Pupil premium strategy statement

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 Catholic High School
Number of pupils in school	401 (08/11/2023)
Proportion (%) of pupil premium eligible pupils	32.42% (126)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Interim review: December 2023 Final review: Dec 2024
Statement authorised by	Mr S N Corless, Headteacher
Pupil premium lead	Mrs J Todhunter, AHT
Governor / Trustee lead	Mr James Kay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,480.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,235.74
Total budget for this academic year 23/24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£190,715.14

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background and barriers to learning, make good progress and develop as fully-rounded individuals who fulfil their potential.

The focus of our pupil premium strategy is to recognise and address some of the barriers to learning faced by many of our disadvantaged students. The activities outlined in this document are intended to support disadvantaged students towards closing the gaps in learning that have increased over the duration of the pandemic.

The primary focus of our approach is on high quality teaching which addresses the areas in which disadvantaged students require the most support. This is firmly rooted in educational research that has proven ability to have a positive impact on enabling all students to make progress. Our plans are a whole school strategy, with the intention that the progress of all students, regardless of disadvantage or ability, will be sustained and improved.

Our approach is rooted in a deep understanding of our individual students, supported by robust assessments of their needs from a variety of sources. Each strand of our policy is designed to integrate and complement the others, with wider school initiatives and intervention providing the support needed for teachers to deliver the high-quality teaching and learning which will have the greatest impact on student outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Many students lack metacognitive skills and the ability to self-regulate their learning. This impacted on remote learning, with a number of students not engaging with tasks.
	School evidence base from 2020/21 suggests indicated that many disadvantaged students had low levels of engagement during lockdown. This then was followed by high numbers of homework detentions and lower than average effort grades in the reporting phases, even if scores in these areas had been higher before the pandemic.
	Review Dec 2022. This will be continued throughout 2022/23. There have been notable gains, but this is an on-going focus on developing strategies that build successful attitudes towards learning.
	Review Nov 2023: Current internal data indicates an increase in poor behaviour and attitudes to learning, therefore this remains a focus for

	the coming year. Student voice for the EFA programme suggests that many teachers are focusing on the formative assessment strategies that underpin the development of metacognition, but it is not embedded across all subjects (see EFA year 1 review from SSAT partner)
2	The highest ability students have not made the progress expected of them and attainment has been limited by a lack of challenge within lessons. This has been evidenced in our results at KS4 and through a whole school inset in November 2020 which focused on appropriate formation of baseline assessments and planning for progression at KS3. Data indicated that our initial assessments of the ability of students with high prior attainment was lower and our projected progression of those students would result in lower outcomes, something that has been borne out historically in KS4 results. Review Dec 2022: Internal attainment data from 21/22 shows positive residuals from all 3 KS3 High Attainment sets. Please refer to Intended Outcomes 1 for evidence. Review 2023: Outcomes from GCSE results demonstrate that the highest ability students are not making as much progress as they should. This is also evidenced in KS3 through the new assessment model. This needs to be a continued, high profile, focus of development within the school.
3	Our observations and feedback suggest that staff require training on how to teach metacognitive skills and often assume that students are able to use these strategies without modelling them. These can be things such as modelling the use of planners, scaffolding tasks, 'chunking' work and explicitly teaching self-evaluation and reflective practises that enable learners to become more successful. This links to challenge 1. Review Dec 2022. Learning Walks carried out show that staff are employing more strategies to explicitly model metacognitive skills. This requires further development and will be supported by the school's involvement in the Embedding Formative Assessment programme run by SSAT. Review Nov 2023: School is 1 year into the EFA 2-year programme. Lesson observation have a focus on EFA teaching strategies. Awaiting feedback from the Performance Management Observations to identify if strategies are being embedded in teaching.
4	Historically assessments and observations show that disadvantaged students have had lower than average attainment at KS2. This is coupled with lower than average reading ability. In some year groups, more than 25% of students have a reading age which is 2 or more years below their actual age. This has resulted in significant knowledge gaps, particularly in tier two and three vocabulary which has resulted in students not making as much progress as expected. Review Dec 2022: Attainment at KS2 mirrors national data – an improvement in reading, but a decline in Maths and GPVS, this is attributed to remote lock down learning, where children and parents

	found it easier to support reading than the other skills. Please refer to Intended Outcomes 2a&b for evidence.
	Review Nov 2023: KS2 data continues to reflect this. 52% of Year 7 students did not achieve expected standards for reading at KS2. 54.2% of PP students failed to achieve expected standard.
5	Our observations suggest that low levels of parental support and literacy influence low levels of reading for pleasure outside of school. This is particularly evident in many disadvantaged students or those with English as an additional language.
	Review Nov 2023: No change in this observation.
6	Disadvantaged students often display more challenging behaviour, resulting in higher numbers of referrals from lessons and missed learning.
	Attendance data from 2020/21 suggests that disadvantaged students in all year groups have higher numbers of referrals, homework detentions and late attendance marks.
	Review Dec 2022: Data from 2021/22 suggests that this remains the case, although some individual students have made significant improvements in these areas. Please refer to Intended Outcomes 3a&b for evidence.
	Review Nov 2023: No change in this observation.

