

The Rationale for this Strategy

At Christ the King Catholic Voluntary Academy, we recognise the uniqueness and individuality of every one of our students. We recognise each student was created by God as special, incredible beings and that they have individual needs, gifts and talents.

This is particularly important when reflecting on the Pupil premium and how we support some of the most vulnerable students in our community.

We recognise that each students has a different background, a different set of 'life circumstances' and that each child is on a different path in life and has experienced life in a very different way to other students.

Our aims are to work tirelessly to meet the needs of each and every one of our students, but particularly the needs of students in receipt of the Pupil Premium, in order to allow them to be and to achieve the very best that they can, both academically and holistically in their development as young people. We aspire to prepare them to be exemplar citizens as they leave us, go into employment or as they continue their studies at Christ the King Catholic Voluntary Academy or elsewhere.

The Catholic Church operates a 'Preferential Option for the Poor,' which means that the needs of those who are financially disadvantaged are met first. This fits perfectly with our attitude to students in receipt of the Pupil premium and their needs, as we strive to keep them at the forefront of our minds in all situations and to ensure that their needs are constantly being met.

We strive relentlessly to ensure that these young people achieve to the very best of their ability and beyond.

What is the Pupil Premium?

Pupil Premium Funding is additional money, which is given to schools in order to support the most disadvantaged students, notably those who are the most disadvantaged because of financial income and those who receive a 'Free School Meal (FSM).' The Pupil Premium is, in the opinion of the government, the best way to try to give students who require additional support, the best start possible in education and in life. This is why schools receive additional funding, on top of main school funding allocation.

'Diminishing the difference' 'Narrowing the Gap' are often talked about. This phrase refers to the gap in performance at GCSE between students from more advantaged backgrounds and those who are in receipt of Pupil Premium Funding. Nationally, there is a clear divide between these two groups, which will be explored in more detail later in this document. There is overwhelming evidence that disadvantaged (FSM) students achieve and progress at a slower rate than those from more privileged backgrounds:

- Children from more disadvantaged backgrounds (17%) are less than half as likely to enter higher education as other children (35%).
- The reading skills of the highest-performing 15-year-olds from poor backgrounds are, on average, about two years behind the highest-performing pupils from privileged backgrounds.
- Only a quarter of boys from working-class backgrounds take up middle-class (professional or managerial) jobs.

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- FSM students are at least 3 times more likely to be permanently excluded than their peers, twice as likely to have a Special Educational Needs statement and are more likely to change schools. They are also more likely to have literacy and numeracy problems and national research suggests that they are more likely to experience poorer quality teaching

(Source: Closing Gaps in attainment, Robert Hill, Association of School and College Leaders, 2013).

The situation is the same at Christ the King Catholic Voluntary Academy, however, there have been significant gains in this area in recent years, as the attainment and progress data later in this document indicates.

Pupil Premium Funding was introduced in April 2011 for any student who has been in receipt of a Free School Meal in the last six years. (This is known as the Ever6FSM measure). This means that a child registered for FSM in the last year of primary school will remain eligible for the premium up to and including Year 11.

The allocations for students are as follows:

Ever6FSM Students (Years 7-11)	£935
Looked After Children	£1900 (Dependent on successful evidence)
Services Children	£300

How much funding will Christ the King CVA receive in this academic year?

The total allocations of funding to be received in the coming academic year by groups of students and by year group can be seen below:

Group of Students	Year 7	Year 8	Year 9	Year 10	Year 11	Total	Total (£)
Ever6FSM Students	28	30	31	27	31	147	137,445
Looked After Children	1	2	3	1	0	7	13,300
Services Children	0	0	0	1	1	2	600

How does Christ the King Catholic Voluntary Academy encourage parents to apply for a Free School Meal and therefore the Pupil Premium?

At Christ the King CVA, we adopt several practises in order to encourage parents to take up their entitlement to a Free School Meal, which in turn entitles them to the 'Pupil Premium.'

