



Pupil Premium Strategy Statement 24-27

Cycle 1 2024-25

This statement details our plans for the school's use of pupil premium funding for the academic year 2024-25 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy over 3 years (this year being the 1st of a new cycle) and how we intend to spend the funding this year. The effect that the last 3 years' spending of pupil premium had within our school can be found on the review documents from 21-23.

NOTE: When considering the balance of spending within the 3-tiered model set out in [EEF's guide to the pupil premium](#), we bear in mind that the EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.

School overview

Detail	Data
School name	Christ the King Catholic Primary School
Number of pupils in school	367 (70 PP)
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 24-27 This is year 1
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Joanne Procter
Pupil premium lead	Lindsay Barker
Governor / Trustee lead	Sharon Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points, attain well across all subject areas and are happy and secure. The focus of our pupil premium strategy (2024-27) 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. 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 and whole child approach, with high expectations

EEF research has been used to support decisions. Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make 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.
- ✓ To provide access to experiences to enhance their school life

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.



Challenges

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

Challenge number	Detail of challenge
1	<p>Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p> <p>During previous years of this strategy document, a focus on targeted phonics support was successful in diminishing the gap on the PSC. This will continue this year.</p> <p>Our observations also indicate that reading fluency is also impacted due to less practice at home. Greater focus will also be placed on reading fluency and opportunities for reading at school.</p> <p>School wide- as with the national picture - writing continues to affect disadvantaged students markedly more than non. Writing continues to be a school priority, with CPD and monitoring of writing being a main focus in INSET, twilights and staff meetings.</p> <p>Parental confidence generally in maths tends to be lower than in English and can lead to less support with maths homework. Parental workshops for all parents will explain strategies in each year group.</p> <p>Smaller Y6 maths groups have proven effective in the past in raising attainment in KS2 SATs This will remain a focus this year.</p>
2	<p>Identification of language and communication barriers and address early</p> <p>On entry to Reception class, 100% of our disadvantaged pupils were assessed as just below/below age-related expectations in listening/understanding and speaking. Wellcomm and NELI will be used to address needs.</p>
3	<p>Increased number of emotional and mental well-being concerns due to family structures or out of school barriers.</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect</p>



	disadvantaged pupils. Social and emotional support will remain a priority this year.
4	<p>Lower attendance and punctuality, increased persistent absence.</p> <p>Attendance directly impacts attainment and also allows us to provide other services and meet needs. Last year, although our attendance for PP was above national, we had a gap of 2.33% between PP and non.</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
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.
PP chn will attain as well as their non PP peers and greater phonic knowledge will improve attainment in reading and writing.	<p>Any gap between reading age and chronological age will diminish. Reading fluency will be en-par with that of non-disadvantaged children on internal tests.</p> <p>Phonics gaps will be addressed and % of children passing screen will be in line with national.</p> <p>KS1 reading and writing TA will be in line with national.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that non-academic barriers are minimised and children are resilient and feel safe, secure and happy coming to school.	<p>Emotional resilience and strategies to cope with situations that would inhibit attendance or learning will be developed.</p> <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations



	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • increased attendance at school (96%)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • Attendance at 96%
Greater engagement with homework and reading.	<p>Students will be offered loaned devices for learning resources so they have parity of access to online practise resources.</p> <p>Scheme Books will be allocated online to read and reading for pleasure books will be available to loan and all students will read everyday to an adult in school.</p> <p>Time in school to complete homework so that all children hand in homework.</p> <p>Children will have books and time to read for pleasure.</p> <p>Any gaps between ARE and fluency/RA will diminish</p>
Increased participation in extra curricular activities	<p>Students will be subsidised for residential and day trips and will be offered reduced fees to some clubs as well as encouraging them to participate in our free teacher-led clubs. Pupil voice will be used to identify areas of interest.</p>



Activity in this academic year 2024-25

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

Teaching

“Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.”
EEF

Budgeted cost: £ 6,278.84

Activity	Evidence that supports this approach EEF	Challenge number(s) addressed
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils Ongoing CPD for staff in using government approved SSP: Essential Letters and Sounds phonics scheme (now in its fourth year)	<p><u>The reading framework: teaching the foundations of literacy</u> “a systematic synthetic approach is particularly effective and that children need direct instruction in phonics. This is especially the case for those from lower socio-economic status backgrounds and those who are having difficulties reading”</p> <p>Phonics has a positive impact overall (EEF +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 (and spelling) 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. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of graphemes.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from structured phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	Challenge 1 £625.50 cost of subscription to the scheme and training and resources Cost of workbooks £606.24 Book Library £249 ELS spelling £99.60



	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	
Purchase of standardised diagnostic assessments.	<p>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: These are used at pupil progress meetings and by teachers to determine interventions needed and inform planning.</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	<p>1</p> <p>Cost of assessments £2698.50</p>
Teacher Development	<p><i>“Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.” EEF</i></p> <p>Teachers taking NPQs in Leading Teaching and Maths</p>	<p>Cover £2000</p>

Targeted academic support

“An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.”

