

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
Christ the King Catholic Primary School	
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	30 th September 2021
Date on which it will be reviewed	30 th September 2022
Statement authorised by	Clare Tickel
Pupil premium lead	Clare Tickel
Governor / Trustee lead	Diaine Jee/Alan Frame

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,968
Recovery premium funding allocation this academic year	£10,875
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	£108,843

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Ultimate objectives for disadvantaged pupils:

Every child at Christ the King should have opportunities to thrive and flourish. We are wholly committed to ensuring learning opportunities foster curiosity and enable children to reach their potential. Our aim for disadvantaged pupils is to ensure that their progress and attainment is at least as good as non-disadvantaged students. We aim to reduce the current achievement gap that, for many disadvantaged pupils, still exists. We are determined, through planned focused and purposeful actions, to accelerate the progress of disadvantaged pupils, to improve their life chances. All teachers and staff will be expected to make every effort to that this gap is consistently reducing to enable disadvantaged children to succeed through a wealth of enriching curriculum experiences at Christ the King.

How our current pupil premium strategy plan works towards achieving objectives:

- To ensure Governors fulfil statutory responsibilities to make the most effective use of Pupil Premium funds with the core aim of improving the life chances of disadvantaged pupils.
- To ensure that additional Pupil Premium funding is allocated to support economically disadvantaged pupils.
- To enable children to feel safe, secure and loved in school so that they are emotionally ready to learn.
- To provide all students with fair and equal opportunities to achieve their potential in every area of learning, guided by a curriculum inspired by gospel values.
- To seek to identify and remove learning barriers to learning and achievement for pupils.
- The gap between disadvantaged and non-disadvantaged pupils has widened as a result of the Covid-19 Pandemic. We have a moral duty to plan, monitor and support intervention to accelerate progress for the children who are now further disadvantaged. To this effect Catch-Up Recovery funding will be ring-fenced and used to support disadvantaged children who need additional catch up intervention as a result of Covid-19.

Key principles of our strategy plan:

- To help children develop resilience through providing learning experiences where all adults work together to support children’s emotional health and well-being.
- To use the Pupil Premium Grant to address inequalities brought about by economic barriers.

Challenges

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

Challenge number	Detail of challenge
1	As a result of two lockdowns, the vast majority of children in Early Years/KS1 did not access vital play-based learning experiences in school; these are fundamental to the social and emotional well-being of all children. As a result a number of children in Early Years/KS1, especially Year 1, are unable to take turns, play safely and enjoy healthy relationships in school.
2	A number of children in EYFS and KS1 are unable to communicate at an age appropriate level due to limited interaction with peers during lockdown.
3	For a minority of children, there is a lack of readiness to learn due to mental health difficulties/challenging behaviour.
4	Poor engagement during lockdown by a significant proportion of PP children. Parents reported they did not have the capacity/ability to support their children appropriately due to work and family commitments, particularly in KS1. This has resulted in learning gaps for these children.

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
Lowest 20% children in EYFS/KS1 will develop age appropriate oral language skills,	Lowest 20% of children in EYFS / KS1 will make accelerated progress to close the gap to achieving ELG for Speaking and Listening at the end of EYFS in 2022. Improvements are maintained/exceeded in 2022, 2023.
Lowest 20% children of children in EYFS will be able to access Reading at an age appropriate level.	Lowest 20% of children will make accelerated progress in acquiring age appropriate phonics knowledge and fluency in reading.

	Improvements are maintained/exceeded in 2022, 2023.
All children in Year 1 will have extended access to a rich language and play-based learning curriculum to support their emotional health and well-being,	Learning gaps will narrow, children will make accelerated progress in core learning.
Disadvantaged children in both KS1 and KS2 will be identified through THRIVE profiling as having gaps in their social and emotional development, will have access to necessary THRIVE intervention to support their social and emotional development.	THRIVE baseline and exit assessment will demonstrate positive impact for those children who have had targeted THRIVE intervention/s; they will make good, or better, academic progress.
To implement NELI programme alongside WELLCOMM to reduce speech, language and communication barriers in EYFS and KS1, appropriate speech and language intervention/s to be implemented, as appropriate.	Improved communication skills will support children in EYFS and KS1 in accessing learning,, particularly phonics, speaking and listening, reading.
To identify gaps in writing skills, in KS2; English Leader coaching and intervention - Shape Coding.	Improved writing outcomes across KS2 with accelerated progress for disadvantaged pupils.

