as well as those identified as disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	At Christ the King Catholic Primary School, we have seen an increase in the number of children who have experienced trauma due to adverse childhood experiences (ACEs). These experiences can significantly impact a child's ability to thrive academically and emotionally.
2	At Christ the King Catholic Primary School, over the past three years, gaps in learning, knowledge, and vocabulary acquisition have widened, particularly for disadvantaged pupils. This has contributed to a decrease in the percentage of pupils achieving Age-Related Expectations (ARE) in writing. Assessments, observations, and pupil discussions indicate that underdeveloped oral language skills and vocabulary gaps are evident from Reception through to KS2. These gaps are more prevalent among disadvantaged pupils compared to their peers and impact their ability to write fluently and effectively across a range of genres.
	Disadvantaged pupils often face barriers to regular attendance due to family responsibilities, transport issues, or health concerns. Our attendance data for **2025/26** indicates: • The overall absence rate for disadvantaged pupils is **6.0%**, which is **1.9 percentage points higher** than the national non-disadvantaged rate of **4.1%**. • This represents a gap of **2.2 percentage points** compared to the school's non-disadvantaged pupils. • Attendance outcomes for disadvantaged pupils have improved, with overall absence reducing from **7.4% in 2024/25 to 6.0% in 2025/26**, a decrease of **1.4 percentage points**. • Persistent absence among disadvantaged pupils remains a priority, with **20.9%** of disadvantaged pupils classed as persistently absent, although this has improved significantly from **26.3% in 2024/25**, representing a reduction of **5.4 percentage points**. • The gap in persistent absence between disadvantaged pupils and national non-disadvantaged pupils has reduced from **17.3 percentage points in 2024/25 to 12.2 percentage points in 2025/26**. • Our assessments, attendance analysis and pupil monitoring indicate that absence continues to have a negative impact on disadvantaged pupils' progress, attainment and engagement, particularly in Reading, Writing and Mathematics. Improving attendance remains a key priority to ensure disadvantaged pupils are able to access the full curriculum and achieve their potential.

4	Our assessments (including wellbeing surveys), observations, and discussions with pupils and families have identified social and emotional challenges for many pupils, notably linked to a lack of enrichment opportunities. These issues particularly affect disadvantaged pupils and have a direct impact on their attainment. Pupils may experience trauma, anxiety, or low self-esteem, which can hinder their ability to engage and learn effectively. Teacher referrals for support remain relatively high: 85% of children who are disadvantaged currently require additional support with social and emotional needs, and 90% of children who are disadvantage are receiving small-group interventions. In addition, parental engagement remains a challenge for some families due to work commitments, travel arrangements to school, language barriers, or unfamiliarity with the curriculum. These factors can limit the support pupils receive at home, further widening gaps in learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence triangulated through engagement in lessons, book scrutiny, and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/28 show that more than **60%** of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than **60%** of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • Qualitative data from pupil voice, parent surveys, and teacher observations • Significant reduction in bullying incidents • Increased participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils. **Revised Target for 2026/27** Overall absence for disadvantaged pupils will reduce from 6.0% to below 5.0%, and the attendance gap between disadvantaged and	Sustained high attendance by 2027/28 demonstrated by: **Reduce absence and persistent absence for disadvantaged pupils, ensuring attendance continues to improve and the gap between disadvantaged and non-disadvantaged pupils narrows.**

non-disadvantaged pupils will reduce further to below 1.5%. Persistent absence among disadvantaged pupils will reduce from 20.9% to below 15% by July 2028, bringing the school closer to national figures and further narrowing the gap with non-disadvantaged pupils.	• Overall absence for disadvantaged pupils reduced from **7.4% in 2024/25 to 6.0% in 2025/26**, representing an improvement of **1.4 percentage points**. • The attendance gap between disadvantaged pupils and national non-disadvantaged pupils reduced from **3.2% to 1.9%**. • Persistent absence among disadvantaged pupils reduced from **26.3% in 2024/25 to 20.9% in 2025/26**, an improvement of **5.4 percentage points**. • The gap between disadvantaged pupils and national non-disadvantaged pupils for persistent absence reduced from **17.3% to 12.2%**.
To reduce the impact of trauma and social-emotional barriers on learning.	By 2027/28: • Reduction in referrals for emotional support • Increased engagement in lessons and improved attainment for pupils previously identified with high social-emotional needs • Positive wellbeing survey results and improved resilience scores
To strengthen parental engagement to support learning at home.	By 2027/28: • Increased attendance at parent workshops and curriculum events • Positive feedback from parent surveys • Evidence of improved home learning support through homework completion and reading logs