Budgeted cost: £67,506

Activity	Evidence that supports this approach	Challenge number(s) addressed



<p>Smaller phonics groups led by a teacher (LS)</p>	<p>EEF (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>“Small group tuition has an average impact of 4months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupil’s specific needs. ..Diagnostic assessment can be used to assess the best way to target support. ..Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school’s pupil premium strategy”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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</p> <p><u>See evidence above)</u></p> <p><u>TA led reading 1:1, small group fluency groups with teacher, TA led comprehension groups</u></p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Targeted Reading comprehension Strategies (+6 months)</p> <p>Alongside phonics it is a crucial component of early reading instruction. A wide range of strategies and approaches can be</p>	<p>Challenge 1</p> <p>Cost of teacher to lead small groups in phonics (Y1) , reading fluency (Y2) and writing (Y6 and Y2) x 0.5 days pw £24, 640</p> <p>Cost of deputy out of class 0.5 to take groups £39,450</p> <p>Challenge 1</p> <p>Words First Reading Intervention = £120</p> <p>Cost of Numberstacks</p>
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	<p>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</p> <p>Effective diagnosis of reading difficulties is important (FFT fluency and phonics diagnostic testing are used to identify needs and gaps)</p>	resources = £85
<p>Language interventions (Wellcomm and NELI) and dedicated storytime with quality literature</p> <p>Support from Speech and Language in EYFS</p>	<p>EEF +6 'Important that language approaches are matched to current stage of development so it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupil's oral language skills and vocabulary development.</p> <p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation.'</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>The efficacy trial of NELI in reception found that children who received the 20-week programme made, on average, two months of additional progress in their oral language skills, compared to those who did not receive NELI. The effectiveness trial then tested a revised version of the 20-week programme, which found</p>	<p>Challenge 2</p> <p>Wellcomm trained TA/ELSA (see later costing)</p>



	<p>that children who received the NELI programme made the equivalent of three additional months' additional progress in language skills, on average, compared to children who did not receive NELI. Exploratory subgroup analyses of the impact of the NELI on language skills highlighted that pupils learning English as an Additional Language equally benefited from the programme and pupils eligible for Free School Meals made an average of seven months' additional progress, although these results should be interpreted with caution due to the smaller number of pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Homework support in school and loaned devices</p> <p>Breakfast SATS club</p> <p>Online resources for self-quizzing and group support</p>	<p>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.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	<p>homework club.</p> <p>Spelling Shed £453</p> <p>TT Rockstars £146</p> <p>Mathletics £1612</p> <p>Breakfast club staffing and food £1000</p>



Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.

Budgeted cost: £ 29,982

	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>EEF (+4)</p> <p>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.</p> <p>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.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Challenge 3</p> <p>ELSA trained TA out of class x3 pw</p> <p>£17,232</p>
Increased Parental engagement	<p>Parental engagement has a positive impact of average of 4 months additional progress.</p> <p>Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops.</p>	<p>Challenge 3</p> <p>ELSA trained TA x3 pw</p>



<p>Stay and play/read/maths in EYFS</p> <p>Maths, phonics and reading workshops</p> <p>Phonecall check ins and ELSA feedback</p> <p>Pupil/Parent voice to identify barriers</p> <p>CARITAS Family support</p>	<p>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.</p> <p>Reviews of the evidence identify why families can be perceived as 'hard to reach' and what services can do to address this. Parents' isolation from services may be involuntary (for example, owing to language differences, poor health, long or unsociable work hours, lack of money) or voluntary (for example, because engagement with services would be threatening or stigmatising). In an education context, parents' own poor experience of school can contribute to a reticence to engage fully in children's learning. Immediate barriers commonly relate to: • where and when support is delivered—if these conflict with work hours and childcare commitments, or where accessibility is an issue; and • how an offer is communicated—for example, by using inaccessible language or professional jargon, services being intimidating or insufficiently visible, and staff appearing uninterested.</p> <p>CARITAS outreach provides a link between school and home to help parents find services they may need to overcome barriers in the home.</p> <p>Boag-Munroe, G. and Evangelou, M. (2012) 'From hard to reach to how to reach: A systematic review of the literature on hard-to-reach families', Research Papers In Education, 27 (2), pp. 209–239.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	<p>CARITAS support</p> <p>£4750</p>
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New systems for monitoring absence rates and tackling persistent absenteeism	<p><u>Improving School Attendance</u></p> <p>Teachers to notify SLT when a PP student is absent and Attendance officer to make welfare phonecalls to be made to make offer any assistance to attend school.</p> <p>Children to be welcomed back to school – check in meeting and support for lesson catch up. Headteacher to hold meetings with families with persistent rates (under 85%) to overcome any barriers to attendance and support plans to be drawn up. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.</p>	Challenge 4 £500
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. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education	Challenge 3 Subsidised Trips = £7500 Subsidised Clubs
Reading for Pleasure promoted in school through lunchtime clubs and additional books.	<p>Reading for pleasure is the single most important indicator of a child's future success</p> <p>(OECD, 2002)</p> <p>There is a proven positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>(Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p>	

Total budgeted cost: £ 103,766.84