

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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.

Detail	Data
School name	<b>Christ the King Catholic and Church of England Primary School</b>
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	N. Leigh Head of School (to be ratified at Governor meeting)
Pupil premium lead	Nicola Leigh, Head of School
Governor / Trustee lead	Caroline Mottram

## School overview

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655
Recovery premium funding allocation this academic year	£
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	£59,655

# 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 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. Part of our mission statement at Christ the King is, have life and have it to the full - to enable this we constantly consider and research barriers for our disadvantage pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are 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.

Our whole school ethos encompasses the well-being and mental health of our children which is always a priority to build resilience and self-esteem.

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. We have gained knowledge by external research – EEF, Sutton Trust.

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	Low levels of spoken language or no language on entry.
2	Lower starting points and gaps in basic skills development in reading, writing and maths.
3	Specific learning difficulty with reading, writing, number work or understanding information.
4	Emotional and social difficulties such as making friends or relating to adults or behaving appropriately.
5	Low levels of self-esteem & aspiration & lack of resilience. Resulted through a reduced amount of enrichment opportunities and extra-curricular activities provided by school due to the pandemic.
6	Gaps in learning due to poor attendance or frequent lateness.
7	Emotional effects of problems and difficulties arising at home.
8	Limited home support and engagement with child's learning; lack of experiences to broaden and develop language and vocabulary.
9	Children coming in from different countries who have little or no English, have low self-esteem and no network around them.

## 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
All children eligible for pupil premium make at least expected progress, based on prior outcomes, towards end of year expectations.	Monitoring and evaluation. Evidence from learning walks, book scrutiny, discussions with children, moderation of attainment, progress and pastoral meetings with staff, analysis of pupil data.
Ensure SEND and PP children have their needs accurately identified and provision is appropriate and	Improved progress for SEND and PP children. Impact of interventions records and personalised child centred plans.

<p>personalised to meet individual needs</p>	<p>Tracking using a SEN Tool to find gaps.</p>
<p>Support early intervention in EYFS and</p> <p>KS1 to improve social skills, communication skills, language acquisition and listening and attention skills.</p>	<p>Progress tracked and monitored through Pupil Progress meetings.</p> <p>Improve environment so it becomes the second teacher in the room.</p> <p>Monitor and raise expectations, share good practice to other settings. Moderate between schools in the trust.</p> <p>EYFS lead will evaluate the effectiveness of interventions used. Classroom monitoring and observation will ensure teaching meets the needs of individuals.</p>
<p>EYFS – Increase the % of pupils eligible for Pupil Premium for good level of development starting from the two-year checkpoint.</p> <p>Ensure that EYFS pupils who are eligible for Pupil Premium make good progress from their starting point on entry to Nursery/Reception at Christ the King.</p>	<p>Data accurate and gap closing % increase of pupils gaining GLD.</p> <p>Collect information and fill in forms at beginning when registering with school.</p> <p>Accurate S&amp;L Data/SALT targets</p> <p>Pupil Progress meetings.</p>
<p>To improve attendance rates for pupil premium pupils who have school attendance identified as a barrier to their learning.</p> <p>To significantly reduce the number of PP children who are persistent absentees.</p>	<p>Attendance monitoring of PP children half-termly. Attendance data tracked each half term.</p> <p>Breakfast club offer to encourage children to come into school.</p> <p>Provide active outdoor start, trained wrap around care provider.</p> <p>Regular reviews of non-attenders and parental involvement when necessary.</p> <p>Learning Mentor and admin officer work closely together and have excellent relationships with PP children who have low attendance.</p> <p>The attendance gap is closed between Non PP and PP Children.</p> <p>Improvements are recorded and celebrated.</p> <p>Re-offer enrichment opportunities that were limited due to the</p>

