



Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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	372
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023 / July 2023
Statement authorised by	Clare Tickel
Pupil premium lead	Kerry O'Sullivan
Governor / Trustee lead	Jo Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,489
Recovery premium funding allocation this academic year	£10,005
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	£112,494

Part A: Pupil premium strategy plan

Statement of intent

How does your current pupil premium strategy plan work towards achieving those objectives?

- *What are the key principles of your strategy plan?*

Our ultimate objectives for our 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.

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
1	Speech and Language - As a result of the lockdown, our youngest children have missed out on the fundamental stages of their speech and language development. A number of children in Early Years/KS1, especially Year 1, are unable to communicate effectively with their peers/ adults, take turns, play safely and enjoy healthy relationships in school.
2	Attendance - Parental lack of engagement / understanding, especially linked to poor attendance of our PP children. This has resulted in children having huge gaps in learning.

3	Reading - PP children who are in the lowest 20% for phonics are making very little progress. Lack of support with learning at home compounds this.
4	Wellbeing - For a minority of children, there is a lack of readiness to learn due to mental health difficulties/ difficulties regulating behaviour.

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>Lowest 20% of children in EYFS / KS1 will develop age-appropriate oral language skills through the use of the 'NELI' intervention programme and Speech and Language interventions.</i>	<p><i>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 2023.</i></p> <p><i>Pupils will have better expressive and receptive vocabulary. Evidence for this will be shown through thorough NELI language assessments.</i></p> <p><i>The CAST Oracy project enables teachers to teach oracy and assess pupils' ability to articulate and communicate.</i></p> <p><i>Teachers use the Talk 4 Writing programme to teach writing which enables pupils to orally rehearse their writing.</i></p>
<i>To improve the punctuality and attendance of PP children.</i>	<p><i>Parent engagement is improved evidenced by engagement at events, e.g. Parent Network with SENDCo.</i></p> <p><i>Improved attendance of PP children to 95%+.</i></p>
<i>To ensure that the lowest 20% of PP children in KS1 make accelerated progress in phonics.</i>	<p><i>Phonics progress for PP children is evidenced through regular Read Write Inc assessments.</i></p> <p><i>Evidence will be shown at the end of year PSC scores.</i></p>
<i>To improve Reading outcomes and fluency of PP children across the school and keep these in line with non-PP children.</i>	<p><i>PP pupils have access to IT in school to practice reading and SPag skills.</i></p> <p><i>Reading / phonics scores reaching the National Average.</i></p> <p><i>Fluency of reading aloud will improve; Read Write Inc assessments will evidence this.</i></p>
<i>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.</i>	<p><i>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. SDQ5 assessments will also show progress.</i></p>

<p><i>To improve writing outcomes for PP children, particularly in KS1 through the use of the Talk For Writing teaching model and Colourful Semantics intervention.</i></p>	<p><i>Progress will be evident in books through regular moderation.</i></p> <p><i>End of year writing outcomes for KS1 will evidence accelerated progress for PP children.</i></p>
<p><i>To improve maths outcomes for PP children across the school.</i></p>	<p><i>Pupils have access to IT to practice their fluency in maths – IXL and TT Rockstars.</i></p> <p><i>Pupil outcomes reach the National Average.</i></p>

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: £ [27,494]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Plymouth CAST Oracy Project (3 sessions throughout the year)- supply to release lead.</i>	<p><i>The Oracy Project shows evidence-based research on closing the gap between disadvantaged and non-disadvantaged children.</i></p> <p><i>The Oracy Project will support teachers to ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. The Oracy Framework is focused on the deliberate, explicit and systematic teaching of Oracy across the curriculum. Similar to the practice of 'talk for writing' the Framework seeks to make firm links between speaking, listening, reading and writing. It has an emphasis on subject specialist language and cultural capital to set them up for both academic and social success.</i></p>	1
<i>Read Write Inc Leadership CPD development days x2</i>	<i>Greater CPD of the Phonics Leader will lead to better teaching of phonics across the school. Regular phonics coaching led by the Phonics Leader make an impact and coaching records will evidence this.</i>	3
<i>Talk For Writing CPD</i>	<i>Talk for Writing (T4W) is a curriculum programme for raising standards of writing. It makes extensive use of classroom talk to help children become familiar with a range of text genres. For each genre, this familiarisation is extended through 'talking the text', shared and guided teaching and pupils' independent writing of the same type of text.</i>	2
<i>Power Maths CPD</i>	<i>Power Maths a curriculum programme for Year R to Year 6. It is based on White Rose Maths and used faithfully ensures pupils practice fluency in number. It provides regular opportunities to develop reasoning. This programme is enhanced by PP pupils having independent access to maths apparatus and scaffolds.</i>	
<i>High quality texts will provide opportunities to teach and Pre-teach</i>	<i>EEF - Improving Literacy in KS1 recommendations say 'Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as</i>	1, 2, 3

