

Pupil premium strategy statement – Christ the King Voluntary Academy

This statement details our school's use of pupil premium (and recovery 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	Christ the King Voluntary Academy
Proportion (%) of pupil premium eligible pupils	23.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Miss Jo Love (Head Teacher)
Pupil premium lead	Mr Thomas Gregory (Director of Learning)
Governor / Trustee lead	Mr Graham Lea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,645
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£175,645

Part A: Pupil premium strategy plan

Statement of intent

At Christ the King our mission statement is to provide the best education and care we can for all members of our living faith community, irrespective of their background. The intent of this strategy is to support our disadvantaged students make academic progress in line with their peers while strengthening their social and emotional developments.

Academically, reading and numeracy form the underlying principle of this statement. Students will be supported to make progress in English and maths through CPD, curriculum developments and small group intervention on areas highlighted by robust assessments. 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 pupil premium students and these will be updated and shared regularly to support teaching.

We also set out to support our students who have been deeply 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 having maximised their academic outcomes whilst preparing them to be positive influences in the communities they join.

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> <p>Update: In 2022 the progress of disadvantaged students outperformed their peers (+0.8 Vs 0.3) and the gap in English progress was 0.2 (-0.1 for disadvantaged Vs 0.1 for their peers).</p>

2	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 would create a desire for academic progress.
3	The proportion of students whose reading level is below the expected benchmark is higher for our disadvantaged demographic. In 2021 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%). Update: 2022 Current Y8 (PP52.8% Vs 35.9%). Current Y7 (PP 73.3% Vs 46.9%)
4	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.
5	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. This results in high levels of anxiety and has created issues with some of our students' self-esteem and caused behavioural issues in others.

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.	By the time students start school in Y7 there is already a significant gap in the proportion of those reading at the appropriate age between disadvantaged students and their peers. By the end of the three year plan (2024) there will be successful interventions in place which close this gap.
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.	Student voice will show that disadvantage students have access to a wide range of opportunities which enrich their educational experiences. Pupils will also 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.
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: £ 75,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD has been tailored this year develop our staff in three areas. The first is through whole school INSET which focuses on the teaching and learning priorities; inclusion and assessment and feedback. A further strand is department specific CPD which focuses on improving subject knowledge and the third strand is our collaborative work groups which are spread across five areas; memory and recall, modelling, reading and literacy, oracy and coaching. All we see a positive impact to quality first teaching.	Each strand of our CPD has been designed to have maximum impact of our staff to ensure the lessons taught are of highest quality. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 and 3
The further development and implementation of a knowledge rich curriculum, where the knowledge is made explicit to the student. The current focus is to embed this into all key stage 3	Research tells us that the most effective curriculums are the ones that have knowledge at the heart of it. The development of curriculums that matches this	1

<p>lessons. The required CPD will be needed to support this. The knowledge organisers will be reviewed and update to ensure they are best serving their purpose.</p>	<p>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: £ 58,173

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>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 reading ability of disadvantaged students.</p> <p>Star Reader will be used to provide motivation and check comprehension.</p> <p>Dear time will provide daily opportunity for students to read in school and form time reading will be used to</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-toolkit/reading-comprehension-strategies</p>	3

<p>access texts outside of the ZPD of some students.</p> <p>With older year groups different strategies focusing around the prosody of reading will be deployed and analysed to see the impact.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41,475

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>	2, 3, 4 and 5
<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-toolkit/behaviour-interventions</p>	5
<p>Creating opportunities for our disadvantage students to develop bespoke experiences from events, trips and sessions that enrich their understanding of the world.</p>	<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
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Total budgeted cost: £ 175,645

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The disruption caused by COVID-19 continued to have an impact on our disadvantaged students throughout 2021-22 which manifested in attendance issues, higher levels of anxiety and students presenting behavioural issues. This was also evident in the academic performance following the online learning. Students were identified for the appropriate interventions to help support these issues.