These include:



- A section of the school's website is dedicated to encouraging parents to apply for a free school meal for their child if they believe they might be entitled to receive one, whilst emphasising that there is no longer a 'stigma' attached to receiving a free school meal and that all information is treated as strictly confidential by the school
- A half-termly email is sent to all parents to remind them to apply if they are entitled to a free school meal and the benefits of doing so
- Each time a copy of the school newsletter (CTK News) is produced, a section of the newsletter is dedicated to reminding parents of the opportunity to apply for a free school meal and the benefits of doing so
- Ensuring that we communicate with parents at our Transition Evening and reminding new parents of the benefits of applying for a free school meal and therefore the funding

What are the main barriers faced by the disadvantaged students of Christ the King Catholic Voluntary Academy?

Parental Engagement

There are many factors that contribute to the performance of students in receipt of the Pupil Premium. Nationally, the 'gap' between the performance of students in receipt of the Pupil Premium and their peers remains a significant concern at a national level. Since the introduction of the Pupil Premium, significant progress has not been made in narrowing the gaps in attainment and progress between PP students and their peers, who are not in receipt of the Pupil Premium.

A significant factor in the performance of PP students is disengaged parents, who perhaps, did not have a positive experience of school themselves. As a result, some parents do not see attendance, punctuality and aspiration as important factors and do not support the school to ensure that their child is present, on time and fully engaged in the life of the school.

The response of the school to this 'barrier'

In an attempt to combat this, Christ the King Catholic Voluntary Academy has employed a Family Support Worker in an attempt to engage with parents and raise the aspirations of these parents for their children. The role of the Family Support Worker is to engage and work with some of the most vulnerable, disengaged families in our community. As well as this, additional invitations by email and text are sent and phone calls regarding parents' evenings are made to parents of students who are in receipt of the Pupil Premium in an attempt to promote their engagement in the life of the school community.

Behaviour

Statistically, some students in receipt of the Pupil Premium present particularly difficult challenges with regards to behaviour. They may accrue more behaviour points in the school than their non-PP peers and while this may be a generalisation, we are more likely to face 'challenging' situations later in the school-life of PP students than their peers. Whilst we attempt, in as many situations as possible to avoid permanent exclusions and time in

isolation (ISR), there are times when the student needs an alternative to school-life in order to have an opportunity to succeed.

The response of the school to this 'barrier'

For these reasons, Pupil Premium funding has been used to employ a 'Behaviour for Learning Manager' to oversee behaviour across the school and to work directly with students on ensuring that their behaviour is 'school appropriate.' The Behaviour for Learning Manager works tirelessly with some of the most challenging students in school to ensure that they are meeting the standards required of them. Students may be put forward to attend 'Stop and Think' sessions, which focus on student actions and allow them to reflect on their behaviour and what would be an appropriate course of action in a given scenario. Pupil Premium funding is also used in the most extreme cases of poor behaviour, to support 'alternative provision,' which gives students the opportunity to complete a college course or GCSE subjects outside of school through 1:1 tuition in order to give them every chance to succeed. Christ the King CVA rarely permanently excludes students and where other schools may permanently exclude more regularly, we aim to give students every opportunity to be successful in life, in whatever form that may take. One way of ensuring that this takes place is through the use of Alternative Provision.

Low aspiration

Some students at Christ the King Catholic Voluntary Academy have low aspiration. They do not believe that they can/should/will go on to further study or to university. They may not believe that education is important and that it is to be valued. They may come from families where no one has been to university or studied A-levels before and as result, they do not aspire to be successful in the education field. As a result, they may not feel that they are capable of going to university or that it is their 'destiny.' This is a real challenge for any school and in this respect, Christ the King is no different to any other education setting.

The response of the school to this 'barrier'

Sound Information, Advice and Guidance is vital in ensuring that students are given the information they need to be aware of the opportunities that education gives them. As early as year 8, students are encouraged to think about their future, about their aspirations, about where they are going in life and the qualifications and skills they will need in order to achieve their dreams. Christ the King Catholic Voluntary aspires to have a year-on-year increase in the number of students remaining in the Sixth Form, a target, which has been achieved in the past 3 years. In an attempt to ensure that as few students as possible leave school 'NEET' (Not in Education, Employment or Training), Pupil Premium students are given additional careers advice, funded by the Pupil premium, to ensure that their needs are met and that they leave Year 11 with the right information and an awareness of 'where they are going' next in life.

