# 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 over 3 years and how we intend to spend the funding in this academic year. The effect that last year’s spending of pupil premium had within our school can be found on the review document 20-21.

## School overview

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| Detail | Data |
| School name | Christ the King Catholic Primary School |
| Number of pupils in school | 388 (FS2-Y6) |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years – long term plan  Annual reviews |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Joanne Procter |
| Pupil premium lead | Lindsay Barker |
| Governor / Trustee lead | Sharon Moore |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £82,905 |
| Recovery premium funding allocation this academic year | £8,990 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £91,895 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and attainment well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.  When making decisions about using Pupil Premium funding we have considered the context of our school and the subsequent challenges faced. EEF research has been used to support decisions. Common barriers to learning for disadvantaged children at Christ the King Catholic primary include less support at home (including parental confidence , quiet space and access to technology and books), lack of confidence/self esteem and mental health barriers, and attendance and punctuality issues. Pupil voice indicated many found maths ‘challenging’. There may also be complex family situations that prevent children from flourishing. Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make nationally expected rates of progress from their starting points. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level. * To build supportive relationships with families.   High-quality teaching 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.  We aim to do this through:   * Ensuring that students benefit from quality first teaching (with teachers receiving quality CPD) and access to quality resources. * Ensuring that appropriate provision is made for pupils by identifying barriers, planning interventions and monitoring these through pupil progress meetings four times per year. * Ensuring regular contact with parents to discuss barriers and forge positive   relationships that encourage attendance and support with work. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment gaps in reading, phonics and writing between disadvantaged and non disadvantaged students.  Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Attainment gaps in maths between disadvantaged and non-disadvantaged students. As above, the impact of partial school closures has impacted pupil premium children to a greater extent in maths, as is the national picture. |
| 3 | Lower engagement with homework (including online work) and reading. 33% of our disadvantaged students has a reading age that was at or above their chronological age upon entry to their current year group in September. The closure of local libraries had also impacted access to new books. |
| 4 | The application of spelling patterns and rules across the school has become less accurate due to gaps exasperated by Covid. This is impacting writing standards. |
| 5 | Increased number of emotional and mental well-being concerns due to family structures or out of school barriers.Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and attendance.  Teacher referrals for support have markedly increased during the pandemic. 36 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs on a 1:1 basis. |

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 24/25** , and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Parity in attainment and rate of progress compared to non-pupil premium children in reading and maths. | The gap between pupil premium children’s attainment and non- pp on KS2 SATS 24/25 will diminish.  The gap between pupil premium children’s attainment and non – pupil premium on internal standardised testing and KS1 TA 24/25 will diminish as measured by internal data and summative tests. |
| Greater phonic knowledge will improve attainment in reading and writing. | Baseline gap between reading age and chronological age will diminish.  Phonics gaps will be addressed and % of children passing screen will be in line with national.  KS1 reading TA 24/25 will be in line with national. |
| More accurate spelling when writing. | The % of children reaching expected standard in writing at KS1 and KS2 24/25 will be in line with national. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | Attendance of children will be 95% and inline with non PP children. Less work will be missed which will help academic gap close |
| Emotional Literacy Support in place for children to minimise impact of non-academic barriers. | Emotional resilience and strategies to cope with situations that would inhibit attendance or learning will be developed.  Attendance will increase and be at least 95%.  Sustained high levels of wellbeing in 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Greater engagement with homework and reading. | KS2 Students will be offered loaned devices with bookmarked tabs for learning resources so they have parity of access to online practise resources.  Scheme Books will be allocated online to read and reading for pleasure books will be available to loan and all students will read everyday.  Time in school to complete homework (homework club UKS2 and in class) so that all children hand in homework.  Gap between chronological age and reading age will diminish. |

