

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	12.47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	February 2022
Date on which it will be reviewed	September 2022
Statement authorised by	David Delaney, Head Teacher
Pupil premium lead	Peter Heery, Senior Assistant Head Teacher
Governor / Trustee lead	Rob Howell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,905.00
Recovery premium funding allocation this academic year	£7,395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£1,678,100.00</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

We believe that all children are made in the image and likeness of God (Genesis 1:27). We therefore intend for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and challenge is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
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1	<i>From assessments, observations and attainment data it appears that PP children are generally within the lower ability academic groups within the school.</i>
2	<i>There is evidence of lower reading attainment amongst disadvantage pupils and these pupils tend to bring back reading books at a slower rate than their peers</i>
3	Some pupil premium children are on the cusp of achieving Greater Depth and require extra tuition to allow them to maximise academic potential.
4	There is a notable link between Pupil Premium and Special Educational Needs.
5	Discussions with pupils indicate a lack of opportunities outside of school and an absence of 'cultural capital' experiences compared to peers.
6	From conversations with colleagues, there is a pattern amongst disadvantage children indicating a lack of engagement with homework activities
7	There is a culture amongst parents of not claiming pupil premium due to embarrassment.

## 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
<i>To give opportunities for disadvantage children to experience cultural capital and experiences beyond the classroom.</i>	<ul style="list-style-type: none"> <li>• School Trips</li> <li>• Engagement and themed curriculum days in school</li> <li>• Curriculum visitors</li> </ul>
To decrease the trend between disadvantage pupils and those who are lower achieving in the curriculum.	<p>Equip pupil premium with necessary resources to help them succeed in class and at home such as Chrome books.</p> <p>Through national tutoring programme, assist pupil premium children who are struggling to achieve the expected standard in the core subjects.</p>
To equip pupil premium children with the tools to achieve Greater Depth level of understanding in the curriculum	Through national tutoring programme, run greater depth interventions for those disadvantage children on the cusp of achieving Greater Depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	Maintain in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• The percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 5%.</li> </ul>

## 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: £ [6,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention teacher from NTP</i>	1:1 to 3:1 interventions promote progress	1, 3
<i>Re-staffed teacher in to intervention role</i>	Intervention teacher available – targeted teaching will reduce gaps and increase progress	1, 3
<i>Purchased Chrome Books</i>	Use of software such as clicker 8 and typing helping those who struggle with writing.	1, 4
<i>Bought in to Clicker 8 and trained all teachers in Clicker 8 software use.</i>	Clicker 8 software to support dyslexia and writing needs	1, 4
<i>All teachers required to include “wow” days once a half term involving trips or experiences with visitors.</i>	Cultural capital which will enhance children’s learning beyond the classroom.	5

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

Budgeted cost: £ [60,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NTP (National Tutoring Programme) adopted to provide 1:1 and up to 3:1 tuition for pupil premium children.</i>	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	1, 2

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<i>Intervention teacher put in place</i>	Intervention with smaller groups can help to address misconception and allow for progress in targeted areas.	1, 2, 4
<i>Phonics groups for EYFS and KS1 set up to accommodate for ability levels. Special monitoring of disadvantaged children to track progress and offer extra support groups if necessary.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £ [800]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management during INSET with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
<i>Expectations of homework sent out in "information packs" for each year group.</i>	Parental communication increases engagement and promotes learning.	6

**Total budgeted cost: £ [66,800]**

## 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.

*From Teacher Assessment data and observations. Children are making good progress across the school despite school closures in March 2020 and January 2021.*

*There are disadvantaged children who continue to achieve at both an expected and Greater Depth level across all Key Stages.*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details

**Further information (optional)**

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