	<p>Pandemic, building up community links.</p> <p>Whole school focus, reward whole school at the end of each half term.</p>
<p>Identify and fill gaps in basic skills.</p> <p>Improve reading attainment among disadvantaged pupils.</p> <p>Teaching matches learning needs.</p> <p>EAL/ PP pupils are well supported in their transition to England.</p>	<p>Monitor delivery of interventions. Interventions to be specific to individuals and groups of pupils.</p> <p>Analysis of progress data.</p> <p>Pupil voice.</p> <p>TA and teacher feedback.</p> <p>Monitor PP engagement with reading and analyse reading scores and data from PIRA.</p> <p>Varied teaching materials to allow families and children to assess the curriculum.</p>
<p>Support children and families who have social and emotional difficulties, including low self-esteem &amp; poor resilience</p>	<p>Family worker/DSL records.</p> <p>Engagement with learning of targeted pupils.</p> <p>Monitoring pupil progress.</p> <p>Feedback from pupils and parents.</p> <p>Feedback from other agencies.</p> <p>Nurture targeted intervention using boxal profile.</p>
<p>Expand pupils' life experiences, enabling pupils to take part in enrichment activities and develop new skills. Raise aspirations and pupil expectations of what they can do and achieve.</p>	<p>Monitor attendance at clubs. Feedback from parents and pupils.</p> <p>Monitor progress in engagement.</p> <p>Talk to pupils about their aspirations. Produce whole school aspiration tree.</p> <p>Involve local football club that offer positive male role models.</p> <p>Join Wilmslow community sports.</p>
<p>Children happy and proud to be attending school and ready to learn despite external barriers.</p>	<p>Log of breakfast club and uniform distribution – impact in class.</p> <p>Pupil/parent voice. Individual learning plans and progress data include attendance data.</p>

<p>Children ready to learn despite external barriers.</p>	<p>Regular steady start club, for children who need extra support to come into school and be ready to learn.</p> <p>6 weekly programme of nurture to build resilience.</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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all teaching is at least good or better.</p> <p>Ensure all children receive quality feedback about how to improve and their progress is closely monitored and reviewed.</p> <p>Staff training</p> <p>EAL subscription to <a href="https://www.ealhub.co.uk/">https://www.ealhub.co.uk/</a></p>	<p>Vast majority of children should have their needs met through Quality First Teaching approaches, with only those with addition learning needs receiving Enhanced Quality First approaches.</p> <p>The national curriculum follows the philosophy of 'teaching to the top' so all children can access year group expectations. Pre-teach and implement intervention where necessary and quickly to support learning.</p> <p>Provide additional support for our PP EAL pupils new to England.</p> <p>1:1 tutoring for new to school EAL children.</p> <p>Literacy hub for updates and training to be completed every half term.</p>	<p>1,2,3</p>
<p>Small group/individual support, targeted and therapeutic interventions.</p> <p>Quality First Teaching addressing the needs of the most vulnerable children.</p> <p>TA support and intervention. Impact of interventions are clearly identified</p> <p>Staff training</p>	<p>Teaching is differentiated and adapted to ensure that it meets the specific needs of the most vulnerable.</p> <p>Specific interventions implemented to ensure progress and attainment of PP and SEND is diminishing the difference.</p> <p>Impact monitored to sustain, adapt or further enhance provision.</p> <p>Adult support to meet identified needs</p> <p>Coaching model to be used across the school.</p>	<p>2,3,4,5,7,9</p>

<p>Early identification of Communication and Language (C&amp;L) and Occupation Therapy (OT) concerns and referrals made.</p> <p>Child centred approach to better meet needs of individuals.</p> <p>Deliver bespoke interventions for identified children including 1:1 for R,W,Inc. Time to Talk etc.</p>	<p>Prevent gap occurring and promote positive engagement and rapid progress. Identify need, carry out early intervention and develop social, language and communication skills through use of a range of programmes and bespoke intervention.</p> <p>Cheshire east chatters partnership  <a href="https://www.facebook.com/cheshireeastchatters/">https://www.facebook.com/cheshireeastchatters/</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>1:1 tuition for RWI</p> <p>Build upon established systems and carry out accurate assessment pre and post intervention.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,8,9</p>
<p>Parent support from staff and Family Support Worker.</p> <p>Termly assessments</p> <p>Targeted intervention.</p> <p>Accurate baseline data.</p>	<p>Personalised learning plan are in place and being implemented.</p> <p>Provision is matched to need and interventions are effective. Resources are appropriate.</p> <p>Parent and child well-being sessions with learning mentor will increase self-esteem.  <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>7,8,9</p>
<p>Continue to offer rewards for improved attendance.</p> <p>Early identification of dips in attendance and regular contact with parents.</p> <p>Ensure first day response is implemented and track absence recorded as covid related</p>	<p>Good attendance leads to good outcomes and positive well-being.</p> <p>Parents encouraged to send children to school and children encouraged by attendance rewards to improve attendance.</p> <p><a href="#">Improving School Attendance</a></p>	<p>6,7,8,</p>