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
1a Attainment of highest ability students is increased.	Percentage of 7+ GCSE grades is increased. Given the general low numbers of students classed as High Prior Attainment (in some cohorts as few as 3 students), there is no figure ascribed to this, but the aim is for progress of HA students to be positive rather than negative.
	Range of attainment at KS3 is increased
	Lower numbers of HA students identified as underachieving
1b Students display good levels of metacognitive skills, with increasing abilities to self-regulate their learning	Lower numbers of homework detentions
	Better quality homework (seen in an increase of the average grade awarded for homework effort)
	Underachieving students make accelerated progress towards catching up (seen in department/whole school monitoring and intervention plans)
2a&b Improved reading ability and engagement in reading for pleasure	Students with low reading ages make accelerated progress to achieve age-related

	expectations (wherever possible). Seen through KS3 reading age scores. Increased library lending records and observations of students using the library.
3a Incidences of students late to school is reduced	Number of late marks reduced the course of the strategy.
3b Improved behaviour, attitude to learning and involvement in the wider life of the school from all students.	Reduction in the number of referrals from lessons and pastoral detentions. Increased attendance at extra-curricular activities Reduced incidences of low-level disruptions in lessons.

Review of Progress Dec 2023

	2018-2019		2021-2022		2022-2023		2023-2024	
	Total	%	Total	%	Total	%	Total	%
Number of students on roll	317		379		398		401	
number of PP	155	49%	167	44%	162	41%	126*	31%
Number of non-PP	162	51%	212	56%	236	59%	275	70%

*169 students (42.4%) are in receipt of Free School Meals (FSM).

Intended outcome	Evidence
1a Attainment of HA students	GCSE Results 	Percentage of students achieving Grd7+	2019	2022	2023
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English Language	5.45%	15%	3%
English Literature	1.8%	10%	4%
Maths	1.8%	10%	8%	 Internal Tracking Current Year 8 = 60% of HA students are Below or Concern Current Year 9 = 62.5% of HA students are Below or Concern
1b Metacognitive Skills	Numbers of Homework Detentions |	2018/19	2021/2022	2022/2023	Current Year so far
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All students	1809	2055	1349	310
PP students	1270 (70%)	1215 (59%)	765 (57%)	140 (45%)
Non-PP students	539 (30%)	840 (41%)	583 (43%)	170 (55%)	

2a&b Reading ability	Current Students 2022/23			
		Yr7 T1 Reading Age	Yr7 Term 3 Reading Age	Most Recent Reading Age
	Year 8	13.9% below Age 7/0	6.3% below Age 7/0	
	Year 9	15% below Age 7/0	8% below Age 7/0	1.7% below Age 7/0*

* Missing results for 24 students)

In 2022/23, both LLS groups in Year 7 and 8 received phonics. All students who have low reading ages that are not in these sets received 1-2-1 phonics delivered by a TA. The mean reading age of the Year 8 group increased from 4years and 5 months to 7 years and 10 months. The mean reading age of the Year 9 group increased from 5 years and 6 months to 9 years and 0 months.

3a Lates

Numbers of students late (before registration closed)

	2018/19	2021/2022	2022/2023	Current Year
All students	2819	3747		
PP students	1838 (65%)	2146 (57%)		
Non-PP students	981 (35%)	1601 (43%)		

Numbers of students late (after registration closed)

	2018/19	2021/2022	2022/2023	Current Year
All students	71	185		
PP students	69 (97%)	135 (73%)		
Non-PP students	2 (3%)	50 (27%)		

3b Improved Behaviour

Numbers of referrals (severe)

	2018/19	2021/2022	2022/2023	Current Year
All students	191	574	655	240
PP students	131 (69%)	363 (63%)	392 (60%)	120 (50%)
Non-PP students	60 (31%)	211 (37%)	262 (40%)	120 (50%)

Numbers of referrals (warnings/low level disruption)

	2018/19	2021/2022	2022/2023	Current Year
All students	205	671	756	409
PP students	160 (78%)	498 (74%)	492 (65%)	185 (45%)
Non-PP students	45 (22%)	173 (26%)	264 (31%)	170 (55%)

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: £123,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-distribution of setting at KS3. This will address identified priorities in the attainment of High Ability students; gaps in learning from the pandemic and develop appropriate learning behaviours in targeted students.	Please refer to the appropriate Implementation Plan	1, 2
Appropriate CPD for all staff to focus on raising challenge among the most able and developing/modelling metacognitive strategies for targeted students	Please refer to the appropriate Implementation Plan	3 (1,2)
Curriculum provision of Learning and Life Skills lessons for lower ability students, focusing on making accelerated progress in literacy, numeracy and oracy	Please refer to the appropriate Implementation Plan	4
Provision of GL Assessment Reading Age Tests for all Year7 (3xper year), Year 8 (2x per year), Year 9 (1xper year) and any KS4 students who remain with a reading age below 10	Please refer to appropriate Implementation Plan	2
Engagement in the SSAT Embedding Formative Assessment programme	Please refer to the appropriate Implementation Plan	1,2,3,4
PIXL (Partners in Excellence) membership and engagement, including staff attending the national conference.	Please refer to the appropriate Implementation Plan	1,2,3,4
NEW ACTIVITY 23/24 Supply costs to cover staff engaging with NPQSL/H courses.	Please refer to the appropriate Implementation Plan	1,2,3,4