Activity in this academic year

This details how we intend to spend our pupil 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 Rosenshine's	*Professional development programme using WalkThrus, supported by cognitive science research (Dylan Wiliam,*	*1, 2, 3, 4, 5*

Principles for Effective Learning	*Barak Rosenshine, Dan Willingham, Graham Nuthall, Efrat Furst). Provides a clear model for learning and informs key teaching techniques.* https://educationendowmentfoundation.org.uk/news/eef-blog-new-voices-from-the-classroom-applying-rosenshines-principles-to-remote-learning	
Speech and Language Screening (Nursery & Reception)	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	*1*
Early Years Education Development Trust CPD	*Supports practitioners to improve language development for disadvantaged pupils aged 2–4 years.* https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	*1*
Phonics Training and New Programme (Amina Phonics)	*Extensive evidence supports systematic phonics for KS1 pupils. Explicit teaching of decoding and blending skills improves reading and writing.* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	*1, 3*
Quality First Teaching and CPDHigh-quality teaching narrows the disadvantage gap.	*CPD improves teacher practice and pupil outcomes.* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development*	*1, 2, 3, 4, 5*
Reading Comprehension and Assessment Strategies.	*EEF confirms CPD in reading strategies has high impact (+6 months progress) for disadvantaged pupils* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies*	*1, 2, 3, 4*

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

Budgeted cost: £ 20,000

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5
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. https://educationendowmentfoundation.org.uk/reading-house/vocabulary	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 attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://schoolsweek.co.uk/the-knowledge-can-adventure-learning-improve-student-outcomes/	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £20,035

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,5
Lego Therapy	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,5
Forest School	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	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: - parental work-shops - reading , phonics, maths, MTC coffee morn-ings/after-noons - stay and play in EYFS ses-sions - Family Faith Day sessions - Uniform costs	EEF evidence suggests involving parents and parental engagement in supporting their child's academic learning has adds +3 months progress to progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3, 4
Enrichment Support through	Key findings from the Subject to Background Report March 2015 (P Sammans, K Toth, K Sylva)'Early years and primary	3, 4

- contributions to external and internal trips or experiences. Eg Bikeability, DYM - Music Tuition	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.	
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 research	Attendance to be tracked and rigorously monitored

Total budgeted cost: £ *25,000 + £25,000 + £ 20,035 = £70,035*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context	
Attendance	

Disadvantaged

44 of your school's 417 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 10.6% of your cohort.

This is 21.0% lower than the national average of 31.6%.

10.0% (21) of your female pupils are disadvantaged, 21.7% lower than the national of 31.7%. 11.1% (23) of your male pupils are disadvantaged, 20.5% lower than the national of 31.6%.

Disadvantaged pupils contribute £75,040 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding here

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)
R	1	2	3
1	2	1	3
2	4	1	5
3	n/a	7	7
4	3	3	6
5	4	4	8
6	7	5	12
Other	0	0	0
Unknown	0	0	0
Total	21	23	44

Finance	Total (PP only)
£5,790	3
£4,650	3
£8,890	5
£11,990	7
£10,440	6
£13,540	8
£19,740	12
£0	0
£0	0
£75,040	44

SEN PROVISION (K/E)

DIFFERENCE +2.5%



SEN Support: 20.5%, 24.7%
SEN EHC Plan: 13.6%, 6.9%

34.1% (15) of your disadvantaged pupils have a SEN provision, 2.5% higher than the national of 31.6%.

