

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 (28 Nursery pupils – x14 30-hour pupils)
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£ 41, 842
Recovery premium funding allocation this academic year	£ 3, 335
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	£45, 177

Part A: Pupil premium strategy plan

Statement of intent

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. 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 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.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their full potential at school and often do not perform as well as their peers. 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.

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.

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.

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 – Over the past two years gaps in learning and knowledge, particularly for Maths and vocabulary acquisition, have widened. There has also been a decrease in the % of pupils achieving ARE in writing, especially at the end of KS1.
2	Metacognition and Self-Regulation – 46% of our disadvantaged children are on the SEND register (increase of 10% from the previous year), 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
<p>% of children reaching age related expectations in reading, writing and maths will increase.</p> <p>Teaching, marking and feedback to be consistently good or better across the school, ensuring feedback provides both support and challenge for all.</p>	<p>Teachers will identify gaps in learning and provide targeted support.</p> <p>End of year outcomes will show an increase in the children attaining age related expectations in reading, writing and maths.</p> <p>Pupil tracking will measure and show progress for any children working below year group expectations.</p>
<p>Staff identify pupils relying on additional support to develop independent skills including those with SEND.</p> <p>Teaching, marking and feedback to be consistently good or better across the school, ensuring feedback provides both support and challenge for all.</p>	<p>Children have time to reflect on their learning across subjects and are able to identify/ lead changes and improvements to their work.</p> <p>Support is offered to pupil premium children with additional needs to ensure they can still access a broad and balanced curriculum.</p>
<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>	<p>All children can access extra-curricular activities and educational visits.</p> <p>Children display the knowledge and cultural capital in line with their peers.</p>
<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>Opportunities for parents to receive support from school about services which may support with routines at home are offered.</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: £ 23, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing development of effective Feedback Learning conversations between teacher and pupil	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
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
Teachers make use of PIXL assessment data to inform planning for implementation of whole class therapies and 1:1 intervention. (£0)	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
Maths training and resources (£5000)	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
<i>Phonics training</i> (£2000)	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.	1,3

	<p>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.</p> <p>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; 'satpin' 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.</p>	
<p>Quality first teaching and support with a focus on CPD. (£4000)</p> <p>CPD Courses for staff and cover to attend (£3000)</p>	<p>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.</p>	<p>Quality first teaching and support with a focus on CPD.</p>
<p>Reading resources (£3000)</p>	<p>The Reading Framework guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. It explains how teachers might expand children's store of words through talk throughout the day, within the curriculum and, in particular, through stories. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and so also for wider learning and progress.</p> <p>The Reading Framework 2022</p>	<p>1,3</p>

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor/HLTA and TA's to offer 1:1 or group support in lessons for targeted PP children with barriers to learning. Deliver CPD to teachers on the effective use of support staff within class. (£2000 CPD)	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. EEF recommends that use of TAs can have a positive impact on education achievement – 1 months progress EEF guidance report on Making Best use of Teaching Assistants	1, 2
Deliver targeted support around emotional well-being through the continued running of Social Skills sessions with identified children (£1000)	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.	1, 2, 3
Enable support staff to deliver more effective small group and 1:1 intervention to provide targeted support for children. (£4000)	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
Speech and Language support to ensure barriers to learning are targeted and addressed (£1000)	Delays in speech and language development compound existing challenges to academic progression associated with disadvantage	1,2,3
Inspiring Writers Project to provide external opportunities to inspire application of writing skills (£1500)	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 (£1500)	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

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

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to meet the increasing and complex needs of families. (£)	The school is located in a higher than average level of deprivation. There are many families with multiple and complex needs and their needs impact directly on the children's well-being. The school provides intense support to a number of families and nurture to a number of pupils so a LM' is necessary.	1, 3
Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day. (£2000 % of fees paid)	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 / Drama Tots sessions - Advent and Easter craft sessions - Parent invites to English and Maths lessons - Uniform costs (£6000)	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, DYM - Music Tuition (£4000)	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

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
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Total budgeted cost: £23000 + £9500 + £12000 = £44,500

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 2021 to 2022 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	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 which had been postponed in previous years due to covid restrictions.	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/RSHE and sensitive life issues to enable children to access materials to support discussion around challenges/issues they may face	Learning Mentor ensured resources which 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. Forest School Aspirations and career building within the curriculum	During the Spring and Summer term 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 trip which supported learning outside the classroom and focused on enrichment opportunities for all	Ensure that there is a return to a full delivery of the whole school curriculum and enrichment opportunities which parents can be a part of.
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 54% of pupils who have required regular direct support this year due to high levels of emotional, behavioural and learning needs.	Learning mentor to continue to provide targeted support where needed to pupils and their families.
-Offer additional Enrichment Opportunities to all children including those with pupil premium.	Third Space Learning was introduced in KS2 to support pupils in developing their	The sessions were socially distanced tutorials in school. Each child had their own virtual 1:1 tutor. The sessions	All children made small steps of progress meas-

	mathematical knowledge and skills as well as their confidence in the subject.	were planned to meet the individual needs of the pupils.	ured against national expectations. 100% of the pupils said that their confidence had grown and that they didn't dislike maths anymore.
-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 PLC 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	100% of PP pupils achieved GLD in communication/language and also confidence and making relationships.	
-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
-Support the Emotional well-being of pupil premium children enabling them to access learning.	Social Skills Group	Weekly sessions were lead by the Learning Mentor, focusing on individual children and their needs. RISE was also introduced as a support network for pupils and their families.	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 supported 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 learning/ homework. Food parcels	Approach to continue.

		were distributed during school holiday periods along with vouchers 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	Targeted pupils were invited to attend the 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 and that families feel supported.
-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	During the Autumn term parents were invited in under strict Covid protocol to promote a smooth transition into school. All class teachers provided virtual meetings to 'Meet the teacher'. Parent consultation meetings were held three times during the year. In the spring and summer term SEND meetings were held face to face.	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

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)