

# Pupil premium strategy statement – Christ the King Catholic Voluntary Academy

This statement details our school's use of pupil 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	768 (Y7-Y11)
	94 (Y12-Y13)
Proportion (%) of pupil premium eligible pupils	31% (Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers	3 years (2024-2027)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Jo Love
Pupil premium lead	Mr Kevin Farrell
Governor / Trustee lead	Mrs Sophie Byrne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,331.81
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£226,331.81</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Rooted in our school's values of *CARE* - Community, Achieve, Respect, and Encounter - we strive to ensure that all pupils, particularly those from disadvantaged backgrounds, receive the support they need to overcome barriers to learning and personal development. These values guide our approach to supporting our Pupil Premium pupils and reflect our commitment to ensuring that every child reaches their fullest potential, academically, personally, and spiritually. We aim to use the Pupil Premium funding effectively to provide the resources and support that ensure disadvantaged pupils can access the same opportunities for academic and personal growth as their peers.

Our vision is to continue to develop a research-based strategy for improving outcomes for disadvantaged students through exploring academic literature that is relevant to our context. We have also reviewed the strategies and spending plans of schools with positive outcomes as well as visited schools to consult with their leadership team on their different approaches.

This work has led us to follow the 3-tiered approach to spending as outlined by the Education Endowment Foundation (EEF).

1. Teaching
2. Targeted academic support
3. Wider strategies

### *Teaching*

Quality first teaching is at the heart of our approach. As educators, it is our duty to set high expectations which inspire, motivate, and challenge all students in our classroom. Doing this will allow all to make good progress and increase outcomes no matter the background. We will focus all CPD on improving the learning environment for our disadvantaged students so that the current attainment gap begins to close.

### *Targeted academic support*

Additional support is offered at a whole school level, as well as in small groups and individual interventions. Research suggests that many of the most impactful strategies at reducing the Matthew effect function at a whole school level, for example approaches to teaching and learning and offering an accessible curriculum. However, some disadvantaged students will require additional support (e.g. literacy, numeracy) to help them access the learning and increase their outcomes.

We aim to provide regular assessment of learning so that needs are identified earlier. We have moved away from the ineffective sequence of regular extra revision/intervention sessions for older students and instead seek to support students much earlier in their time at our school as research advocates.

### *Wider Strategies*

We recognise that a strong partnership between school, home, and the wider community is key to the success of our pupils. The Pupil Premium funding will be used to strengthen this partnership by offering targeted support for families, helping them to engage more effectively with their child's education. This includes providing resources, advice, and guidance to parents and guardians, enabling them to support their child's learning and development at home. By fostering a strong sense of community, we aim to ensure that pupils feel supported both in school and at home, creating a cohesive and nurturing environment for all. We also understand the need for all students to be composed for learning, have high aspirations, have respect for everyone in the classroom and to engage in learning. We offer a host of interventions to ensure all students are supported to meet these expectations.

This statement of intent aligns with our school's mission and the values of *CARE*. By focusing on Community, Achievement, Respect, and Encounter, we ensure that every pupil, regardless of their background, is empowered to achieve their full potential. Through the strategic use of Pupil Premium funding, we are committed to providing every disadvantaged pupil with the opportunities and support they need to thrive academically, personally, and spiritually.

## 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 and attainment made by our disadvantaged students is less than their peers at the end of KS4 and this continues to widen.</p> <p><i>Progress 8</i></p> <table><tr><td>Y11</td><td>2021/22</td><td>2022/23</td><td>2023/24</td><td>2024/25</td></tr><tr><td>Pupil Premium</td><td>0.20</td><td>-0.62</td><td>-0.63</td><td>-0.44</td></tr><tr><td>Non-Pupil Premium</td><td>0.32</td><td>0.24</td><td>0.31</td><td>0.78</td></tr></table> <p><i>Attainment 8</i></p> <table><tr><td>Y11</td><td>2021/22</td><td>2022/23</td><td>2023/24</td><td>2024/25</td></tr><tr><td>Pupil Premium</td><td>4.80</td><td>3.80</td><td>3.30</td><td>3.40</td></tr><tr><td>Non-Pupil Premium</td><td>5.10</td><td>4.70</td><td>5.10</td><td>5.20</td></tr></table>	Y11	2021/22	2022/23	2023/24	2024/25	Pupil Premium	0.20	-0.62	-0.63	-0.44	Non-Pupil Premium	0.32	0.24	0.31	0.78	Y11	2021/22	2022/23	2023/24	2024/25	Pupil Premium	4.80	3.80	3.30	3.40	Non-Pupil Premium	5.10	4.70	5.10	5.20
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2	Reading ages and reading comprehension of disadvantaged students on entry is significantly lower than their peers.																														