MINORITY ETHNICITY

DIFFERENCE -22.6%

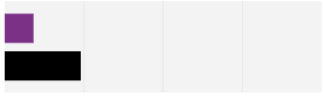


Minority Ethnicity: 18.2%, 40.8%

18.2% (8) of your disadvantaged pupils are minority ethnicity, 22.6% lower than the national of 40.8%.

EAL

DIFFERENCE -14.9%



EAL: 9.1%, 24.0%

9.1% (4) of your disadvantaged pupils have a first language other than English, -14.9% lower than the national of 24.0%.

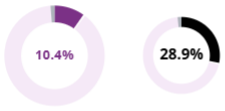
School National

Pupil Deprivation

SCHOOL NATIONAL

DISADVANTAGED

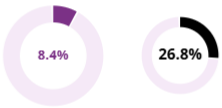
DIFFERENCE -18.5%



10.4% of the children in your school are considered disadvantaged, this is **18.5% lower than** the national value of **28.9%**.

FREE SCHOOL MEALS

DIFFERENCE -18.4%



8.4% of the children in your school are eligible for free school meals, this is **18.4% lower than** the national value of **26.8%**.

IDACI

DIFFERENCE -0.08



The average IDACI score for your school is **0.30**. This is **0.08 lower than** the national IDACI score of **0.38**.

Overall Absence

Your school's Disadvantaged cohort of 43 enrolments have an **Overall Absence** of **6.0%**.

This is **1.9%** higher than the **national Non-Disadvantaged** cohort at **4.1%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 1.3%** from +3.2% in 2024/25, to +1.9% in 2025/26.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 1.4%** from 7.4% in 2024/25, to 6.0% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 25** for **Overall Absence** when compared to other schools.

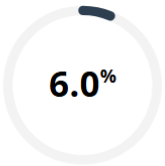
GAP TO:

National: Non-Disadvantaged	+1.9%
National: Disadvantaged	-1.7%
School: Non-Disadvantaged	+2.2%

-1.4%
TREND

25th
PERCENTILE RANK

SCHOOL: VALUE



Persistent Absence

20.9% of your school's Disadvantaged cohort are **persistently absent**, **9 pupils** out of 43.

This is **12.2%** higher than the **national Non-Disadvantaged** cohort at **8.7%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 5.1%** from +17.3% in 2024/25, to +12.2% in 2025/26.

Your Disadvantaged cohort's **persistent absence** has **decreased by 5.4%** from 26.3% in 2024/25, to 20.9% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 39** for **persistent absence** when compared to other schools.

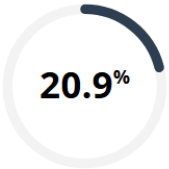
GAP TO:

National: Non-Disadvantaged	+12.2%
National: Disadvantaged	-3.7%
School: Non-Disadvantaged	+14.1%

-5.4%
TREND

39th
PERCENTILE RANK

SCHOOL: VALUE



Severe Persistent Absence

0.0% of your school's Disadvantaged cohort are **severely persistently absent**, **0 pupils** out of 43.

This is **0.7%** lower than the **national Non-Disadvantaged** cohort at **0.7%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.1%** from -0.6% in 2024/25, to -0.7% in 2025/26.

Your Disadvantaged cohort's **severe persistent absence** has **remained the same** from 0.0% in 2024/25, to 0.0% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **severe persistent absence** when compared to other schools.

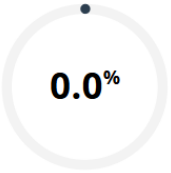
GAP TO:

National: Non-Disadvantaged	-0.7%
National: Disadvantaged	-1.9%
School: Non-Disadvantaged	-0.3%

0.0%
TREND

1st
PERCENTILE RANK

SCHOOL: VALUE



Authorised Absence

Your school's Disadvantaged cohort of 43 enrolments have an **Authorised Absence** of **4.9%**.

This is **1.7%** higher than the **national Non-Disadvantaged** cohort at **3.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 1.1%** from +2.8% in 2024/25, to +1.7% in 2025/26.

