

Pupil premium strategy statement – Christ the King Catholic High School (CtK)

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr SN Corless
Pupil premium lead	Mr C Locke
Governor / Trustee lead	Mr J Kay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£176,400

Part A: Pupil premium strategy plan

Statement of intent

At CtK we will aim to implement the Pupil Premium Fund to ensure that all disadvantaged students achieve the best quality education.

As a Catholic school rooted in Gospel values, we feel that the most effective strategies in ensuring a quality first education is provided for all students irrespective of a student's background or socio-economic status. We are an inclusive school, and we aim to develop all students to be knowledgeable, morally informed and compassionate young people. We have high expectations for all our students and therefore it is also our aim that disadvantaged pupils will achieve progress and attainment outcomes at least in-line with their non-disadvantaged peers at school, local and national levels.

To ensure there are no gaps in learning, we will provide a wide range of resources within and beyond the classroom to ensure support is identified, delivered and students make measured gains over time. Attendance to school is paramount to closing learning gaps and we will utilise an array of approaches that will ensure attendance of disadvantaged students improves and is sustained over time. Behaviour for learning is crucial and all disadvantaged students where this may be challenging will be supported by our pastoral team, external providers to work with each individual to support their talents and enable them to grow as young people.

Students at CtK have access to a broad and balanced curriculum allowing them to develop the knowledge, skills and experiences that they need to prepare them for the next stage of their education. All disadvantaged pupils will access high-quality personal development opportunities to ensure they are well-rounded individuals, able to exert positive change on their own lives, the lives of others and of the wider community.

To conclude, as recommended by the EEF, we use a tiered approach to support Pupil Premium students to access, and make excellent progress within, the whole-school curriculum. We use evidence-based support to drive school improvement and funding will always be deployed to support our disadvantaged pupils and not allow this to become a barrier to being able to achieve the very best outcomes CtK can provide.

Challenges

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

See over page.