<p>vocabulary that will challenge and extend all children</p>	<p>modelling and extending children’s language and thinking during interactions and activities such as shared reading.’</p> <p>EEF - Improving Literacy in KS2 recommendations say ‘Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.’</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [65,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Read, Write Inc tutoring – TA costs</p> <p>Fresh Start UKS2 – TA costs</p>	<p>One to one tuition is very effective at improving pupil outcomes. (EEF).</p> <p>The EEF conducted research using the Fresh Start programme and concluded that: “Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers.”</p> <p>Read Write Inc is one of the DfE validated systematic synthetic phonics programmes. The EEF are currently conducting research using Read Write Inc phonics, with results due to be published in 2023.</p>	<p>1,3</p>
<p>Catch-up Tutoring</p>	<p>DfE have allocated Recovery funding to help schools identify and support those children who now have learning gaps as a result of Covid-19.</p>	<p>1, 2, 3</p>
<p>Support for home learning</p> <p>PP children are enabled to access home learning - reading, spellings, maths so that they keep up with their peers (teachers ensure they are heard read in school and have access to IXL in school at least 2x weekly).</p>	<p>IXL analytics demonstrate progress following regular use. Regular use of TT Rockstars correlates with outcomes in MTC at Year 4.</p>	<p>1, 2, 3</p>

<i>Dyslexia Assessments SENSS</i>	<i>Level 5 and level 7 assessments to identify specific learning difficulties and establish a programme for teaching.</i>	1, 3
<i>NELI Speech and Language Programme, Resource one TA to deliver speech and language programmes.</i>	<i>During a study of this intervention programme, children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. This trial received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. Children receiving the NELI programme also made progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers. To the best of our knowledge, this evaluation makes the NELI programme the most well-evidenced oral language programme available.</i> <i>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.</i>	1, 2, 3

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

Budgeted cost: £ [20,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of Educational Support Worker ESW works with the pastoral team to improve attendance of the most vulnerable.</i>	<i>Attendance figures are currently low for some Pupil Premium pupils and we would like to improve this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils. Children's Social care and support blog (2021) – Gov.uk The aim of the Social Workers in Schools programme is to strengthen pastoral support in school settings; provide advice and support to students, parents and staff; support earlier identification of children requiring social work intervention; and through</i>	2,4

	<i>this, facilitate better relationships and improve outcomes</i>	
<i>Retention of Pastoral Support Worker</i>	<i>Government's focus on mental health and well-being and prior educational legislation emphasises the benefits of working in partnership with parents.</i>	2,4
<i>Nurture staffing 1 x TA</i>	<i>Behaviour of the children attending Sanctuary Space has already improved due to them being more regulated to learn. Nurture approaches can help to remove behavioural barriers to learning and engagement. (Nurture UK).</i>	2,4
<i>NAVIGATOR / Early Help School Support Worker</i>	<i>Safeguarding in our school is extremely important and having an extra adult in school will mean that we will be able to support families better and direct them to more support at a quicker pace.</i>	2,4
<i>THRIVE Practitioner Training CPD</i>	<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. Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</i>	1,2,3,4
<i>Rainbows TA costs</i>	<i>Headteachers have evidenced that the Rainbows programme supports vulnerable pupils within their school, develops the professional skills of their staff and fosters positive relationships between home and school. For parents and carers, the programme allowed their child to talk about their experiences outside of the family environment. It supported their child's emotional development, which had a positive impact on family relationships.</i>	4
<i>Play Therapy Therapist cost</i>	<i>It provides the right conditions for the children affected by trauma to 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. (Teach EarlyYears).</i>	1, 3, 4
<i>ELSA Support</i>	<i>This is a recognised emotional literacy intervention which enables trained ELSA</i>	2,4

	<p><i>(PSW) to support the emotional well-being of pupils.</i></p> <p><i>ELSA is recommended by BCP Educational Psychologists as an appropriate intervention for children with SEMH SEND as part of the graduated response.</i></p>	
<p><i>To provide subsidised access to clubs, music lessons, trips and visits. Subsidised at a rate of up to 33%.</i></p>	<p><i>The EEF has stated that arts and sports participation can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><i>Third Space Learning have identified that “one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes).” In order to improve the cultural capital of our pupil premium children, we will subsidise trips, clubs and visits to ensure that no child misses out on these opportunities provided by the school.</i></p>	1,2, 4

Total budgeted cost: £ [112,494]

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 2021-2022 academic year.