Your Disadvantaged cohort's **Authorised Absence** has **decreased by 1.2%** from 6.1% in 2024/25, to 4.9% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 43** for **Authorised Absence** when compared to other schools.

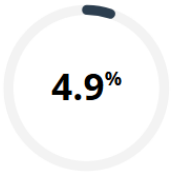
GAP TO:

National: Non-Disadvantaged	+1.7%
National: Disadvantaged	-0.2%
School: Non-Disadvantaged	+2.0%

-1.2% TREND

43rd PERCENTILE RANK

SCHOOL: VALUE



Unauthorised Absence

Your school's Disadvantaged cohort of 43 enrolments have an **Unauthorised Absence** of **1.1%**.

This is **0.2%** higher than the **national Non-Disadvantaged** cohort at **0.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.3%** from +0.5% in 2024/25, to +0.2% in 2025/26.

Your Disadvantaged cohort's **Unauthorised Absence** has **decreased by 0.3%** from 1.4% in 2024/25, to 1.1% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 22** for **Unauthorised Absence** when compared to other schools.

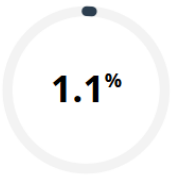
GAP TO:

National: Non-Disadvantaged	+0.2%
National: Disadvantaged	-1.5%
School: Non-Disadvantaged	+0.2%

-0.3% TREND

22nd PERCENTILE RANK

SCHOOL: VALUE



EYFS

GLD

Good Level of Development

66.7% of your school's Disadvantaged cohort achieved a good level of development, **2 -** out of 3.

This is **9.1%** - the **national Non-Disadvantaged** cohort at **75.8%**.

The Disadvantaged pupil(s) in your school are in **percentile 28** for **EYFS good level of development** when compared to other schools.

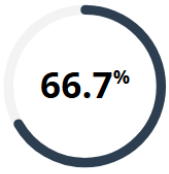
GAP TO:

National: Non-Disadvantaged	-9.1%
National: Disadvantaged	+12.1%
School: Non-Disadvantaged	-10.5%

-33.3% TREND

28th PERCENTILE RANK

SCHOOL: VALUE



Average no. ELGs at expected level

Your school's Disadvantaged cohort of 3 - have an **EYFS average number of ELGs at the expected level** of **11.7**.

This is **3.1** - the **national Non-Disadvantaged** cohort at **14.8**.

The Disadvantaged pupil(s) in your school are in **percentile 67** for **EYFS average number of ELGs at the expected level** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-3.1
National: Disadvantaged	-0.7
School: Non-Disadvantaged	-4.3

-5.3 TREND

67th PERCENTILE RANK

SCHOOL: VALUE



Phonics

Expected Standard (Year 1)

100.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **3 pupils** out of 3.

This is **14.3%** higher than the **national Non-Disadvantaged** cohort at **85.7%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 31.2%** from -16.9% in 2024/25, to +14.3% in 2025/26.

Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 33.3%** from 66.7% in 2024/25, to 100.0% in 2025/26.

The Disadvantaged Year 1 pupil(s) in your school are in **percentile 1** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+14.3%
National: Disadvantaged	+31.7%
School: Non-Disadvantaged	+5.3%

+33.3%
TREND

1st
PERCENTILE RANK

SCHOOL: VALUE



Expected Standard (Year 2)

50.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, **1 pupils** out of 2.

This is **7.0%** lower than the **national Non-Disadvantaged** cohort at **57.0%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 47.1%** from -54.1% in 2024/25, to -7.0% in 2025/26.

Your Year 2 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 50.0%** from 0.0% in 2024/25, to 50.0% in 2025/26.

The Disadvantaged Year 2 pupil(s) in your school are in **percentile 36** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-7.0%
National: Disadvantaged	+3.6%
School: Non-Disadvantaged	-12.5%

+50.0%
TREND

36th
PERCENTILE RANK

SCHOOL: VALUE



MTC

Average Point Score

Your school's Disadvantaged cohort of 6 pupils have a **MTC Average Point Score** of **19.2**.

This is **3.1** lower than the **national Non-Disadvantaged** cohort at **22.3**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 3.2** from +0.1 in 2024/25, to -3.1 in 2025/26.