Challenge number	Detail of challenge																														
1	<p>Attendance</p> <p>Attendance of disadvantaged students is lower than non-disadvantaged students.</p> <table border="1" data-bbox="363 353 949 667"> <thead> <tr> <th>Group</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>87%</td> </tr> <tr> <td></td> <td>Close the gap by 3% (by end of 2024-25)</td> </tr> <tr> <td>Non PP</td> <td>91%</td> </tr> </tbody> </table>	Group	Percentage (%)	Disadvantaged	87%		Close the gap by 3% (by end of 2024-25)	Non PP	91%																						
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2	<p>Literacy</p> <p>Low reading age and lack of literacy proficiency on entry to CtK with disadvantaged students compared with non-disadvantaged students.</p> <p>Year 8</p> <table border="1" data-bbox="375 896 1204 1153"> <thead> <tr> <th>Reading level</th> <th>PP/total students at that level</th> <th>Percentage that are PP at that level.</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>11/18</td> <td>61%</td> </tr> <tr> <td>Red</td> <td>6/11</td> <td>55%</td> </tr> <tr> <td>Amber</td> <td>11/19</td> <td>57%</td> </tr> <tr> <td>Green</td> <td>11/23</td> <td>47%</td> </tr> </tbody> </table> <p>Year 9</p> <table border="1" data-bbox="375 1254 1204 1512"> <thead> <tr> <th>Reading level</th> <th>Pp/total students at that level</th> <th>Percentage that are PP at that level.</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>15/22</td> <td>68%</td> </tr> <tr> <td>Red</td> <td>4/10</td> <td>40%</td> </tr> <tr> <td>Amber</td> <td>3/6</td> <td>50%</td> </tr> <tr> <td>Green</td> <td>10/36</td> <td>28%</td> </tr> </tbody> </table>	Reading level	PP/total students at that level	Percentage that are PP at that level.	SEN	11/18	61%	Red	6/11	55%	Amber	11/19	57%	Green	11/23	47%	Reading level	Pp/total students at that level	Percentage that are PP at that level.	SEN	15/22	68%	Red	4/10	40%	Amber	3/6	50%	Green	10/36	28%
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3	<p>Parental engagement</p> <p>Parents/Carers of disadvantaged students are more difficult to engage and require higher levels of support. We have set out a plan to increase parental engagement to attend parents' evenings by 10% this year.</p> <table border="1" data-bbox="363 1736 1412 2033"> <thead> <tr> <th></th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>2023-24</td> <td>PP 60%</td> <td>PP 70%</td> <td>PP 60%</td> <td>PP 70%</td> <td>PP 82%</td> </tr> <tr> <td>2024-25</td> <td>PP 70%</td> <td>PP 80%</td> <td>PP 70%</td> <td>PP 80%</td> <td>PP 90%</td> </tr> </tbody> </table>		Year 11	Year 10	Year 9	Year 8	Year 7	2023-24	PP 60%	PP 70%	PP 60%	PP 70%	PP 82%	2024-25	PP 70%	PP 80%	PP 70%	PP 80%	PP 90%												
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4	<p>Behaviour</p> <p>Significantly more incidents of disruptive behaviour across the school by disadvantaged students compared to non-disadvantaged students.</p> <table border="1" data-bbox="363 389 1406 1088"> <thead> <tr> <th colspan="4" data-bbox="363 389 1406 450">STUDENT: PERMANENT EXCLUSION DATA</th> </tr> <tr> <th data-bbox="363 454 624 506"></th> <th data-bbox="627 454 887 506">2023-24</th> <th data-bbox="890 454 1150 506">2024-25</th> <th data-bbox="1153 454 1406 506">2025-26</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 510 624 622">Year 7</td> <td data-bbox="627 510 887 622">PP 14 Non PP 3</td> <td data-bbox="890 510 1150 622">PP 7 Non PP 1</td> <td data-bbox="1153 510 1406 622">PP 3 Non PP 0</td> </tr> <tr> <td data-bbox="363 627 624 739">Year 8</td> <td data-bbox="627 627 887 739">PP 18 Non PP 1</td> <td data-bbox="890 627 1150 739">PP 9 Non PP 0</td> <td data-bbox="1153 627 1406 739">PP 4 Non PP 0</td> </tr> <tr> <td data-bbox="363 743 624 855">Year 9</td> <td data-bbox="627 743 887 855">PP 9 Non PP 5</td> <td data-bbox="890 743 1150 855">PP 4 Non PP 3</td> <td data-bbox="1153 743 1406 855">PP 2 Non PP 1</td> </tr> <tr> <td data-bbox="363 860 624 972">Year 10</td> <td data-bbox="627 860 887 972">PP 7 Non PP 11</td> <td data-bbox="890 860 1150 972">PP 4 Non PP 5</td> <td data-bbox="1153 860 1406 972">PP 2 Non PP 3</td> </tr> <tr> <td data-bbox="363 976 624 1088">Year 11</td> <td data-bbox="627 976 887 1088">PP 10 Non PP 6</td> <td data-bbox="890 976 1150 1088">PP 5 Non PP 3</td> <td data-bbox="1153 976 1406 1088">PP 2 Non PP 1</td> </tr> </tbody> </table> <p>Our aim is to significantly reduce all students, including PP, Fixed Term Suspensions over a three-year period. We would intend to apply positive behaviour strategies with the intention that all students would conform to the CtK way.</p> <p>Referring to our prior data in relation to Fixed Term Suspensions. The majority of our students that are suspended from school last academic year (2023-24) tended to be Pupil Premium students across several year groups. Our aim is to apply the Boxall strategy to support some of our more challenging students with the aim to reduce poor behaviour, improve in-class learning and significantly reduce the number of fixed term suspensions.</p>	STUDENT: PERMANENT EXCLUSION DATA					2023-24	2024-25	2025-26	Year 7	PP 14 Non PP 3	PP 7 Non PP 1	PP 3 Non PP 0	Year 8	PP 18 Non PP 1	PP 9 Non PP 0	PP 4 Non PP 0	Year 9	PP 9 Non PP 5	PP 4 Non PP 3	PP 2 Non PP 1	Year 10	PP 7 Non PP 11	PP 4 Non PP 5	PP 2 Non PP 3	Year 11	PP 10 Non PP 6	PP 5 Non PP 3	PP 2 Non PP 1
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5	<p>Curriculum</p> <p>Disadvantaged students are challenged by the current broad and balanced curriculum. Outcomes for disadvantaged students to be improved through an enhanced offer of more vocational courses/pathways e.g. vocational off-site provision and apprenticeships through a local provider.</p>
6	<p>Cultural capital</p> <p>Students who are disadvantaged have not always been able to positively engaged in opportunities to broaden their perspectives and raise their aspirations.</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
Attendance: To achieve and sustain improved attendance for disadvantaged students	<ol style="list-style-type: none"> 1. Disadvantage students to achieve attendance percentage in line with school, LA and national levels 2. Appoint an Attendance and Behaviour Support Worker
Literacy: Improved literacy skills and reading age for all students in particular those who are disadvantaged.	<ol style="list-style-type: none"> 1. Analysis of current reading age data for PP students 2. Teachers know the importance of good literacy and this is embedded across the taught curriculum 3. All teachers to recognise and implement the CtK Wildly Important Goal (WIG) of raising standards in reading across all curriculum areas. 4. All students have the opportunity to read in all curriculum areas during lesson time.
Parental engagement: Engagement with parents of disadvantaged students improves	<ol style="list-style-type: none"> 1. Improved attendance to Parents' Evenings, Options Evening, How to Support your child in Year 11 evening etc measured through attendance registers. 2. Strong relationships built with the school's Family Support Worker (FSW) and the newly appointed Attendance and Behaviour Support Worker.
Behaviour: The behaviour of disadvantaged students improves and	<ol style="list-style-type: none"> 1. Appoint an ISU Supervisor (Emmaus House) 2. Appoint an Attendance and Behaviour Support Worker