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

Budgeted cost: £15,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-establish registration intervention programme to focus on students with low reading ages	Please refer to the appropriate Implementation Plan	2
NEW ACTIVITY 23/24 With the introduction of horizontal form structure, implement a form-based reading and comprehension programme for all students in all years, delivered twice per week.	Please refer to the appropriate Implementation Plan	2
Introduce a new library management system and increase the profile of reading across the school, especially reading for pleasure.	Please refer to the appropriate Implementation Plan	3

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

Budgeted cost: £ 54173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the numbers of students arriving late at school	Please refer to the appropriate Implementation Plan	6
Further develop The CtK Way rewards system, positively engaging students in all elements of school life	Please refer to the appropriate Implementation Plan.	6
Provision of homework clubs every evening.	Please refer to appropriate Implementation Plan	1
NEW ACTIVITY 23/24 Recruitment of a Family Support Worker	Please refer to appropriate Implementation Plan	5, 6
NEW ACTIVITY 23/24 Purchase of new items of uniform and PE kit to	Please refer to appropriate Implementation Plan	6

support disadvantaged students to meet uniform and equipment expectations		
NEW ACTIVITY 23/24 Creation of an Enrichment Fund for departments to bid for funding to support the development of cultural capital within the school community.	Please refer to appropriate Implementation Plan	6
NEW ACTIVITY 23/24 Introduction of the Duke of Edinburgh's Award scheme, with associated staff training and insurance costs.	Please refer to appropriate Implementation Plan	6

Total budgeted cost: £193,575

Part B: Review of outcomes for strategy ending in July 2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Disadvantaged pupil performance overview for last academic year

(all students)	2019	2020	2021
Progress 8	-0.77 (-0.38)	/	/
Ebacc entry	0% (1.82%)	8.7% (7.55%)	0% (1.52%)
Attainment 8	30.85 (35.88)	37.62 (44.67)	41.34 (43.98)
Percentage of Grade 5+ in English and maths	8.7% (12.73)	21.74% (32.08%)	19.35% (34.85%)

Review: last year's aims and outcomes (targets carried forwards from 19/20, data from 2020/21)

Aim	Outcome
The progress of Pupil Premium students is increasingly closer to that of their peers.	Progress 8 not calculated on results in 2020 or 2021
Support and appropriate advice and guidance is offered to all students about mental health.	Achieved Mental Health Awareness Week assemblies carried out. Small group support through Chaplain Focus sessions on mental health through Extended Learning Days
Through high quality teaching, Pupil Premium students' progress at the same rate as their peers.	Not achieved. Latest data – 50.17% of all students in years 7-10 are at or above their targets, against 40.44% of disadvantaged students
Increased engagement for Pupil Premium students will be sought through: • Daily Study Support sessions • Homework Clubs • Attendance issues for Pupil Premium students are pursued and strategies implemented as appropriate	Partially achieved, but impacted due to the enforced school closures. Achieved: - Development of Firefly and online teaching resources - Monitoring of engagement of all students through school closures and pursued.

- Parents are engaged through the "How you can help your child" event for both key stages. - Further development of Firefly for revision and homework. - School rewards system - Student Council - Year 11 Prefects	- THE CtK WAY rewards system implemented and increasing engagement from all students. Not achieved/limited achievement - 'How to support your child' event did not take place due to guidance banning such events. - Prefects had limited impact due to the use of year group bubbles. - Student Council. 31.3% of the council are disadvantaged students - Study support and homework clubs were limited through school closures and then the use of year group bubbles.

Review of previous strategy:

Whilst the disruption from the pandemic has had a significant impact on the school's strategies to support disadvantaged students, it can be seen from the statements above that many of our aims have continued to be developed and progress has been made. This is in addition to the significant amount of support provided throughout the pandemic, from laptops and internet provision to weekly phone calls, food parcels and uniform loans.

Many of our students come from deprived wards around this area of the city. The school recognises that many disadvantaged students have struggled more than others in this pandemic and that much needs to be done to support them to re-engage with school and start to re-establish the progress they were making before. We are mindful that post pandemic there is much more to do and we are taking necessary steps to necessitate change and close the barriers between non-disadvantaged and disadvantaged students.

Externally provided programmes

Programme	Provider
(none used)	

Further information (optional)

All activities listed in this strategy have been planned for using the EEF Implementation Plan Templates. These are available for discussion if required.