Your Disadvantaged cohort's **MTC Average Point Score** has **decreased by 2.6** from 21.8 in 2024/25, to 19.2 in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 63** for **MTC Average Point Score** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-3.1
National: Disadvantaged	-0.8
School: Non-Disadvantaged	-2.2

-2.6
TREND

63rd
PERCENTILE RANK

SCHOOL: VALUE



Scored Full Marks

33.3% of your school's Disadvantaged cohort achieved the full marks in MTC, **2 pupils** out of 6.

This is **13.5%** lower than the **national Non-Disadvantaged** cohort at **46.8%**.

Your **school's gap** to **Non-Disadvantaged** pupils nationally has **improved by 5.1%** from -18.6% in 2024/25, to -13.5% in 2025/26.

Your Disadvantaged cohort's **MTC Scored Full Marks** has **increased by 11.1%** from 22.2% in 2024/25, to 33.3% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 36** for **MTC Scored Full Marks** when compared to other schools.

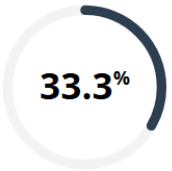
GAP TO:

National: Non-Disadvantaged	-13.5%
National: Disadvantaged	+1.4%
School: Non-Disadvantaged	-14.8%

+11.1%
TREND

36th
PERCENTILE RANK

SCHOOL: VALUE



KS2 Data

RWM Expected Standard

25.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **3 pupils** out of 12.

This is **45.3%** lower than the **national Non-Disadvantaged** cohort at **70.3%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 26.1%** from -19.2% in 2024/25, to -45.3% in 2025/26.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 25.0%** from 50.0% in 2024/25, to 25.0% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 82** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

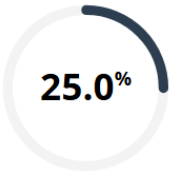
GAP TO:

National: Non-Disadvantaged	-45.3%
National: Disadvantaged	-23.4%
School: Non-Disadvantaged	-39.6%

-25.0%
TREND

82nd
PERCENTILE RANK

SCHOOL: VALUE



Reading Expected Standard

58.3% of your school's Disadvantaged cohort achieved the expected standard in Reading, **7 pupils** out of 12.

This is **22.7%** lower than the **national Non-Disadvantaged** cohort at **81.0%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 8.1%** from -30.8% in 2024/25, to -22.7% in 2025/26.

Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 8.3%** from 50.0% in 2024/25, to 58.3% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 64** for **Reading Expected Standard** when compared to other schools.

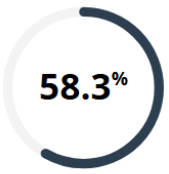
GAP TO:

National: Non-Disadvantaged	-22.7%
National: Disadvantaged	-4.4%
School: Non-Disadvantaged	-27.1%

+8.3%
TREND

64th
PERCENTILE RANK

SCHOOL: VALUE



Writing Expected Standard

41.7% of your school's Disadvantaged cohort achieved the expected standard in Writing, **5 pupils** out of 12.

This is **37.5%** lower than the **national Non-Disadvantaged** cohort at **79.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 9.2%** from -28.3% in 2024/25, to -37.5% in 2025/26.

Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 8.3%** from 50.0% in 2024/25, to 41.7% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 82** for **Writing Expected Standard** when compared to other schools.

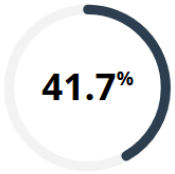
GAP TO:

National: Non-Disadvantaged	-37.5%
National: Disadvantaged	-18.5%
School: Non-Disadvantaged	-25.0%

-8.3%
TREND

82nd
PERCENTILE RANK

SCHOOL: VALUE



Maths Expected Standard

41.7% of your school's Disadvantaged cohort achieved the expected standard in Maths, **5 pupils** out of 12.

This is **39.8%** lower than the **national Non-Disadvantaged** cohort at **81.5%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 59.3%** from +19.5% in 2024/25, to -39.8% in 2025/26.