	<p><b>Average Reading Age in Years</b></p> <table><tr><td></td><td>2021/22 Start Y7</td><td>2021/22 End Y8</td><td>2022/23 Start Y7</td><td>2022/23 End Y8</td><td>2023/24 Start Y7</td><td>2023/24 End Y8</td><td>2024/25 Start Y7</td><td>2024/25 End Y8</td></tr><tr><td>Pupil Premium</td><td>10y1m</td><td>10y9m</td><td>9y6m</td><td>10y7m</td><td>9y11m</td><td>11y4m</td><td>9y6m</td><td>9y11m</td></tr><tr><td>Non-Pupil Premium</td><td>10y10m</td><td>11y8m</td><td>11y6m</td><td>12y7m</td><td>11y3m</td><td>12y6m</td><td>11y3m</td><td>11y11m</td></tr></table> <p>Over the 4 years of data assessed, on average, there is only a 6-month gap between the improvement of PP students and non-PP students, suggesting that whilst at CTK, there is no bias to either demographic. Statistically, all students on average improve the same.</p>		2021/22 Start Y7	2021/22 End Y8	2022/23 Start Y7	2022/23 End Y8	2023/24 Start Y7	2023/24 End Y8	2024/25 Start Y7	2024/25 End Y8	Pupil Premium	10y1m	10y9m	9y6m	10y7m	9y11m	11y4m	9y6m	9y11m	Non-Pupil Premium	10y10m	11y8m	11y6m	12y7m	11y3m	12y6m	11y3m	11y11m																		
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3	<p>Our disadvantaged students have lower attendance to school compared to their peers.</p> <p><b>Average Attendance (%)</b></p> <table><tr><td>All</td><td>2021/22</td><td>2022/23</td><td>2023/24</td><td>2024/25</td></tr><tr><td>Pupil Premium</td><td>90.94</td><td>87.76</td><td>87.69</td><td>84.04</td></tr><tr><td>Non-Pupil Premium</td><td>93.28</td><td>90.82</td><td>94.11</td><td>92.17</td></tr></table> <p><b>Average Number of Persistent Absences</b></p> <table><tr><td>Y11</td><td>2022/23</td><td>2023/24</td><td>2024/25</td></tr><tr><td>Pupil Premium</td><td>0.46</td><td>0.38</td><td>0.5</td></tr><tr><td>Non-Pupil Premium</td><td>0.34</td><td>0.14</td><td>0.27</td></tr></table>	All	2021/22	2022/23	2023/24	2024/25	Pupil Premium	90.94	87.76	87.69	84.04	Non-Pupil Premium	93.28	90.82	94.11	92.17	Y11	2022/23	2023/24	2024/25	Pupil Premium	0.46	0.38	0.5	Non-Pupil Premium	0.34	0.14	0.27																		
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4	<p>Higher suspension and lesson removal rates for disadvantaged students compared to their peers.</p> <p><b>Fixed-term Suspensions (Average Number of Days)</b></p> <table><tr><td></td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Pupil Premium</td><td>0.5</td><td>0.89</td><td>0.8</td><td>0.74</td></tr><tr><td>Non-Pupil Premium</td><td>0.29</td><td>0.43</td><td>0.15</td><td>0.24</td></tr></table> <p><b>Fixed-term Suspensions (% of Students)</b></p> <table><tr><td></td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Pupil Premium</td><td>7.69%</td><td>12.07%</td><td>10.33%</td><td>6.94%</td></tr><tr><td>Non-Pupil Premium</td><td>5.21%</td><td>5.43%</td><td>3.06%</td><td>3.56%</td></tr></table> <p><b>Partner Suspensions (Average Number of Days)</b></p> <table><tr><td></td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Pupil Premium</td><td>0.00</td><td>0.14</td><td>0.22</td><td>0.15</td></tr><tr><td>Non-Pupil Premium</td><td>0.00</td><td>0.16</td><td>0.05</td><td>0.11</td></tr></table>		2021-22	2022-23	2023-24	2024-25	Pupil Premium	0.5	0.89	0.8	0.74	Non-Pupil Premium	0.29	0.43	0.15	0.24		2021-22	2022-23	2023-24	2024-25	Pupil Premium	7.69%	12.07%	10.33%	6.94%	Non-Pupil Premium	5.21%	5.43%	3.06%	3.56%		2021-22	2022-23	2023-24	2024-25	Pupil Premium	0.00	0.14	0.22	0.15	Non-Pupil Premium	0.00	0.16	0.05	0.11
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	<b>Partner Suspensions (% of Students)</b>				
		2021-22	2022-23	2023-24	2024-25
	<i>Pupil Premium</i>	0%	2.87%	4.89%	0.93%
	<i>Non-Pupil Premium</i>	0%	3.23%	1.02%	1.6%
	<b>Average Lesson Removals</b>				
		2021-22	2022-23	2023-24	2024-25
	<i>Pupil Premium</i>	5.63	5.96	6.66	3.68
	<i>Non-Pupil Premium</i>	4.35	3.39	3.4	2.07
5	<p>Lack of engagement in enrichment activities meaning less opportunity to develop their culture capital.</p> <p>Student voice states that they do not have a clear understanding of what is on offer at school and some struggle to access this due to needing to get the school bus home.</p>				
6	<p>Parental engagement of our disadvantaged families in supporting their child's progress is inconsistent.</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
Improve progress for our disadvantaged students in all subjects at the end of KS4.	This will be measured using the FFT average progress 8 score in all subjects. By the end of the 3 year plan (2027) the gap in outcomes between PP and Non-PP students will continually narrow.
The proportion of disadvantaged students below their expected reading age will be significantly decreased.	Successful reading intervention will be in place to support the narrowing of this gap. This will be measured using the accelerated reader programme and testing will take place once a term in Y7, Y8 and Y9.
The proportion of disadvantaged students classed as persistently absent will significantly decrease.	This will be measured through constant monitoring of attendance data over the course of the academic year. Students below 90% at the end of the year will have significantly decreased.
Improve intervention strategies on offer to support positive behaviour choices and reduce suspension and lesson removal rates for our disadvantaged students.	The successful implementation of intervention packages led by pastoral support staff and the reduction in

	suspension and lesson removal rates for our disadvantaged students.
Improved offer, tracking and uptake of enrichment activities by our disadvantaged students.	Successfully track our enrichment offer and the attendance of our disadvantaged students to these events.
Increase parental engagement with school regarding their child's progress and development.	Provide regular opportunities for parents to engage with school and share opportunities on offer to both them and their child.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,446.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD: WALKTHRU - evidence informed approach to teaching and learning.	<p>The Education Endowment Foundation informs us that the biggest impact we can have on our disadvantaged students is within the classroom itself. High quality first teaching is our main focus to narrow the attainment gap.</p> <p><a href="#">The tiered approach to Pupil Premium spending   Education Endowment Foundation</a></p> <p>WALKTHRU is an evidence-based resource which helps to develop a deeper understanding of the way learning works. It will allow staff the chance to better their current practice and challenge all in their lessons.</p> <p><a href="#">Teaching WalkThrus   Multi-Platform Teaching Tools &amp; Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars   Oliver Cavigioli - Tom Sherrington   UK</a></p>	1, 2.
Whole school CPD: Embedding of	Jackson (2018) evidenced that teachers' impact on motivation, behaviour and self-control was 10 times	1, 4.

the CTK CAREs culture and behaviour approach.	<p>more likely to influence long-term success of students than their test scores.</p> <p>From our own research schools who have high expectations and strong behaviour cultures have the best outcomes and very little low level disruption. This requires all staff to be consistent with their implementation of policies so that expectations are clear, and students understand the requirement to succeed.</p>	
Development of the personal development and careers provision to tackle culture capital gaps.	<p>The personal development curriculum has been carefully mapped to plan for progression and address age related issues relevant to our school context. We have included our careers provision within this design to ensure it is given the standing it deserves. The knowledge rich design allows for key statutory content to be revisited to embed the importance of our students making informed life choices about their health, wellbeing, and future.</p> <p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Intervention on a whole class and individual level are shown to improve these skills. This will work towards supporting our disadvantaged students in understanding and engaging in healthy relationships with peers and being able to emotionally self-regulate.</p>	5

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

Budgeted cost: £60,287.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up cost of whole school	Westbrook et al. (2018) conducted research into effective strategies to improve reading comprehension. They had teachers read two complete novels aloud over a series of lessons lasting 12 weeks. ‘Poor’ readers	1, 2.

reading programme.	<p>made an average progress of 16 months of reading comprehension during the 12 week period. 'Average' to 'above average' readers made 8.5 months progress.</p> <p>"Simply reading challenging, complex novels at a fast pace in each lesson repositioned 'poorer readers' as 'good readers'."</p> <p>Form leaders adopt this approach during afternoon registration on a Tuesday, Wednesday and Thursday. Each session lasting 20 minutes.</p>	
Maths and English intervention.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>We will be remodelling how we offer these interventions as evidence suggests the earlier this happens, the bigger the impact. The Matthew Effect describes how the 'rich get richer' and the 'poor get poorer' over time in areas such as reading. It is suggested that the longer we leave students without intervention we allow them to become more disadvantaged. The Matthew Effect refers to cumulative advantage which is when early success leads to later successes, and this is something we need our disadvantaged students to access.</p> <p>We will begin to focus heavily on intervention in Y7 and Y8, instead of focussing primarily on our Y11 students.</p> <p>We have also purchased a package of support called BKSB (Basic Key Skills Builder) which will be rolled out to students who need additional support but could access this without the need for an intervention lead to be present. This is a further level of support for English and maths. The package works using the following steps:</p> <ol style="list-style-type: none"> <li>1. Initial assessment - baseline</li> <li>2. Diagnostic assessment – more detailed test to pinpoint gaps in knowledge</li> <li>3. Learning resources – interactive lessons, practice questions and revision activities</li> </ol>	1, 2.



	4. Tracking and reporting – teachers can monitor progress and intervene where required	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £148,367.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>“It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.”</p> <p><a href="https://www.gov.uk/guidance/national-school-breakfast-club-programme">https://www.gov.uk/guidance/national-school-breakfast-club-programme</a></p> <p>Breakfast is available each day to students before the beginning of school. Due to the reliance on school buses as a result of our wide catchment area, we will be extending this offer to breaktime too.</p>	3, 4, 5.
Strategic approach to ensure attendance, behaviour and emotional support is available to all.	<p>We hire the below members of staff to support with this:</p> <ul style="list-style-type: none"> <li>• Family Support Worker</li> <li>• 2 Pastoral Support Workers</li> <li>• School Counsellor</li> </ul> <p>It is widely known that there is a significant correlation between attendance and overall outcomes for students. Attendance approaches are in place to ensure early contact home is made with parents to chase and reinforce the importance of attending school. Work is offered to support with school engagement from those struggling to attend.</p> <p>Breaking down barriers to attendance:</p> <p><a href="https://educatingstamio.wordpress.com/author/educatingstamio/">https://educatingstamio.wordpress.com/author/educatingstamio/</a></p> <p>If behaviour isn't in line with our expectations, then students will be removed from lessons and potentially be removed from mainstream lessons for a period of time. This causes</p>	1, 3, 4, 6.

