

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Christ the King Voluntary Academy
Number of pupils in school	747 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year development plan 2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2021
Statement authorised by	Miss Jo Love (Head Teacher)
Pupil premium lead	Mr Thomas Gregory (Director of Learning)
Governor / Trustee lead	Mr Reg Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,520
Recovery premium funding allocation this academic year	£19,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,102
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	£169,052

Part A: Pupil premium strategy plan

Statement of intent

Our mission at Christ the King Catholic Voluntary Academy is to provide the best education and care for all in a living faith community. Our intention is that all students, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across the curriculum, whilst also being supported with their social and emotional development.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our Pupil Premium Plan aims to address the main barriers our students face and through rigorous tracking, careful planning and targeted support and intervention, provide all students the access and opportunities to enjoy academic success.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support, thus literacy and numeracy form the underlying principle of this statement. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. In addition to this, students will also be supported to make progress in English and maths through CPD, curriculum developments and small group intervention. The importance of these two subjects on academic progress and career pathways justifies this decision. Individual strategies will be shared with teaching and pastoral staff for all disadvantaged students and these will be updated and shared regularly to support teaching.

We also aim to support our students who have been affected by the pandemic. Through the nurturing of their wellbeing and timely intervention of behavioural and emotional support, our students will feel supported and will flourish being back in the school environment

We want all students to leave Christ the King Catholic Voluntary Academy having maximised their unique gifts and talents, and ready to be positive influences in their communities. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>The progress made in English and maths by our disadvantaged students is less than their peers. In 2021 during the TAG process there was over half a grade difference in progress between the cohorts in both subjects (English: -0.64/Maths: -0.67).</p> <p>Over the last three examinable years (2017-2019) the average gap in progress for English was -0.67 and the average gap for maths was -0.49).</p>
2	<p>Our observations highlight low aspirations within our disadvantaged demographic as a driver for poor academic performance. The performance of students identified as PP improves at our school when they are working towards entry grades for sixth form, college or apprenticeships. Developing achievable aspirations creates a desire for academic progress.</p>
3	<p>The proportion of students whose reading level is below the expected benchmark is higher for our disadvantaged demographic. In our current Year 7 34% of pupil premium students have a reading age below the expected level (non PP: 25%). In our current Year 8 45% of our disadvantaged students have a reading age below expected level (non PP: 21%).</p>
4	<p>Following the series of lockdowns, the exposure to cultural capital has been limited to many of our disadvantaged students. While staying at home little support was offered to widen the exposure to events, trips and experiences that these students would usually undertake during term time. National studies support the view that a lack of cultural capital was compounded over the recent pandemic.</p>
5	<p>With a large proportion of referrals to mental health coming from our disadvantaged demographic there is a need to support the emotional and social wellbeing of these students. The resulting high levels of anxiety has created issues with some of our students' self-esteem and caused behavioural issues in others. Within our cohort only 27.6% of our disadvantaged obtained 0 behaviour points compared to 38.3% for the cohort. 40.7% of disadvantaged students were in the upper quartile for total negative behaviour points. Attendance data also shows that 31.6% of disadvantaged students are in the lowest quartile for attendance with 57.3% being below 94% compared to the cohort equivalent of 52.2%.</p>

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 progress amongst our disadvantaged students in English and maths at the end of KS4	This will be measured using the FFT average progress 8 score for both English and mathematics. By the end of the three year plan (2024) the gap in outcomes will continually get closer 0.
The proportion of disadvantage students who are behind the age expected benchmark in reading to be in line with their peers.	In Y7 34% of disadvantage students are currently behind the benchmark. In Y8 45% of disadvantaged students are behind the benchmark. For this outcome to be successful we would expect to see the gap between disadvantaged students and their peers reduced to 0.
Students are given a range of experiences that both allow them to see the world from different angles but also gives them the motivation and desire to push themselves in everyday life.	<p>A thorough calendared plan of events and activities will support the development of cultural capital for our disadvantage students (2022). Student voice will support the implementation of the calendar.</p> <p>Student voice will also show that pupils have been supported exploring career options early and the roots required to achieve these destinations. It will also show our disadvantaged students will feel supported throughout the process.</p>
To monitor and intervene with the wellbeing of students from disadvantaged backgrounds and support their personal development.	By 2024 Student voice and parent voice will show that students feel they have high level of support within school and teacher observations will support the conclusion that the general wellbeing of disadvantage students has improved since the lockdown period.

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: £88,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertaking a research project that focuses on effective feedback while mindfully balancing the workload of staff. This is across the school but will support the progress of disadvantaged students in English and maths.	Feedback has one of the strongest impacts for the level of implementation cost. The research states that verbal feedback has the highest level of positive impact. Remove constraints of some written feedback in favour of well planned class and student feedback will see an increase in outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Staff CPD has been designed so that all teachers take part in collaborative enquiry with a focus on retrieval practices. This will benefit both the English and maths departments as well as the rest of the school.	It is well documented that retrieval activities have a positive impact on students' ability to recall knowledge. The collaborative enquiry will focus on the benefits of retrieval low stakes quizzing while avoiding the pitfalls discussed in the article below. https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice?utm_source=/news/does-research-on-retrieval-practice-translate-into-classroom-practice&utm_medium=search&utm_campaign=site_search&search_term=retrieval	1 and 3
The development of a knowledge rich curriculum, where the knowledge is	Research tells us that the most effective curriculums are the ones that have	1