Provide Breakfast Club/After School Club  places as required.		
---	--	--

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted bespoke interventions planned by class teachers with support from SLT. Delivered by trained teaching assistants.</p> <p>1:1 tuition during school delivered by a teacher.</p>	<p>Extra intervention and support targeted to maintain children's progress and improve prospect of achieving at least national expectations by the end of KS2.</p> <p>Targeted teacher input to ensure children identified as having potential to achieve a GDS do achieve this.</p> <p>The use of 1:1 teacher led individualised support once weekly. Use of CGP publications to support sessions for non-Y6 teachers.</p>	1,2,3
<p>Specific needs of some PP children and families require targeted interventions to support mental health, resilience and well-being.</p> <p>Effective use of CPOMS will allow a more integrated and informed approach for individual families.</p> <p>Whole school – Trauma informed classroom approach.</p>	<p>Targeted interventions and sign posting other agencies/support to individuals and their families.</p> <p>Nurture provision - One to one work with children who are experiencing emotional difficulties/anxiety providing support when needed from experienced teachers and TAs.</p> <p>Trauma informed classroom approach across school – Chester University study.</p> <p>Continue to be involved in the DA project with the Chester Diocese to inform current approaches and local studies.</p> <p><a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,5,7,8,

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

Budgeted cost: **£13,655**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide funding for educational and enrichment visits, residential and wider opportunities. Subsidise school clubs provided by external providers.</p> <p>Whole school – Aspiration tree approach.</p>	<p>Wider experiences have positive impact on pupil well-being and future aspirations.</p> <p>Some families cannot provide these experiences due to financial and family circumstances restraints.</p> <p>Community projects from Macc Football club</p> <p>A safer community by Mac Rugby club</p> <p>Cre8 local church music and recreational centre.</p> <p>Music tutoring to develop confidence, self-esteem. Children to perform to others and feel empowered.</p>	<p>All</p>
<p>Free/low costed breakfast club in nurture provision setting.</p> <p>School uniform – clothes and shoes where identified need.</p>	<p>Children arriving in school ready to learn and supported.</p> <p>Children not hungry in school.</p> <p>Improve attendance for PP children so they can reach their full potential.</p>	<p>4,6,7,9</p>

<p>Whole school PP2 approach to support other disadvantaged pupils.</p>	<p>Other factors have been considered, medical problems/disabilities, Mental Health, Learning Difficulties, Social Problems, Behaviour and Emotional barriers to learning. PP2 Welfare list of pupils have been identified outside of the Pupil Premium children to have these barriers.</p> <p>Through careful interventions and opportunities, these children will be enabled to make progress.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>All</p>
---	---	------------

**Total budgeted cost: £59,655**

## 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 to 2022 academic year.

The context of our school is that 61% (17) of Pupil premium children are also on the special needs register. Our internal data shows:

#### Attainment

- 36% (10) children moved 1 level attainment at last assessment point
- 11% (3) children moved 2 levels attainment at last assessment point
- 7% (2) Children moved 3 levels attainment at last assessment point

This has been achieved by quality first teaching and wider opportunities. In addition to this, bespoke support for social and emotional aspects of learning was identified and provided through our nurture provision and Learning Mentor support.

One child on a supported behaviour plan has progressed and is back on the whole school system 'good to be green'. He regularly had a station outside of his classroom where he would go to learn, and was supported to 'play and interact' appropriately. He no longer needs this focussed support and now learns with his peers.

Support for one PP child who had unforeseen difficulties in the Autumn term was provided and he was given a part time timetable to support him, his family, he is back in school and he is doing well.

One child, who is no longer in receipt of PP, but benefited in the Autumn term, through intervention and small group teaching has accessed his first reading paper(PIRA) in year 6, for the very first time he could read it in his school career.

A child in year 5 who has immense attachment issues, came to school very distressed each day, suffered poor attendance had meet and greets at the front door, sessions with learning mentor, she is now entering school willingly, attendance is still poor, but with a renewed attitude can improve.

All of year 6 have been able to attend the residentials to Laches wood and All Hallows Liverpool Hope regardless of economic background.

Pupil voice for pupil premium children who have low persistence absence was obtained and followed up by Parent meetings to make offer of support. Pupil premium funding to facilitate these children attending breakfast club at no cost to their family, 33% ( 9 out of 27 on register) of PP children were identified as persistently absent 56% (5 out of 9 ) of the children took up the offer and attended each morning.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
RWI – Read Write Ink Phonics	RWI
Cre8	Christian community
Sports	School Sports
TTRS – Times Table Rock Stars	TTRS
V&C	Violins and Cellos weekly offer
Swimming	Local Swimming baths