## Activity in this academic year 2021-22

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: £14,382

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| Activity | Evidence that supports this approach  EEF | Challenge number(s) addressed |
| CPD for all staff in Essential Letters and Sounds phonics scheme and purchase of new phonics scheme. | SS Phonics ( EEF +5)  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.  Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. | 1  **£650** training package for phonics lead  Inset training day for all teachers and TAs  **£1200**  **£1400** scheme and resources  Phonics lead paid for 6 extra days to monitor and support staff  £185 per day x6= **£1110** |
| Purchase of more decodable readers and access to online scheme books. | Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves. | 1  £**200 online** books  **£1500** additional reading books |
| Development of school library and increased stock of quality and engaging texts to loan to students | As above | 1 & 3  **£5000** for purchase of library furniture and new books |
| CPD in maths for EYFS and KS1 staff | Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’  On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  Mastering Number Program (NCETM)  Research indicates that knowledge of mathematics; knowledge of children’s development and development trajectories in mathematics; and understanding of the kinds of activities which support early mathematical learning are all important for practitioners. As a result, professional development is likely to be particularly beneficial in supporting early numeracy approaches.  (General Early Numeracy Approaches +6m)  White Rose Reception Jigsaw Project (EEF Research)  Participating in this new research project for Reception staff including TAs. 5 x 2 hour twilight CPD for all reception staff and Y1 teacher and 5 x half day in school support.  EEF: Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy.  Also- research on use of mathematical representations | 2  Cost of cover for HW course £80 per half day x 4= **£320**  Cover for AD to be released for subject leader work.  6 hours x £22 **= £132**  Cover costs  9 hours  (3 hours per year group)  £22.00 x 9= **£198**  **£1000= CPD Jigsaw**  **Resources**  **£1000**  Cover costs  22 x 10 = **£220** |
| CPD and purchase of new Spelling scheme | EEF Improving Literacy at KS1  Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied. | **1**  **£80** CPD  £22 x 6 hr = **£132** cover for AY subject leader time  **£240** scheme cost |

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

Budgeted cost: £ 43,708.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Smaller phonics groups led by teachers | EEF (+3 months)  There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. (CPD on Rosenshine Principles and phonics) Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status  (Baseline phonics and reading age/strategy gathered) | 1  SM costs of 25% met by school to supplement School Led phonics tutoring  **£2166.65** |
| Small English groups with targeted focus on reading fluency, comprehension strategies and writing | Targeted Reading comprehension Strategies (+6 months)  Alongside phonics it is a crucial component of early reading instruction A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.  On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. EEF  EEF(+3)  As the size of a class decreases the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 1 and 2 cohort and have identified that 3 smaller classes would allow teachers to increase the amount of attention each child will receive. SM group max size = 8 children | 1  SM to take small and 1:1 Reading groups Y1-2  Y1&2 **= £2166.65**  TAs to take 1:1 readers  SLT to take SATS booster groups in Spring  Cost included in DHT out of class |
| Small Targeted maths groups in Y6 to focus on gaps. Led by DHT | EEF (+4 m)  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.  Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. | 2  DHT out of class 2 days  **£29,943** |
| Purchase of standardised diagnostic assessments | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction  EEF ‘Guidance for using PP’ recommendation:  ‘Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment’  Data used by teachers and DHT to form groups for targeted teaching. | 1 & 2  Cost of Rising Stars NTS Assessments Y1-5 x 3 pa  £1047.50 x 3 = **£3142.50** |
| Purchase of Dyslexia Screen assessment | Swifter screening and identification of needs. | 1  Cost of dyslexia screen portfolio  **£330** |
| Small Group structured interventions: Numberstacks intervention  Toe by Toe  Project X | **TA interventions**  The impact of TA’s is proven to be greater when delivering research based interventions based on children’s previous achievements rather than simply supporting the teacher in class. Specific gaps have been identified through data analysis and discussion between class teacher and SLT. | 1  Cost of Numberstacks resources = **£225**  Toe by Toe books  £28 x 10 = **£280** |
| Parental engagement through DHT and ELSA phonecalls, visits for tech support, | Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated.  Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops (Post COVID restrictions) to help develop a support network at home and a more positive relationship between home and school.  High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children’s learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children’s experience at school more positive.  Phonecalls to keep lines of communication open and check on barriers. | 2& 4  Cost of DHT and SENCo out of class |
| Homework support in school and loaned devices | Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.  Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.  Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. | UKs2 homework club.  £23 per hour x 36= **£828**  Loaned devices  £458 per laptop x 8= **£3664**  After school homework club/access to ICT  SATS companion = **£729**  Spelling Shed **£234** |

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

Budgeted cost: £ *33,943*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA | EEF (+4)  Interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure.  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4, 3  AM – afternoons  Cost = **£9380**  AHT afternoons  Cost = **£14,041** |
| Subsidised extra curricular activities and trips | Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children | 4  Panto = **£ 2800**  Subsidised Trips = **£6000**  Recorder club = 30 x £7 = **£210**  Able maths day = **£132** |
| SLT to monitor needs through pupil progress meetings x4 pa to raise expectations | PP meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings | Cover costs  £22 x 6 x 4pa = **£528** |
| Reading for Pleasure promoted in school through lunchtime clubs and additional books. | Reading for pleasure is the single most important indicator of a child’s future success  (OECD, 2002)  There is a proven positive relationship between reading frequency, reading enjoyment and attainment.  (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007). | Cost of new books and library refurbishment  **(already stated)**  Cover for SS to attend training 4 extra days pay **£852.** |

**Total budgeted cost: £** *92,033.80 (-£138.80 over*)

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year can be found in our Pupil Premium Strategy 20-21 Review Section.

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## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |