

Pupil Premium Strategy and Spending Plan 2023/2024

Christ the King RC Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 on pupil premium had within our school.

School overview

Detail	Data
School name	Christ the King RCPS
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	30/9/21
Date on which it will be reviewed	September 2024
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) 38 x £1345 Post Looked After Children 2 x £2345 Service Children 2410 Out of Area PLAC 1 x £2170 Early Years Pupil Premium £328	£61,683
Recovery premium funding allocation this academic year	£3009
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	£64,692

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. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children by ensuring funding is available to tackle disadvantage. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are free to spend the Pupil Premium as they see fit. Christ the King receives a relatively low amount of pupil premium money compared to some other schools. All the programmes of support are overseen by class teachers and the responsibility for their impact lies with the class teacher. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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 Achievement	<p>Data analysis:</p> <p>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.</p>
2 Timetabling	<p>Collaborative learning / small group work:</p> <p>Students work together and contribute equally to class tasks. The most effective approaches are those which promote interaction between peers. Peer tutoring 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 shows this low-cost strategy can show results within 5 months.</p>
3 Teaching and learning strategies	<p>Feedback and metacognition:</p> <p>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.</p> <p>Feedback is crucial here; research says the most effective forms of feedback are;</p> <ul style="list-style-type: none"> • kept clearly on improving student outcome • clear, specific and challenging goals • attention on learning rather than comparison to others • a low-cost strategy which can show improvement within 8 months
4 Home-schooling	<p>Wrap around care approach</p> <p>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.</p>
5 Cultural capital	<p>Cultural and enrichment experiences</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>
6 Personalised learning	<p>One-to-one tuition</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
Improved the language and communication skills among disadvantaged pupils in Reception.	Assessments and observations will indicate significantly improved language and communication skills among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, work scrutinies, and ongoing formative assessments.
Improved phonics scores at KS1	Phonics scores at the end of Y1 will return to pre-pandemic figures.
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 outcomes in 2023/24 will show that more than 90% of disadvantaged pupils meet the expected standard in reading, 90% in writing and 90% in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in the number of pupils displaying emotional issues • a significant increase in participation in enrichment activities, particularly among 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed speech and language activities across the early years' curriculum. (based on phonics outcomes at yr1 and 2). Embed language and vocabulary at KS1 and KS2 in both oracy and written work. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources, staffing through the enhanced speech and language service and fund ongoing teacher training and release time.	Additional staff deployed across all key stages to support teaching and learning of all children allows interventions and small group work to take place. There is a strong evidence base that suggests oral language interventions and high-quality classroom discussion are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	1-2

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

Budgeted cost: £46,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions Staffing resource (Teaching assistants) to support and deliver intervention programmes in school to plug knowledge gaps.	Employment of additional teacher 3 days per week. The EEF 'Making the best use of teaching assistants' recommendations are implemented. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants PIXL interventions will allow learning gaps to be identified quickly and therapies will be used to close the gaps. These can be used by TA's and teachers depending on the situation.	2-3-6
One to One support	Tutoring outside of the school day from existing staff for year 5/6 children.	4-6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional support. Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff. Pupils will be part of Gift team, Children's Champions and the student council. External visits (museums, city visits) and residential activities including yr6 visit to Lledr Hall. Designed to enhance social and emotional skills and build bonds between pupils and adults. Enhancing cultural experiences which are otherwise unavailable.	Achievement for all, CPD for staff, parents, and children. Trained staff member for pastoral and wellbeing support. Extra support from external wellbeing professionals.	1-5
Engaging with families facing the most challenge	Working closely with the vulnerable families offering support and guidance.	1-6

Total budgeted cost: £63,294

23-24 Recovery Premium £3,009

<p>Targeted support including:</p> <p>School Led Tutoring Therapeutic Work Staff Professional Development</p>	<p>The school will be using the school-led tutoring which we believe is the best route to meet the needs of our disadvantaged pupils. There will be group and individual sessions weekly.</p>
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Part B: Review of outcomes in the previous academic year

Our internal assessments, external assessments, and reviews during 2022/23 suggested that the performance of pupil premium pupils was overall extremely positive. The end of Key Stage 2 results are a clear example of this, with 100% of pupil premium pupils achieving expected standards in reading, writing, and maths. Our Pupil Premium children outperformed both local and national counterparts in almost all areas of the curriculum. The only area in which our pupils did not meet national standards was in greater-depth writing (all other greater depth areas were above national comparisons). We believe this success to be down to the robust and well-tested techniques and preparation methods we have in place and have had in place for many years now. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Data Sets

Early Years Foundation Stage Profile

	School 2021-22	National (2022)	School 2022-23	National (2023)
Proportion of children achieving a Good Level of Development at the end of reception	60%	72%	70%	67%
Pupil Premium	17%	50%	33%	52%

Key Stage One Phonics

	School	National (2022)	School 2022-23	National (2023)
Proportion of children achieving the expected level in the Year 1 phonics	80%	82%	90%	79%
Proportion of children achieving the expected level in the Year 2 phonics	90%	91%	83%	89%
Pupil Premium	80%	N/A	57%	N/A

Key Stage One SATs

Subject	School Expected Standard	National (2022)	School Greater Depth	National (2022)	School Expected (2022-23)	National (2023)	School Greater Depth	National (2023)
Reading	72%	75%	10%	25%	63%	68%	10%	19%
Writing	72%	69%	0%	15%	60%	60%	0%	8%
Maths	69%	76%	17%	22%	60%	70%	17%	16%
R/W/M Combined	69%	65%	0%	11%	57%	56%	0%	6%
Pupil Premium	R- 50% W- 50% M- 50%	R – 52% W – 42% M – 53%	R – 17% W – 0% M – 0%	R – 9% W – 3% M – 7%	R- 29% W- 29% M- 29%	R - 54% W- 44% M- 56%	R- 0% W- 0% M- 0%	R- 7% W- 3% M- 8%

Key Stage Two SATs

Year 6	School Expected Standard	National (2022)	School Greater Depth	National (2022)	School Expected (2022-23)	National (2023)	School Greater Depth	National (2023)
Reading	83%	74%	20%	27%	90%	73%	45%	29%
Writing	80%	69%	20%	20%	76%	71%	0%	13%
Maths	80%	71%	33%	27%	97%	73%	52%	24%
GPS	80%	72%	27%	36%	93%	72%	38%	30%
R/W/M Combined	77%	59%	17%	11%	76%	59%	0%	8%
Pupil Premium	R-80% W-80% M-100%	R- 62% W- 55% M- 56%	R-29% W-0% M-14%	R-18% W-6% M-12%	R-100% W-100% M-100%	R-69% W-58% M-59%	R-25% W-0% M -25%	R-17% W-7% M-13%

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
Intervention Programme	PIXL