Overall Progress and Outcomes

The overall progress across the school last year was limited due to the impact of COVID-19 and use of 'bubbles' across the school. Attendance of staff was inconsistent across the school, which meant that interventions were not regularly happening. As a result of this, this meant that the full impact of provision in place could not be seen this academic year for all children.

KS2 Outcomes: There were 45 children in the cohort last year, 13 of whom were PP children. Percentages of those who reached the expected level were the following:

Reading (62%), Writing (69%) and Maths (77%). Combined = 54%

GDS Combined = 8%

PP Reading – 62% met the expected standard. 5 pupils did not reach the expected standard, 3 of whom didn't reach the expected standard in all three subjects.

Non-PP Reading – 75% met the expected standard.

PP Maths - 77% met the expected standard for Maths, one of whom reached GDS.

Non-PP Maths – 72% met the expected standard for Maths.

PP Writing - 69% met the expected standard for Writing, one of whom reached GDS.

Non-PP Writing – 81% met the expected standard for Writing.

Two PP pupils who did not reach the expected standard in all three areas in the Year 6 cohort last year had high SEND needs which drastically affected their attendance of 21.5% and 79.4%.

KS1 Outcomes: There were 55 children in the cohort last year, 7 of whom were PP children. Percentages of those who reached the expected level were the following:

Reading (62%), Writing (40%) and Maths (51%).

PP Reading – 57% met the expected standard last year.

Non- PP Reading – 62% met the expected standard.

PP Maths – 43% met the expected standard last year.

Non-PP Maths – 53% met the expected standard.

PP Writing – 29% met the expected standard last year.

Non-PP Writing – 41% met the expected standard.

One child in the cohort has high SEND needs – her attendance last year was low.

EYFS Outcomes

There were 8 PP children in the cohort last year, 63% of whom reached their GLD. One child in this cohort has significant SEND needs. This compares significantly to the non-PP children, whereby 73% of them reached their GLD.

Provision and Impact

Emotional Wellbeing

THRIVE

There was a significant investment in THRIVE last year to support the children's emotional wellbeing. 16 PP children were identified for emotional support with wellbeing. This information was collated by class teachers and parents also had to fill in an SDQ form alongside teacher judgements. Children received daily / weekly sessions with a 1:1 adult or small group, depending on where they came out on their THRIVE profile. 8 made progress within their strand or above. 2 made no progress and 2 made progress in to the next strand. 5 children are with data still to be confirmed.

Behaviour of the children who have been taking part in THRIVE has improved significantly. Evidence can be seen in behaviour logs where there are far less behavioural incidents.

Phonics

High-quality training has led to better teaching of phonics and investment was made in to the CPD of phonics last year. Remote Progress Meetings with our RWI advisor meant that we were able to identify children who were not making progress and target them for extra intervention. Support staff were also trained in 1:1 RWI tutoring.

Despite the Y1 Phonics Screening result last year, the end of EYFS data, showed that 89% of the PP children in EYFS are currently on track to pass the Phonics Screening Check in Y1. The 11% (1 child) who is not currently on track has high SEND needs.

There were 9 PP children who sat the Y1 PSC. Of this 9, 3 (33.3%) passed the screening and the remaining 5 are on the SEND register. The number of non-PP children who passed the Phonics Screening Check was 54%.

Currently, PP children have been identified across the Y1 cohort for extra support in phonics, and an additional member of staff has been employed to work with these children one day per week. This provision is yet to show a thorough impact. Progress last year was evident for PP children after the mixing of bubbles could take place across the school. From April onwards last year, rapid intervention, including 1:1 tutoring was in place to accelerate progress and 2 children passed the check as a result of this.

Targeted Interventions

Pupil Premium children across KS1 and KS2 were identified at the beginning of the last academic year to have support from the National Tutoring Programme for Reading and Writing.

Impact in Y2: Three Y2 PP children met the expected standard in Reading as a result, one in writing and two in Maths.

Impact in Y6: One Y6 PP child met the expected standard in Reading, one in Writing and three in Maths.

NELI – Speech and Language Programme

There have been 5 children who have participated in the programme from EYFS to Year 1. There has been a significant positive impact in the pronunciation of speech from these children. Interventions are also in place to support these children with their speech and vocabulary development and progress is measured online through the NELI Programme.

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
Oxford Owl Ebook	Oxford
RWI Fresh Start	Oxford Owl

