

Pupil premium strategy statement – Christ the King Catholic 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	850
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Miss Jo Love (Head Teacher)
Pupil premium lead	Mr Kevin Farrell
Governor / Trustee lead	Mr Graham Lea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,813.85
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£40,020
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£231,813.85

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). 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>

	Update: In 2023 the progress of disadvantaged students against their peers was -0.8. In maths this was a gap of -0.9 and in English a gap of -0.8.
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 (PP 52.8% Vs 35.9%). Current Y7 (PP 73.3% Vs 46.9%). Update: 2023 Current Y8 (PP 50% Vs 34%). Current Y7 (PP 90% Vs 55%).
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 to 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: £162,718.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD has been tailored this year to develop our staff with particular focus on formative assessment. We have begun the two-year EFA Programme which sees all teachers working on finding effective use of assessments within their lessons to generate better understanding of the learning taking place. The	<p><u>EFA Programme</u> https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</p> <p><u>Supporting Evidence</u> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</p>	1 and 3

<p>focus is to improve quality first teaching.</p> <p>Members of staff have also been appointed into Action Research positions to investigate: raising aspirations, how best to use praise and rewards, and exploration of an alternative curriculum.</p>		
<p>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 5 and KS4 lessons as KS3 and has been completed in previous years. The knowledge organisers will be reviewed and updated to ensure they are best serving their purpose. CPD time will be given for these tasks to be completed.</p>	<p>Research tells us that the most effective curriculums are the ones that have knowledge at the heart of it. The development of curriculums that match this focus see a positive uplift 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>	1

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

Budgeted cost: £54,686.64

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>Targeted tuition enables students to make progress based around gaps in their knowledge. This addresses both the curriculum in English and Maths as well as numeracy levels and reading comprehension. Tuitions will be done in small groups, or one to one if appropriate:</p> <p><u>Small group tuition</u></p>	1 and 3

<p>Direct Instruction and Lexia will be utilised in KS3.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p><u>One to one tuition</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<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 librarian to develop the reading ability of disadvantaged students. Star Reader will be used to provide motivation and to check comprehension.</p> <p>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>The tutor reading programme has been deployed across all key stages and takes place every Monday and Tuesday afternoon registration.</p> <p>Y9 PP students are beginning a 'Book Club and Review' pilot which will see all disadvantaged students sit the accelerated reader test to measure impact. If effective this will be rolled out whole school.</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>	<p>3</p>

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

Budgeted cost: £14,408.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a strong mentoring and intervention programme that supports our disadvantaged students. Sessions will have both an academic and social and emotional focus. These will be run by members of staff within our school and other external providers.</p>	<p>Although the research suggests there is only some benefit in terms of academic gains, the mentoring and intervention work will be used to build confidence and support students to aspire to be the best versions of themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>2, 3, 4 and 5</p>
<p>Supporting students with emotional and behavioural needs in the Damascus Centre, around school and through home visits when required.</p>	<p>The ‘Stop and Think’ programme will be delivered with students who have frequent or significant behaviour issues. Students will be supported while reintegrating into classrooms with one to one coaching. The Family Support Worker, the School Counsellor and the Behaviour for Learning Manager 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>	<p>5</p>
<p>Creating opportunities for our disadvantaged 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 ‘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.’</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</p> <p>Giving timetabled opportunity to develop these experiences is a key</p>	<p>2 and 4</p>

	step in addressing equality in our students.	
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: £231,813.85

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 Attainment 8 score for our disadvantaged students was 3.3 which is one grade against their peers score of 4.3. There was a significant drop in the progress in maths this year with our disadvantaged students Attainment 8 score being 2.8 compared to 4.0 for their peers. Last year saw our disadvantaged students achieve 5.3 and better their peers by 0.2. Unfortunately, this year, our disadvantaged students fell below FFT20 and FFT50 in all elements including Attainment 8 Open and Attainment 8 Ebacc (source: Go4Schools).

Our pupil premium fund paid for the salaries of our Maths and English mentors who worked closely with classroom teachers to provide tailored support to help overcome gaps in learning.

Continued work on CPD for staff ensured we worked on the most useful strategy, quality first teaching. Knowledge organisers have been updated and reviewed again to help support with independent study at KS3, and staff have started to implement these in both KS4 and KS5 too. All staff have been trained to identify key learning gaps to inform their retrieval tasks at the beginning of every lessons. This provides opportunity for work to be recapped, which is especially important for our disadvantaged students whose attendance is usually much lower than their peers.

Attendance has been closely monitored by the pastoral team and is reviewed each week in pastoral meetings. Students whose attendance becomes a concern are met by their Achievement Leader and/or the Family Support Worker. Their goal is to help, with the support from parents, remove barriers in place to increase their overall attendance. There is still a gap between our disadvantaged and their peers and this continues to be a focus for improvement.

Attendance	Y7	Y8	Y9	Y10	Y11
Disadvantaged	91.82%	90.78%	90.33%	91.13%	75.1%
Other	95.37%	93.2%	94%	92.36%	79.3%
Gap	-3.55%	-2.42%	-3.67%	-1.23%	-4.22%

Positive behaviour is being recognised more within our daily routines. However, there is still a gap between our disadvantaged and their peers especially at KS3.

Average +CARE Points	Y7	Y8	Y9	Y10	Y11
Disadvantaged	82.07	99.91	97.89	90.73	62.7
Other	105.2	113.08	108.46	93.66	63.88
Gap	-12.35%	-6.18%	-5.12%	-1.59%	-0.93%

When negative behaviour is identified as a barrier to learning the 'Stop and Think' programme and the 'Think for the Future' programme were introduced to support positive change.

-CARE Points	Y7	Y8	Y9	Y10	Y11
Disadvantaged	45.22	48.62	38.04	51.19	24.24
Other	32.67	29.94	26.69	35.93	22.25
Gap	16.11%	23.78%	17.53%	17.52%	4.28%

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
Think for the Future	Think for the Future