Lack of Equipment and Resources

In some cases, the parents of some PP students do not have the financial means to equip their child with the equipment and resources they need to be successful. Naturally, this places them at a significant disadvantage to their peers, who do have access to these resources. Lack of IT equipment, mathematical equipment, revision guides, revision

resources and other school equipment hampers the progress of these students and prevents them from achieving in-line with other students, who are not in receipt of PP funding.

The response of the school to this 'barrier'

Christ the King CVA places a significant proportion of PP funding into equipment and resources in an attempt to narrow the 'attainment gap.' In the past, iPads and laptops have been provided to students, 'Maths packs' containing all of the necessary Maths equipment (including a scientific calculator) and all PP students receive a free revision guide for all subjects. This ensures that they are not at risk of having the necessary equipment of their non-disadvantaged peers.

How will the Pupil Premium allocation be spent in the coming year and how will the impact of the spending be measured?

<u>Strategy Employed</u>	<u>Cost (2015 – 2016)</u>	<u>Estimated Cost (2016-2017)</u>	<u>Evidence Estimate*</u>	<u>Specific aims and outcomes</u>	<u>How will we know if it has been effective/impact?</u>	<u>Monitored by</u>
Employment of an Assistant Principal with responsibility for PP funding	£24,494	£25,500		<ul style="list-style-type: none"> To have a Senior Leader of the academy who leads the strategic direction of Pupil Premium expenditure across the school To have a Senior Leader with the designated responsibility of leading the direction of the school with regard to the Pupil premium 	<ul style="list-style-type: none"> There is a coherent and strategic direction for Pupil Premium expenditure, where the impact of each strategy employed is monitored and evaluated Go4Schools data is regularly monitored as per the Assessment, Recording and Reporting calendar Barriers to learning are analysed and addressed by the Senior Leadership Team Students Voice indicates that students feel supported and valued In 2016, all students mentored by the Assistant Principal with responsibility for PP achieved a higher grade in English and Maths 	CCu (Principal) and Governors
Employment of a Behaviour for Learning Manager	£20,416	£25,000	☆☆☆☆	<ul style="list-style-type: none"> To manage the behaviour of PP students To coordinate a 'Stop and Think' behaviour programme so that students reflect on their behaviour and change it 	<ul style="list-style-type: none"> There is a year-on-year reduction in the number of behaviour points accrued by PP students and the number of students on Alternative Provision The behaviour of PP students is managed more effectively and efficiently The most challenging pupils receive 1:1 specialist behaviour mentoring The 'Stop and Think' programme is successful in reducing the number of behaviour points being accrued Student Voice indicates that this intervention is successful 	JL (Assistant Principal)

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Assertive Mentoring	£0	£0	☆☆☆	<ul style="list-style-type: none"> Pupils in receipt of the Pupil Premium are given priority status, as they are mentored by a member of the Senior Leadership Team or a middle leader of the school 	<ul style="list-style-type: none"> PP students feel more confident and prepared as they approach their GCSE examinations PP students are supported in creating a revision timetable PP students are mentored by leaders in the school and as a result, make and exceed expected levels of progress Mentors liaise with parents on a regular basis Student Voice indicates that students have been well-supported by those involved in the programme 	SLT
Employment of an English Mentor	£12,128	£14,000	☆☆☆☆	<ul style="list-style-type: none"> To support students eligible for the Pupil Premium of all year groups with Mathematics To provide specialist 1:1 and small group tutoring for underperforming PP students Particular focus on Year 11 students, Year 7 students and Looked After Children for this academic year 	<ul style="list-style-type: none"> The number of Pupil Premium students exceeding and making expected levels of progress in English has increased and the 'gap' in attainment has significantly reduced Students who would otherwise have not completed controlled Assessment have done so Students are making greater progress in English than in other subjects, especially in controlled assessment, where absence may lead to students having incomplete files Year 7 students will make accelerated progress and will be in line with their peers by the end of the academic year 	SBr (Assistant Principal) & DoL (Comm)
Employment of a Maths Mentor	£10,524	£13,000	☆☆☆☆	<ul style="list-style-type: none"> To support students eligible for the Pupil Premium of all year groups with Mathematics To provide specialist 1:1 and small group tutoring for underperforming PP students Particular focus on Year 11 students and Year 7 students for this academic year To offer additional Maths lessons to PP students in need of them, as 	<ul style="list-style-type: none"> The number of Premium students exceeding and making expected levels of progress in Maths will increase Year 7 PP students make accelerated progress and are in line with their peers by the end of the academic year 	SBr, DoL (Maths) and 2 nd in Dept.