consequently they access quality first teaching opportunities	<ol style="list-style-type: none"> 3. Review behaviour support strategies to address persistent behaviour in lessons and around school 4. Cumulative behaviour points decrease overtime 5. Whole staff review & development of SIMS/ Class Charts behaviour management.
Curriculum: Adapted curriculum offer for disadvantaged students	<ol style="list-style-type: none"> 1. CtK to investigate ability to enhance the Year 9 Options menu for KS4 to include more vocational pathways 2. Head of Year 9 to consider disadvantaged students most suitable for one option in alternative provision and support improvement of student engagement and outcomes 3. Subject revision guides provided for all Year 10 students to support the closing of learning gaps.
Cultural capital: Disadvantaged students have an improved experience of engaging with all aspects school life and benefit from a wider school experience to create confident learners	<ol style="list-style-type: none"> 1. Heads of Years to undertake audits of disadvantaged student participation in extra-curricular activities and beyond classroom activities to ensure fuller experiences in school life 2. Disadvantaged students encouraged and supported in their participation of all activities and ensure there are no barriers to this participation.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £153,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit ISU Supervisor £40,398	Appointee will manage/support students who need time to reflect/improve their classroom	4

	behaviour routines in the ISE (Emmaus House)	
Recruit Attendance & Behaviour Support Worker Budget Cost = £36,152	Appointee will be able to liaise between school and home with priority to improving parental support while over time students grow in appreciation of the detrimental effects of missed learning time/days in school Improving Behaviour in Schools EEF	1
Recruit TA2 Budget Cost = £26,133 x 2 = £52,266	Appointee to work with small groups and individual disadvantaged students, as students with SEN are twice as likely to be classified as PP. Special Educational Needs in Mainstream Schools EEF	2
CPD - PIXL Budget Cost = £4,050	To access updates and national strategies to support raising attainment, Literacy, attendance and behaviour for disadvantaged students.	All
CPD - PIXL Budget Cost = £3,522	National conferences on curriculum improvement	4 & 5
Whole school CPD programme planned to improve the quality of teaching and learning	Good teaching is the most important tool schools have to improve outcomes for disadvantaged pupils. Whole staff twilight sessions to embed consistency of teaching and learning through the CtK Lesson structure. In all curriculum areas, teachers will use the language of Do Now, teach, check, practice which will create consistency and improve outcomes for all students. Teachers will use strategies such as cold calling to ensure that all students are encouraged to engage in learning. Teachers will ensure that PP students are prioritised when live marking in lessons. 1. High-quality teaching EEF	2 & 5
Whole school CPD Budget Cost = £1,000	Twilight times extended to support whole school priorities and CPD. A front and central approach to reading within the school ensuring that the literacy coordinator, AHT for curriculum and DHT work collaboratively to embed excellent reading practices, which will improve student reading ages.	2 & 5

	<p>Updated Teach- Meet programme to share good practice.</p> <p>Effective Professional Development EEF</p>	
<p>Individual CPD requests</p> <p>Budget Cost = £208 x3 = £624)</p> <p>Budget Cost = £140</p> <p>Budget Cost = £9,000</p>	<p>Secondary Literacy Leader network meeting</p> <p>National Literacy Trust – Developing Literacy in PE</p> <p>Curriculum development funding</p>	2
<p>Broadening the options menu at KS4</p> <p>Implementation of NCFE</p> <p>Budget Cost = £615</p> <p>Vocational course (10 places for PP students – KS4 at Preston College</p> <p>Budget Cost = (£550 x 10) = £5,500</p>	<p>The options menu will include new vocational pathways to engage and motivate our most disadvantaged students:</p> <ul style="list-style-type: none"> - NCFE Childcare to be included in Year 10 options 25-27 - Vocational off-site provision for targeted students to raise aspirations and engagement in learning 	5