Your Disadvantaged cohort's **Maths Expected Standard** has **decreased by 58.3%** from 100.0% in 2024/25, to 41.7% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 83** for **Maths Expected Standard** when compared to other schools.

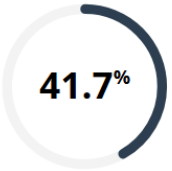
GAP TO:

National: Non-Disadvantaged	-39.8%
National: Disadvantaged	-20.0%
School: Non-Disadvantaged	-39.6%

-58.3%
TREND

83rd
PERCENTILE RANK

SCHOOL: VALUE



GPS Expected Standard

58.3% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **7 pupils** out of 12.

This is **21.6%** lower than the **national Non-Disadvantaged** cohort at **79.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 7.1%** from -28.7% in 2024/25, to -21.6% in 2025/26.

Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **increased by 8.3%** from 50.0% in 2024/25, to 58.3% in 2025/26.

The Disadvantaged pupil(s) in your school are in **percentile 59** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

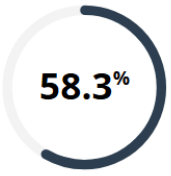
GAP TO:

National: Non-Disadvantaged	-21.6%
National: Disadvantaged	-2.5%
School: Non-Disadvantaged	-23.0%

+8.3%
TREND

59th
PERCENTILE RANK

SCHOOL: VALUE



Outcome	Impact
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	In 2026, **25% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined**, compared with **49% nationally for disadvantaged pupils** and **70% nationally for non-disadvantaged pupils**. The disadvantaged cohort consisted of **12 pupils**, with a high proportion of pupils identified with SEN, which forms part of the context for these outcomes. While outcomes for disadvantaged pupils remain below national averages, the school continues to prioritise targeted support to improve attainment and reduce barriers to learning. A key priority remains narrowing the attainment gap between disadvantaged pupils and their peers through high-quality teaching, targeted interventions and additional pastoral support
% of children reaching age related expectations in reading, writing and maths will increase.	**Comparison to National:** In 2026, disadvantaged pupils achieved **25%** in the combined Reading, Writing and Maths measure, compared with **70% for national non-disadvantaged pupils**, representing a gap of **45 percentage points**. Outcomes were also below the national disadvantaged average of **49%**. **Trend:** The percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths has fallen from **60% in 2024**, to **50% in 2025**, and to **25% in 2026**. However, these figures should be interpreted with caution due to the very small disadvantaged cohorts in each year, particularly in 2024 (5 pupils) and 2025 (2 pupils). **Contextual Note:** The 2026 disadvantaged cohort included a **high proportion of pupils with SEN**, identified within the IDSR as a significant contextual factor. The school will continue to focus on targeted academic support, adaptive teaching and early intervention to improve outcomes for disadvantaged pupils and reduce attainment gaps over time.
Staff identify pupils relying on additional support to develop independent skills including those with SEND.	**Identification and Monitoring:** Staff have successfully identified pupils who require additional support, including those with SEND, through regular assessments, classroom observations, and progress tracking. This has ensured that interventions are targeted and timely. **Development of Independence:** Strategies such as scaffolding, personalised learning plans have been

	implemented. Pupils are increasingly able to complete tasks independently, demonstrating improved confidence and resilience. **Collaboration and Communication:** Staff have worked closely with SEND coordinator, teaching assistants, and external agencies to ensure that support plans are consistent and effective. Parents have been kept informed through regular updates and meetings. **Impact on Outcomes:** Evidence from classroom work and progress reviews shows that pupils previously reliant on adult support are now engaging more independently in learning activities. This has contributed to improved attainment and greater participation in whole-class tasks. **Next Steps:** Continue to monitor independence skills through termly reviews, embed strategies across all subjects, and provide ongoing CPD for staff to maintain consistency in approach.
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.	**Curriculum Enrichment:** At Christ the King Catholic Primary School, pupils have benefited from a curriculum that goes beyond the classroom. Enrichment days have included activities such as **cooking healthy meals**, **forest school projects**, and **art inspired by global cultures**, all linked to curriculum topics to deepen understanding. **Educational Visits:** Children have participated in trips to places like **Plas Dol-y-Moch**, **Alton Castle**, and **Coventry Cathedral**, providing real-world experiences that reinforce classroom learning and develop independence. **Extra-Curricular Opportunities:** A wide range of clubs and activities, including sports, music, and creative arts, have supported pupils in discovering new interests and talents. **Impact on Learning and Wellbeing:** These experiences have enhanced engagement, broadened cultural awareness, and supported personal development. Pupils demonstrate improved confidence, teamwork, and resilience, which positively impacts academic progress and social skills. 🖃 **See examples of our enrichment activities here:** Catholic Life Padlets Enrichment Padlets