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: £43,800 Including: *NELI (free)*, £1000 cover costs, Apprenticeship for *KOS and ML*, *SENCO award £2600* +

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI CPD/Wellcom</i>	Government funded evidence based programme has been found to improve language and literacy skills of children in EYFS. (NELI)	1. 2
<i>Coaching CPD for Senior/Middle Leaders/Teachers</i>	Coaching is now widely recognised as an approach in schools which has many benefits, including clarity of vision, improved practice, empowerment for coaches and coachees. (Learning Cultures CPD for teachers)	1. 2. 3. 4.
<i>Recruitment & retention programme for SENCO</i>	New SENCO must achieve the mandatory SENCO award within the next three years. SENCO award develops participant's knowledge and critical understanding of key concepts relating to SEND (UCL).	1. 2. 3 4.
<i>THRIVE CPD: Whole school (INSET) SLT member Licensed THRIVE practitioners.</i>	THRIVE is used in over 2,800 settings, it is based on established development in neuroscientific research, showing positive impact in a wide range of settings.	1. 2. 3. 4..
<i>MAPA CPD</i>	Staff will feel empowered when faced with physically challenging behaviour.	3.

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play Therapy</i>	It provides the right conditions for the children affected by trauma to	1. 2.

	develop their social skills through play. In turn, this can enable them to learn to solve problems, to get along with others and to develop the skills they need to grow and learn. (TeachEarlyYears)	3.
<i>ELSA</i>	This is a recognised emotional literacy intervention which enables trained ELSA (PSW) to support the emotional well-being of pupils. ELSA is recommended by BCP Educational Psychologists as an appropriate intervention for children with SEMH SEND as part of the graduated response.	1. 2. 3.
<i>THRIVE</i>	THRIVE offers an approach which nurtures children, particularly those affected by trauma, and aims to support the emotional well-being of all children in school. Children will have intervention 1:1 or in small groups.	1. 2. 3.
<i>Catch-up support</i>	DfE have allocated Recovery funding to help schools identify and support those children who now have learning gaps as a result of Covid-19.	1. 2. 3. 4.

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of ESW</i>	All key legislation underpinning education states that children should attend school 95% of term time to make good progress academically and emotionally.	1. 2. 3. 4.
<i>Retention of PSW</i>	Government's focus on mental health and well-being and prior educational legislation emphasises the benefits of working in partnership with parents.	1. 2. 3. 4.
<i>Daily Nurture Lunch</i>	Nurture approaches can help to remove behavioural barriers to learning and engagement. (Nurture UK)	1. 2. 3.

Total budgeted cost: £43,475

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

*If last year marked the end of a previous pupil premium strategy plan, what is **your assessment of how successfully the intended outcomes of that plan were met?***

- A. Investment in WELLCOM programme in EYFS and cascade to KS1 improves oral communication and comprehension.

S.C. PP pupils meet the ELG for speaking and listening. They achieve the phonics screening in Year 1.

EYFS children's attendance and access to education was significantly compromised by Covid.

9% PP achieved GLD (4/45)

Year 1 cohort, 6/57 PP

Number of children 100% all 6 passed phonics screening test (teacher assessment)

PP8/10 – 80% met the ELG for speaking and listening.

- B. Effective interventions in reading improve progress in fluency and comprehension. Regular diagnostic assessment demonstrates improvements for PP pupils. Strategies include: including phonics assessment, pupil conferencing and gap analysis of PIRA tests, Salford tests.

S.C. All PP pupils make at least expected progress in relation to their prior attainment in reading.

RWI interventions –

Regular, rigorous phonics were carried out. Small group sizes were set up to target PP children to make accelerated progress.

T/TA carrying out assessments of RWI phase.

There key focus on phonics which has led to measurable improvements in children’s acquisition of phonic knowledge. Fluency has also improved with some children making significant progress. However, lockdown led to various disruptions in every aspect of education, including Reading, from staffing shortages to isolations periods for children and teachers, with some year groups facing repeated isolation periods.

All staff worked tirelessly throughout lockdown, including teaching live lessons, daily DEAR and recorded lessons, however, the Impact of interventions and Quality First Teaching was reduced as a result of numerous disruptions and a lack of face-to-face teaching.

Progress

	% Expected Progress	%Accelerated Progress
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

Evaluative comment about progress

Attainment July 2021

	Number of PP/ Total cohort	% achieved EXP+/ Number of PP
EYFS	10/46	80% (8)
Year 1	6/57	67% (4)
Year 2	13/46	38% (5)
Year 3	16/58	31% (5)
Year 4	15/36	33% (5)
Year 5	12/42	83% (10)
Year 6	22/55	50% (11)

C. Effective QFT ensures pre-teaching of vocabulary to aid comprehension.
Investment in spelling scheme (Spelling Shed) and home reading resources to enhance Letters and Sounds engage and motivate children.