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

Budgeted cost: £ 13,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
SISRA data tracking/intervention software Budget Cost = £4,750	All teaching staff to use SISRA software at Key Stage 3 & 4 to track and target PP students to implement suitable intervention strategies to support students in achieving their minimum target grade based on FFT/prior attainment data.	4 & 5
Pupil Progress (KS4 CORE subject attainment tracker) Budget Cost = £600	CORE HODs to track student progress more closely over time and ensure closing the gap between PP and Non-PP students becomes achievable.	4 & 5
Homework Club (2 staff) Budget Cost = £8,033	Monday-Friday 3.30-4.00pm Raise aspirations to achieve academic success	1, 2, 4 & 5
Reading Quest	Targeted intervention for students with lower-than-expected reading ages Improving Literacy in Secondary Schools EEF Research & evidence - FFT	
Exam Concessions	Training for SENDCO testing of exam concessions to allow further testing to take place.	2, 4 & 5
Study Support	Identifying key students, liaising with the pastoral leads and parents to ensure weekly attendance at sessions.	3 & 5

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

Budgeted cost: £ 9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Measuring and tracking of reading ages Budget Cost = £900 (Reading Quest)	Research & evidence - FFT	2
Tracking and providing intervention to support PP students with challenging behaviour Budget cost = £650	Strategies for creating inclusive and supportive school environments to help reduce Exclusions and support positive behaviour management. Boxall Profile Online®	4
Curriculum participation Department to bid for recognised support within their own curriculum areas Budget Cost = £4,400	Students will be able to fully participate in all curriculum activities and no students will be denied any opportunity or curriculum enrichment due to their background. Every department has planned a Pupil Premium Strategy, that ensures all students are given equal opportunities and resources: Food technology – ingredients for Hospitality and Catering courses Technology – Subsidised materials to assist with project making. Music – subsidised music lessons PE – PE kit provided, subsidised GCSE climbing and cycling courses Enrichment Days – Yr7 visit to The Blue Planet Aquarium History – Year 11 visit to Lancaster Castle Curriculum areas asked to identify funding requirements in their PP strategy and within their Department Improvement Plan (DIP)	6
Extra-curricular programme Budget Cost = £1,800	Students will be able to fully participate in all curriculum activities providing experiences both within and outside the classroom. Sports Trips	5 & 6

	DoE Year 11 Prom Funded theatre trips	
Extended Learning Days Budget Cost = £1,500	All students participate in three Extended Learning Days per year to raise their Cultural Capital. The timetable is collapsed, and students participate in specific and/or cross curricular experiences hosted by school or external providers. All Year groups will have the opportunity to attend trips such as Liverpool Cathedral.	
Quality assurance of curriculum implementation Budget Cost = £500	Revised observation cycle which focusses upon typicality of teaching and ensures consistency of standards and routines. Regular book-looks focus upon PP and non-PP work ensuring consistency of standards for all students. Includes support work with SIP over academic year	5

Total budgeted cost: £176,400

Part B: Review of the previous academic year

Review: last year's aims and outcomes (targets carried forwards from 22/23, data from 2023/24).

<p>The progress of Pupil Premium students is increasingly closer to that of their peers.</p>	<p>Not Achieved Progress 8 calculated for 2024 as -0.05 'Average' PP students -0.72 'below Average'</p>
<p>Support and appropriate advice and guidance is offered to all students about mental health.</p>	<p>Achieved Mental Health Awareness Week assemblies carried out. Small group support through Chaplain Focus sessions on mental health through Extended Learning Days</p>
<p>Through high quality teaching, Pupil Premium students' progress at the same rate as their peers.</p>	<p>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</p>
<p>Increased engagement for Pupil Premium students will be sought through:</p> <ul style="list-style-type: none"> • Daily Study Support sessions • Homework Clubs • Attendance issues for Pupil Premium students are pursued and strategies implemented as appropriate • 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 • Review role of Year 11 Prefects 	<p>Partially achieved Achieved:</p> <ul style="list-style-type: none"> - Further development of Firefly and online teaching resources - THE CtK WAY rewards system implemented and increasing engagement from all students. <p>Not Achieved/limited achievement</p> <ul style="list-style-type: none"> - 'How to support your child' event had little support from parents/carers - Student Council. 35% of the council are disadvantaged students - Study support and homework clubs had limited impact due to students non-attendance over the course of the academic year - Impact of Year 11 Prefects limited based on other in-school operational challenges.

Review of previous strategy:

Whilst the disruption from the pandemic has somewhat petered away there are still some significant challenges on the school's strategies to support disadvantaged students. Data published in the ISDR (summer 2024) reveals that our PP students are well above the

national average including number of SEND students with an EHCP and many of our intake come from a number of deprived wards around this area within Preston, well above the national average. It can be seen from the statements above that many of our aims have continued to be developed and some progress has been made.

As stated, 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 post pandemic and that much needs to be done to support them to further re-engage with school and start to re-establish the progress they were making before. We are mindful that 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 through a revised three-year strategy focussing on improving attendance, literacy and behaviour as the key ingredients to raise standards for all our disadvantaged students.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A