made explicit to the student. This is coupled with the development of knowledge organisers to go alongside the curriculum to support the students in their learning.	<p>knowledge at the heart of it. The development of curriculums that matches this focus will see a positive up lift in the construction of knowledge.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF framework updated references 22 Feb 2021.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support in both English and maths across KS3 and KS4 using our subject specific mentors. Feedback from assessment will be used to support addressing knowledge gaps and feedback with the teachers will complete the cycle.</p> <p>Action tutoring will be deployed following on the mock exams to support Y11 preparing for exams.</p> <p>Direct Instruction and Lexia will be utilised in KS3.</p>	<p>Targeted tuition enables students to make progress based around gaps in their knowledge. This addresses both the curriculum in English and maths as well numeracy levels and reading comprehension. Tutions will be done in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Or as one to one if appropriate.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1 and 3
<p>Regular assessments will track reading ages of Y7 and Y8 students and data will be used to suggest suitable titles within the ZPD range. Where students are not meeting the age appropriate benchmark a system of support will be used by teachers, mentors and the PP Champion to develop the</p>	<p>All subjects require a level of reading comprehension to access the full GCSE curriculum. Building confidence and ability in reading will benefit students across all subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	3

<p>reading ability of disadvantaged students. Star Reader will be used to provide motivation and check comprehension. Dear time will provide daily opportunity for students to read in school and form time reading will be used to access texts outside of the ZPD of some students.</p>	<p>toolkit/reading-comprehension-strategies</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a strong mentoring programme that supports our disadvantage students. Sessions will have both an academic and social and emotional focus.</p>	<p>Although the research suggests there is only some benefit in terms of academic gains the mentor will be used to liaise between key staff and students, building confidence and supporting the student to aspire to be the best they can.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4 and 5</p>
<p>Supporting students with emotional and behaviour needs in the Damascus Centre, around the school and through home visits where required.</p>	<p>The staff in the Damascus centre will deploy the ‘Stop and Think’ programme with students who have frequent or significant behaviour issues. Students will be supported while reintegrating into classrooms with one to one coaching.</p> <p>Both the family support worker and the school counsellor will support students with emotional and social issues to ensure the disruption to their learning due to their wellbeing is minimised as much as possible.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	<p>5</p>

	toolkit/behaviour-interventions	
Creating opportunities for our disadvantage students to develop bespoke experiences from events, trips and sessions that enrich their understanding of the world.	<p>The EIF from gov.uk state that cultural capital is <i>'essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i></p> <p>School inspection handbook - GOV.UK (www.gov.uk)</p> <p>Giving timetabled opportunity to develop these experience is a key step in addressing equality in our students.</p>	2 and 4
Contingency funds	A small budget will be set aside to support our students to access education and to remove barriers to learning.	All

Total budgeted cost: £169,052

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

COVID-19 had an impact on all schools, pupils and in particular, pupil premium (PP) students. Throughout the year strategies were implemented to try and address the impact of COVID-19 and attempts have been made to close gaps that have been created, whether this is from an academic perspective or focussed more around student well-being and mental health.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account however, it is still worth reflecting upon some headline figures to establish areas of strength and areas to develop in relation to our Pupil Premium provision, focussing on the attainment (A8) of PP students within a particular area. Overall PP students achieved an A8 average grade of 4.2 which is 0.1 below their FFT50 target of 4.3. This is higher than the previous year when A8 for PP students came in at 3.7 with an FFT50 target of 3.8. Attainment figures demonstrates that Pupil Premium students achieved on average a grade 5.0 in English compared to 3.9 in the previous year. Similar trends of higher attainment happened in the open bucket in which PP students on average achieved an A8 grade of 4.6 in comparison to 3.9 at the end of 2020. A8 for PP students in the EBACC bucket was 3.6 compared to 3.2 in the previous year. Finally, A8 in maths was in line with the previous year as students achieved an average grade of 3.9 in comparison to 3.8 previously. As previously stated, the year group was more able than our 2020 cohort but it is worth reflecting on. The gap in A8 between PP students and NPP students was 4.2 for PP and 5.1 for NPP in comparison to the previous year which saw PP A8 at 3.7 compared to 5.1 for NPP. As expected there was also an increase in the number of Pupil Premium students who were entered for the EBACC qualification with 34.5% of the cohort being entered in comparison to 28.6% the previous year.

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. As a School we delivered all lessons live during periods of closure to give our students the best opportunity to keep accessing their usual curriculum and ensure that our T&L provision provided students with as much normality as possible under the circumstances. We also ensured that where

needed, all students were provided with a laptop so that they could access lessons from home. Our pastoral teams made weekly contact with all students but prioritised our PP students with all disadvantaged families being asked if they required any extra resources to support with home learning.

Attendance was heavily affected for all pupils within the school during 2020-21. Our whole school attendance figure was 91.86% with our PP cohort at 89.64%. During periods of school closure our pastoral teams rang home to make contact with all PP students as well as continuing to run tutor time remotely. We found that this supported with attendance to remote learning during this time.

We offered a number of intervention strategies within school to support our PP students both academically and emotionally. Our maths and English mentors worked with students to address gaps in knowledge however, this was heavily disrupted by periods of closure and absence. We also utilised DfE funding to ensure that cohorts of PP students in year 10 and 11 accessed 1-1 tuition through the National Tutoring Programme. Although outcomes were eventually informed by TAG, it is still worth mentioning that 80% of the cohort achieved a grade 4 or above in the subject that they were tutored in.

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
Action Tutoring	Action Tutoring

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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