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				well as support with homework and areas of concern		
Residential Visits	£2000	£2500	☆	<ul style="list-style-type: none"> Students who otherwise would not be able to attend residential experiences have access to funds to allow them to do so 	<ul style="list-style-type: none"> Attending a residential offers a PP student the opportunity to 'get away' from daily routine and reenergise Students confidence increases and students have the same opportunities as other students to attend residential visits 	SBr
ICT	£22,500	Not Continued	☆☆☆☆	<ul style="list-style-type: none"> All students have access to ICT equipment for use whenever they need it KS4 (Year 10 and 11) students have access to a computer at home for the completion of homework and research/revision 	<ul style="list-style-type: none"> PP students are not be hampered by not having completed homework or not having access to online revision materials There has been a significant increase in the number of PP students exceeding and making the expected levels of progress at GCSE and across the rest school There has been a decrease in the number of PP students who are disadvantaged for not having access to a computer at home 	SLT
Alternative Provision	£5,000	£5,000		<ul style="list-style-type: none"> A small number of Pupil Premium Students are given 'life chances' to succeed when otherwise they might not gain them PP students who are in danger of permanent exclusion remain in education 	<ul style="list-style-type: none"> There have been no permanent exclusions of PP students in the past three academic years PP students who were at risk of permanent exclusion remain in education or training PP students who may have been NEET are given opportunities to look towards a career A small number of PP students will be able to access a relevant curriculum, which will offer them a viable route for the future 	SBr (Assistant Principal)
LIT Programme (KS3 Literacy Programme)	£3,300	Not Continued	☆☆☆☆	<ul style="list-style-type: none"> An early intervention programme aimed at KS3 students to allow them to greater progress in Literacy 	<ul style="list-style-type: none"> Students will make gains in Year 7 in their English levels Impact further up the school as students' literacy is improved 	SBr, DoL (Comm)

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Revision Guides	£1,500	£2,000		<ul style="list-style-type: none"> Pupil Premium students are issued with revision guides for each of the subjects they study 	<ul style="list-style-type: none"> Pupil Premium students are more prepared for exams and are able to revise more effectively PP students are better equipped to face their exams PP students have the same opportunity as their peers who may have revision guides Student Voice indicates that the revision guides are of benefit and are used effectively 	SLT
Uniform and Bus Passes	£2,000	£4,000	☆	<ul style="list-style-type: none"> Students who otherwise may not have access to the correct uniform do so CTKCVA now keeps a stock of uniform to assist in this issue when necessary Students are able to arrive to school safely and on time 	<ul style="list-style-type: none"> Students are not concerned with 'not being like their peers' having the correct uniform at all times Some PP students have the correct uniform, which prevents them from being punished PP students arrive in school on time and do not miss any learning/lesson time Students feel at home and comfortable in school in the correct uniform Improved punctuality for some PP students Student voice indicates that students are well supported 	SBr
Additional Careers Guidance	£2,000	£2,000		<ul style="list-style-type: none"> PP students are given additional careers guidance and advice in an attempt to prevent them being NEET the following year 	<ul style="list-style-type: none"> Students are able to make an informed decision about their future PP students receive professional advice and guidance on decisions, which need to be made about their future There has been a reduction in the number of NEET Pupil Premium Students Student Voice indicates that's students are well-prepared for their future 	SBr
October, February and Easter Intervention Sessions	£1,000	£1,500		<ul style="list-style-type: none"> Staff are paid to support PP students during October, February and Easter holidays 	<ul style="list-style-type: none"> PP students will attend the sessions All students will have full and complete controlled assessment folders 	

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					<ul style="list-style-type: none">• Increase in students self-confidence in subjects and Assertive Mentoring data clearly demonstrates improvement in the performance of PP students in relation to their peers• Student voice demonstrates effective use of the time and worthwhile intervention	
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☆ = (out of 5) Evidence based on the Education Endowment Trust Website who have completed extensive research into how Pupil Premium Funding is spent and its impact

How well do 'disadvantaged' students achieve in comparison to their peers at Christ the King CVA?