Children and their families receive emotional, social and well-being support from the learning mentor and appropriate external agencies, including early help.	**Early Identification and Support:** Staff and the learning mentor have proactively identified pupils and families requiring emotional and social support through regular monitoring, pastoral check-ins, and communication with parents. This has ensured timely intervention before issues escalate. **Direct Support from Learning Mentor:** Children have accessed one-to-one and small group sessions focused on emotional regulation, resilience, and social skills. Feedback from pupils and teachers indicates improved confidence and engagement in learning. **Family Engagement:** Families have been supported through regular meetings, advice sessions, and signposting to external agencies. This has strengthened home-school partnerships and provided parents with strategies to support their child's well-being. **Collaboration with External Agencies:** Where needed, referrals have been made to Early Help, counselling services, and specialist agencies. This multi-agency approach has ensured comprehensive support for both children and families. **Impact on Outcomes:** Evidence from attendance records, behaviour logs, and pupil voice surveys shows a reduction in anxiety-related absences, improved classroom behaviour, and greater emotional resilience among targeted pupils. **Next Steps:** Continue to monitor impact through termly well-being reviews, expand group interventions, and maintain strong links with external agencies to ensure sustained support.
School is welcoming and events are planned to encourage parents to engage with the school and staff.	**Welcoming Environment:** CTK has continued to foster a warm and inclusive atmosphere where parents feel valued and involved. Staff greet families daily and maintain open communication channels through newsletters, emails, and face-to-face interactions. **Planned Events to Engage Parents:** A wide range of events have been organised throughout the year to strengthen parent-school partnerships, including: **Curriculum Workshops** (Maths, Reading, Phonics) to help parents support learning at home.

	Class Assemblies and Masses where parents are invited to share in pupils' achievements. **Seasonal Events** such as Christmas performances, Summer Fayre, and Sports Day, which encourage family participation. **Parent Consultation Evenings** providing opportunities for meaningful dialogue about pupil progress. **Community Engagement Activities** like charity fundraisers and cultural celebrations. **Impact on Engagement:** Attendance at these events has been consistently high, with positive feedback from parents indicating they feel more connected to the school community. Parents report increased confidence in supporting their children's learning and a stronger sense of partnership with staff. **Next Steps:** Continue to diversify events to include workshops on wellbeing and digital safety, and explore flexible timings to accommodate working parents.
School provides support with purchasing of uniform and provides access to initiatives designed to support punctuality, attendance and readiness for learning.	**Uniform Support:** The school has provided financial assistance and practical support to families in purchasing school uniform, ensuring that all pupils can meet the uniform expectations and feel a sense of belonging. This has helped reduce barriers to attendance and improved pupils' confidence and readiness for learning. **Policy Review:** Governors have formally reviewed the **Uniform Policy** to ensure it remains inclusive, affordable, and aligned with statutory guidance. Adjustments were made to maintain fairness and accessibility for all families. **Attendance and Punctuality Initiatives:** The school has implemented targeted strategies such as breakfast clubs, punctuality rewards, and family engagement sessions to promote consistent attendance and readiness for learning. These initiatives have contributed to improved punctuality and reduced lateness across key year groups. **Impact on Outcomes:** Evidence from attendance data and pupil voice indicates that these measures have positively influenced pupils' sense of inclusion and preparedness for the school day. Families report feeling supported, and pupils are arriving at school better equipped and ready to learn.