	<p>gaps in learning and further increases the disadvantaged gap. Staff are in place to mentor and support families with positive engagement with school to support an overall positive learning experience for the student.</p> <p>Supporting behaviour:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>We attempt to be proactive and target students for counselling who have a high number of ACEs (Adverse Childhood Experiences) for early intervention. We also use our school counsellor for support after bereavements and for students experiencing low mood and/or anxiety to name a few.</p> <p>School counselling impact:  “Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.” (Counselling in schools, a blueprint for the future, DfE 2006).</p>	
Increasing parental engagement to support progress	<p>“The average impact of the parental engagement approaches is approximately an additional two months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>The evidence suggests it is easier to engage parents in primary compared to secondary. However, by offering flexible communications (parental sessions in school, out of school, online etc), supporting them to understand what high quality work at home looks like and offering personalised communication all contribute to improve engagement and raising outcomes and aspirations of students.</p> <p>Work is being done to improve parental engagement of all in our community, with the introduction of further coffee mornings, but we will remain focused on how this will be accessible by our disadvantaged families to ensure the attainment gap isn’t widened.</p>	All

Increasing enrichment uptake to further develop skills and knowledge	<p>Ofsted's inspection framework highlights the significance of personal development and extending the curriculum beyond academic achievement. It looks at whether schools help to develop:</p> <ul style="list-style-type: none"> <li>- The interests and talents of their students</li> <li>- Enables students to build resilience, confidence and independence</li> <li>- Teaches them to be physically and mentally healthy</li> <li>- Prepare them for future success</li> <li>- Equip them to be responsible, respectful and active citizens</li> </ul> <p>Work is being done to improve our enrichment offer and ensuring our disadvantaged students are supported to access it.</p>	1, 5.
Hardship fund	A budget is available to support in responding quickly to a need not yet identified, and to help remove any barriers to education for our students throughout the academic year.	All

**Total budgeted cost: £226,331.81**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The end of the 2024-2025 academic year saw the completion of the first year of our new 3-year plan.

Parent Voice (Ofsted parent view questions) – Lent 2025

- 92% say child is happy at school
- 98% say child feels safe at school
- 98% say their child does well at Christ the King
- 95% say they would recommend Christ the King to other parents

All of these responses were above the National average and shape our learning environment to be a positive one.

#### *KS4 Progress*

There is still a significant attainment gap between our disadvantaged and non-disadvantaged students which is outlined below.

Average Progress 8	
2024-2025	
CTK: Non-PP	0.78
CTK: PP	-0.44

#### *Literacy and Reading*

Our disadvantaged students arrive with lower than expected reading and comprehension scores compared to their peers. We have launched a whole school reading strategy, as well as a disadvantaged reading strategy, to help combat this gap. We will continue with this in our new plan and will hopefully see an improvement in this area. Historical data for comparison can be seen below.

### *Average Reading Age in Years*

	2021/22 Start Y7	2021/22 End Y8	2022/23 Start Y7	2022/23 End Y8	2023/24 Start Y7	2023/24 End Y8	2024/25 Start Y7	2024/25 End Y8
Pupil Premium	10y1m	10y9m	9y6m	10y7m	9y11m	11y4m	9y6m	9y11m
Non-Pupil Premium	10y10m	11y8m	11y6m	12y7m	11y3m	12y6m	11y3m	11y11m

Over the 4 years of data assessed, on average, there is only a 6-month gap between the improvement of PP students and non-PP students. This suggests that whilst at CTK, there is no bias to either demographic. Statistically, all students on average improve the same.

### *Attendance*

We have seen a significant decrease in attendance figures in recent years, however this is a national picture. Despite our concerns and continuing effort to increase this as close to the Government target of 95%, we are above average when compared to national statistics.

Average Attendance  2024-2025	
CTK: Non-PP	92.17%
CTK: PP	84.04%
National Average: Non-PP	93.4%%
National Average: PP	86.3%

## Behaviour

Data shows that our Pupil Premium students get more -CARE points, less +CARE points and more lesson removals compared to their peers. They also have a lower attitude to learning. However pupil premium students have received more +CARE, less -CARE, a reduced number of lesson removals and a more positive AtL compared to last year which shows progress.

CARE Point Totals		
2024-2025		
CTK: Non-PP	+CARE	231
	-CARE	-28
	Lesson Removals	2.07
	Average AtL	1.69
CTK: PP	+CARE	186
	-CARE	-36
	Lesson Removals	3.68
	Average AtL	1.96

The new strategy is thoroughly evidence based and focused around improving all aspects of school. We hope that this shift will allow for all to work towards improving our provision and outcomes for our disadvantaged students.

## 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
Accelerated Reader	Renaissance Learning
Lexia	Lexia Learning
BKSB	One Advanced