Since its inception in April 2011, the government has seen the Pupil Premium as being vital in combatting the poor attainment of this vulnerable group of young people. Across the country, the Pupil Premium has struggled to have the desired impact, as the 'gap' between the number of PP students achieving 5 'good grades' (grade C or above) at GCSE, including English and Maths and their peers has been consistently around the 27% mark. i.e. the number of PP students achieving 5 A*-C has consistently been around 26-28% less than their peers. Nationally, the gap increased by 1.4 percentage points in 2015.

At local level in Nottinghamshire, the 'gap' is even wider and schools in the East Midlands perform even worse than many other areas across the country. In 2015 the 'gap' in attainment widened between pupils in receipt of the Pupil Premium and their peers. In 2015, 33.8% of students in receipt of the funding achieved 5+ A*-C grades including English and Maths, in comparison to 64% of students, not in receipt of the funding, as the gap widened by 1.3% to 30.2% from 28.9% in 2014. This places Nottinghamshire 2.8 percentage points above the national gap.

Pleasingly, Christ the King CVA has performed well in this area for the last two years, significantly better than other schools in the country and better than other schools nationally. Whilst it is difficult to make year-on-year comparisons because of fluctuating numbers and the difference in the needs of the students from cohort to cohort, the table below demonstrates the performance of students at Christ the King CVA, who have received the Pupil Premium:

	2013	2014	2015
5+ A*-C GCSE (inc. English and Maths)	23%	18%	42%
'Gap' between % of PP and non-PP students achieving 5+ A*-C GCSE (inc. English and Maths)	39%	46%	13%
5+ A*-C GCSE			53.6%
5+ A*-G GCSE	90%	79%	94%
'Gap' between % of PP and non-PP students achieving 5+ A*-G GCSE	8%	17%	0%
'Gap' between % of PP and non-PP students achieving 5+ A*-C GCSE	25%	36.2%	17.5%
A*-C in English	27%	33%	65%
'Gap' between % of PP and non-PP students achieving A*-C in English	42%	38%	9%
A*-C in Maths	43%	39%	48
'Gap' between % of PP and non-PP students achieving A*-C in Maths	24%	35%	21%
3+ Levels Progress in English			68%
'Gap' between % of PP and non-PP students achieving 3+ Levels Progress in English	38%	42.2%	10%
3+ Levels Progress in Maths			54.2%
'Gap' between % of PP and non-PP students achieving 3+ Levels Progress in Maths	11%	41.1%	5.3%
4+ Levels Progress in English			28.0%
'Gap' between % of PP and non-PP students achieving 4+ Levels Progress in English	16%	24.2%	1.5%
4+ Levels Progress in Maths			8.3%

'Gap' between % of PP and non-PP students achieving 4+ Levels Progress in Maths	12%	31.9%	7.1%
Progress 8 Figure			
'Gap' between Progress 8 figure of PP and non-PP students			

When will the strategy be reviewed?

The Pupil and Ethos Committee of the Governing Body hold Senior Leaders to account for the effective spending of Pupil Premium funding in half-termly meetings. The attainment and progress data of this cohort is regularly reviewed in these meetings and Governors ensure that disadvantaged students remain at the forefront of the minds of Senior Leaders in school.

Senior Leaders review the strategies employed by the school in termly meetings (three times per year), at the start of the year, setting out the plan for the forthcoming academic year, midway through the year to monitor the impact of the strategies and at the end of the year to complete the end-of-year review of the strategy. All Senior Leaders play their part in this, discussing the strategies employed in detail and analysing their impact. As well as this, 'Pupil Premium students' are regularly discussed in all element of the life of the school, for example in Achievement Leader Meetings regarding attendance and progress, when discussing Teaching and Learning Strategies and in work scrutiny, where there is often a focus on students who are disadvantaged. In all areas of the life of our school community, the impact of decisions and change on this particularly vulnerable group of students is always considered.