



## Pupil premium strategy statement

### PROVISIONAL STRATEGY – WORK IN PROGRESS

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 RCPS
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	30/9/21
Date on which it will be reviewed	September 2022
Statement authorised by	Nichola Potts
Pupil premium lead	Brendan Ryan
Governor / Trustee lead	Steve North

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Number of pupils eligible for FSM (Ever 6) 32 x £1345 Post Looked After Children 2 x £2345 Out of Area PLAC 1 x 2170 Early Years Pupil Premium £2417	£52,317
Recovery premium funding allocation this academic year 34 x £145	£4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,247



## Part A: Pupil premium strategy plan

### Statement of intent

To impact on the life chances and outcomes of Pupil Premium children through professional discussing and strategies. Thus providing a clear focused and personalised approach to narrowing the gap across the curriculum.

### Challenges

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

Challenge number	Detail of challenge
1 Achievement	<b>Data analysis:</b> Teachers to analyse specific data to identify specific areas of improvement. PIXL analysis and therapies are in place. Research shows that early identification of learning barriers shows rapid progress. Setting realistic progress targets and being able to show results accurately.
2 Timetabling	<b>Collaborative learning / small group work:</b> Research shows this low-cost strategy can show results within 5 months. Students work together and contribute equally to class tasks. The most effective approaches are those which promote interaction between peers. <b>Peer tutoring</b> which allows children to alternate between the role of tutor and tutee, means pupils take on the responsibility of teaching and allows pupils to learn from classmates. Research in this specific area shows low cost with progress within 5 months.
3 Teaching and learning strategies	<b>Feedback and metacognition:</b> Metacognition or `learning to learn`, is intended to help pupils think more explicitly about their own work. Setting achievable goals helps students' motivation to self-regulate. Feedback is crucial here; research says the most effective forms of feedback: are kept clearly on improving student outcome are clear, specific and challenging goals keeps attention on learning rather than comparison to others.  A low-cost strategy which can show improvement within 8 months.
4 Learning	<b>Reading comprehension strategies:</b> These strategies aim to improve reading by focusing on the understanding of text and include techniques such as inference, summarising, identifying key points and questioning techniques. Research found this to be particularly effective with children aged 8+ who are significantly behind with their reading (Years 3 and above).
5 Home-schooling	<b>Wrap around care approach</b> A wrap around care approach to school life such as access to before and after school clubs or homework sessions during the school day. Any procedure which addresses



	potential difficulties or issues at home. The cost of this is moderate but progress can be seen within as short a time as 3 months.
6 Cultural capital	<p><b>Cultural and enrichment experiences</b></p> <p>Adventure learning typically involves outdoor experiences such as outdoor sports or activities. They do not include a formal academic element, but studies show these activities have a positive impact on learning particularly with vulnerable students. It has a positive impact on self-confidence, self-efficacy, and motivation. We see these results first-hand with our year 6 class because of our visit to Lledr Hall. Activities and lessons which can be held outside in the school grounds have also been shown to be beneficial. Cost is moderate to high, but results can be seen relatively quickly. Providing cultural opportunities such as visits to London, Manchester, art galleries, museums and events. Ensuring there are no barriers to participation.</p>
7 Personalised learning	<p><b>One-to-one tuition</b></p> <p>Research shows that short, regular sessions of around 30 mins, 3-5 times a week over a set period such as 6-12 weeks will provide optimum impact. This should be in addition to high quality class teaching where whole class input is done as often as possible to include all learners within the class. This is a high-cost strategy but is proven to be successful.</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
To show individual progress.	Progress appropriate for the ability and level of the individual pupil.
To close gaps.	Improved data and achievement in line with national and local standards.
Pupil Premium data in line with if not exceeding national data.	
Pupil voice	Exit questionnaires for year 6 children commenting favourably on the breadth and impact of the plan.



### 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: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff management plan 2021-22	Additional staff deployed across all key stages to support teaching and learning of all children.	1-7

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions	Employment of additional teacher 3 days per week.	1-7
One to one support	Tutoring outside of school day from existing staff for year 5/6 children.	1-7

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

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing award	Achievement for all, CPD for staff, parents, and children.	1-7
One to one therapeutic work	Buy in 3 hrs per week for P.P children	1-7

**Total budgeted cost: £ 57,300**



## 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.

#### **Data Sets 2020-21**

##### **Early Years Foundation Stage Profile**

	School	National (2019)
Proportion of children achieving a Good Level of Development at the end of reception	76%	72%
Pupil Premium	50%	55%

##### **Key Stage One Phonics**

	School	National (2019)
Proportion of children achieving the expected level in the Year 1 phonics	76%	82%
Proportion of children achieving the expected level in the Year 2 phonics	50%	91%
Pupil Premium	40%	LA 70%



**Key Stage One SATs**

<b>Subject</b>	<b>School Expected Standard</b>	<b>National (2019)</b>	<b>School Greater Depth</b>	<b>National (2019)</b>
Reading	80%	75%	17%	25%
Writing	70%	69%	7%	15%
Maths	77%	76%	17%	22%
R/W/M Combined	57%	65%	7%	11%
Pupil Premium	R-100% W-75% M-75%	60% 53% 61%		

**Key Stage Two SATs**

<b>Year 6</b>	<b>School Expected Standard</b>	<b>National (2019)</b>	<b>School Greater Depth</b>	<b>National(2019)</b>
Reading	90%	73%	35%	27%
Writing	90%	78%	16%	20%
Maths	87%	79%	19%	27%
GPS	90%	78%	32%	36%
R/W/M Combined	77%	65%	16%	11%
Pupil Premium	R-66% W-66% M-66%	R-62% W-68% M-67%		



### 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
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?	