S.C. All PP pupils make at least expected progress in relation to their prior attainment in reading and GPS.

Decision was made to implement a whole school approach of Read Write Inc. This key phonics focus has led to measurable improvement in children's acquisition of phonic knowledge and in children's ability to read fluently. FreshStart, aimed at UKS2 has also seen positive impact.

PP progress in Reading was less than expected as a result of numerous lockdowns/periods of isolation and low engagement by significant proportion of PP pupils. All children persistently non-engaging were contacted regularly and offered laptops/tables in school where possible. A small % of parents refused to accept the offer of either, despite the child/ren's lack of engagement.

C. Investment in wellbeing team to promote pupil independence and resilience, and to work with parents to raise their aspirations for their children. Team include PSW, ESW, ELSA and Rainbows facilitators, Play therapy and nurture. This will promote continued improvements in the following: Increased involvement by pupils in home learning, improved attendance and improved progress in reading.

S.C. Attendance improved to 96% for disadvantaged pupils.

PP parents attend coffee morning and other events to engage with staff.

Progress of PP pupils ensures they are on track for end of year/ phase targets.

Overall PP attendance decreased from 93.2% (Summer 2020) to 91% (Summer 2021)

Coffee mornings were postponed due to Covid restrictions, remote parents' evenings attended by 80% of parents.

Lockdown impacted hugely on this key investment due to children not necessarily being on site due to risk of Covid.

DSL team work throughout lockdown and focused on contacting parents and children throughout lockdown to touch base, encourage remote learning, deliver laptops, check for signs of safety (regular door step visits) and upon the well-being of children and their families.

There was a high demand for key worker places during the second lockdown resulting in less availability of places for disadvantaged pupils. Teachers and the DSL team were pro-active at touching base and encouraging parents to work with children. Where

parents admitted to struggling and children’s refusals at home, part-time places were offered to PP children wherever possible. Engagement with remote learning did, as a result of staff intervention and IT provision, increase during lockdown 2 for children in KS2. In KS1 it decreased slightly due to parents struggling to balance their work commitments and supporting the younger children. The younger children required more adult supervision and involvement.

CPD prior to school return focused on Well-being and ways of supporting children’s return to school. September 2020 saw a positive return to school by the vast majority of children who quickly settled into new routines.

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
Catch up Reading – Year 6 (12 sessions)	National Tutoring Programme
Catch up Mathematics –Year 5 (12 sessions)	National Tutoring Programme
Year 2 Conferencing (Tuesday pms)	Regular supply cover: Mrs V Mellon
Year 6 Conferencing (Wednesday pms)	CtK – Qualified teacher (FP) cover
Year 2 Mathematics (Monday a.m.)	CtK – Qualified teacher (HA) lead
Year 3 and 4 Mathematics? (Wednesday a.m.)	CtK – Qualified teacher (Maryann)
RWI Coaching Leadership	CtK – HLTA cover (NE)
EYFS Early Bird Club	CtK – T.A. lead
After-school Mathematics Club	CtK – T.A.. lead

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupil conferencing and early morning homework club.

What was the impact of that spending on service pupil premium eligible pupils?	Pupil maintained good progress -ARE
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Further information (optional)

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.

We have a skilled Inclusion Team and staff who have the expertise to appropriately support emotional well-being of children experiencing mental health difficulties, enabling them to feel safer in school, to be in an emotionally regulated state, ready to learn. Covid-19 has had a significant impact on the mental health of children of all ages and their families; it will continue to do so.

We recognise the need to increase capacity of expertise in being able to support mental health difficulties and help all children, especially those who are disadvantaged, to improve mental health and emotional well-being. THRIVE promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.

We are introducing THRIVE to train key staff, as well as support all staff with embedding THRIVE principles to support our school community. By January 2022 we will have two licensed THRIVE practitioners and there will be ongoing THRIVE CPD opportunities for all staff.

Coaching is one way of enabling teaching staff to become more self-reflective practitioners. Three members of staff are currently engaged in Coaching CPD which will be cascaded to colleagues. Peer coaching has been formally introduced and will form part of teachers' performance management for 2021-2022. We believe that the coaching CPD the staff are engaging in, will help us retain key staff at Christ the King.

Further research will be carried out on Writing to improve outcomes. This will be led by English Lead in school (to be supported by the Headteacher). Research and further CPD will be cascaded to all staff, as appropriate. Greater incentives for Reading are also being introduced (voucher prizes for local attractions, toy shops etc) to promote and encourage daily Reading.