The Average GCSE grade for our disadvantaged students was 4.3 (VS 4.8 from their peers). This represented a Value Added average GCSE grade as 0.0 (VS 0.0). This was driven by Maths Value Added of +0.8 (VS 0.3). The English Value Added had a contribution of -0.1 (VS 0.1). The average attainment level for English was 4.7 compared to their FFT20 of 4.4 and was in line with last years 5.0. In maths the average attainment level was 5.2 which was a significant increase on the previous years 3.9 and the FFT20 target of 4.4 [Source: FFT]. The EBACC A8 figure of 4.5 for disadvantaged students was between FFT20 (4.8) and FFT50 (4.3) and is a significant increase on last years A8 value of 3.6. As for the Open Element, disadvantaged students achieved an A8 value of 4.8 which is above the FFT20 target of 4.6 and is in line with last year's A8 value for the Open Element of 4.6 [Source: Go4Schools Attainment 8 estimates].

Our Pupil Premium fund paid for the salaries of our maths and English mentors and although there was a change of staffing during the first term for the English mentor both helped drive the outcomes for our disadvantage students in these subjects. Along side this, we used the recovery funding to provide online tutors for maths and English through Action Tutoring. Students who attended more than half of the sessions achieved an average of 2 grades higher than their FFT50 in Maths and 1 grade higher than their FFT50 in English. Attendance to afterschool sessions was not consistent however with students averaging attendance of six sessions. Where curriculum coverage was identified as an issue (music and technology), Easter sessions were run to provide support for disadvantaged students. Subject leads have taken the lead in identifying knowledge gaps. These were most prevalent in our disadvantaged students from the two lockdowns and where appropriate strategies were put in place to address these. There was a concern for our disadvantaged students in Y10 Science so we accessed online tutors through the Pearson's scheme where fifteen students had access to fifteen sessions. Where students attended at least 50% of sessions there was a 42% uplift on the baseline assessment (this increased to 47% with 70%+ attendance)

An emphasis on CPD for staff (called the teaching and learning model) ensured we worked on the most impactful strategy, quality first teaching. A continued focus on identifying key knowledge throughout the curriculum, modelling how to use it, and

regularly recalling it through retrieval activities has been implemented into lessons. Knowledge Organisers have been updated to support the development of knowledge in KS3 and providing the physical resources for all homework allows our disadvantaged students to access all learning.

Attendance has been closely monitored by our Pupil Premium Champion and students are mentored by a combination of the Family Support Worker, School Counsellor, and the relevant Achievement Leader with the aim of removing any barriers in place to attending school. There is still a gap between our disadvantaged and their peers which will be a continued focus for the school moving forward.

Attendance	Y7	Y8	Y9	Y10	Y11
Disadvantaged	91.8%	89.0%	91.3%	89.3%	93.1%
Other	93.9%	94.6%	92.0%	92.3%	93.6%
Gap	2.1%	5.6%	0.7%	3.0%	0.5%

The impact on intervention on students with very low attendance from the first term can be seen below. This was a continued focus across the year.

	Y7	Y8	Y9	Y10	Y11
Attendance (<80%)	+ 3.3%	+ 0.8%	+ 2.9%	+ 3.3%	+ 3.6%
Attendance (<90%)	+ 1.4%	+ 0.9%	+ 0.6%	+ 1.5%	+ 2.7%

As we continue the focus on positive behaviour within school our disadvantaged students have in most years been rewarded in line with their peers.

Positive	Y7	Y8	Y9	Y10	Y11
Disadvantaged	113.0	114.5	110.0	110.8	76.8
Other	114.8	125.9	110.7	122.7	80.0
Gap	1.80	11.40	0.70	11.90	3.20

Where negative behaviour is identified as a barrier to learning the 'Stop and Think' programme was deployed in our Damascus Centre to support our disadvantaged students (6 KS3 students).

Negative	Y7	Y8	Y9	Y10	Y11
Disadvantaged	-29.1	-49.3	-61.4	-38.1	-35.5
Other	-22.1	-24.5	-35.2	-32.7	-21.1
Gap	7.00	24.80	26.20	5.40	14.40

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Action Tutoring	Action Tutoring
Pearson's Online Science Tutoring	Pearson