

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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs C Jones
Pupil premium lead	Mr C Locke
Governor lead	Father Pedley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 209,131
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£209,131
<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>	

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 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 pupils 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.

Challenge number	Detail of challenge
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1	<p>Attendance</p> <p>Attendance of disadvantaged students is lower than non-disadvantaged students.</p> <p>Disadvantaged</p> <p>Non disadvantaged 91%</p>																														
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="374 669 1197 927"> <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="374 1028 1197 1286"> <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.</p>																														
4	<p>Behaviour</p> <p>Significantly more incidents of disruptive behaviour across the school by disadvantaged students compared to non-disadvantaged students.</p> <p>Pupil premium students account for 68.6% of referrals from the last academic year.</p>																														
5	<p>Curriculum</p> <p>Disadvantaged students are challenged by the current broad and balanced curriculum. Outcomes for disadvantaged students to be improved through offer of more vocational courses/pathways. E.g. vocational off-site provision and apprenticeships</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>																														

	Disadvantaged students are less likely to take part in trips due to their financial situations.
7	<p>Wellbeing</p> <p>Factors such as low self-esteem, poor mental health (both requiring external support) and online/ social media pressures/ concerns particularly affect our disadvantaged students, impacting their attendance, progress and attainment.</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 consequently they access quality first teaching opportunities	<ol style="list-style-type: none"> 1. Appoint new role of Attendance and Behaviour Support Worker. <ul style="list-style-type: none"> • Cumulative behaviour points decrease overtime.

	<ul style="list-style-type: none"> Whole staff review & development of SIMS/ Class Charts behaviour management.
Curriculum: Adapted curriculum offer for disadvantaged students	<ol style="list-style-type: none"> CtK to investigate ability to enhance the Year 9 Options menu for KS4 to include more vocational pathways. Head of Year 9 to consider disadvantaged students most suitable for one option in alternative provision and support improvement of student engagement and outcomes. 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"> 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. Disadvantaged students encouraged and supported in their participation of all activities and ensure there are no barriers to this participation.
Wellbeing:	<ol style="list-style-type: none"> Provision of counselling services to identified students

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: £ 82142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit Attendance & Behaviour Support Worker	<p>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</p> <p>Improving Behaviour in Schools EEF</p>	1

Recruit TA2	<p>Appointee to work with small groups and individual disadvantaged students, as students with SEN are twice as likely to be classified as PP.</p> <p><u>Special Educational Needs in Mainstream Schools EEF</u></p>	2
CPD - SISRA	<p>To access updates and national strategies to support raising attainment, Literacy, attendance and behaviour for disadvantaged students.</p> <p><u>Raising Attainment</u></p>	All
Whole school CPD programme planned to improve the quality of teaching and learning	<p>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.</p> <p>Teachers will use strategies such as cold calling to ensure that all students are encouraged to engage in learning.</p> <p>Teachers will ensure that PP students are prioritised when live marking in lessons.</p> <p><u>1. High-quality teaching EEF</u></p>	2 & 5
Whole school CPD	<p>Twilight times extended to support whole school priorities and CPD.</p> <p>A front and central approach to reading within the school ensuring that the literacy coordinator, AHT for curriculum and HT work collaboratively to embed excellent reading practices, which will improve student reading ages.</p> <p>Updated Teach- Meet programme to share good practice.</p> <p><u>Effective Professional Development EEF</u></p>	2 & 5
Individual CPD requests	<p>Secondary Literacy Leader network meeting</p> <p>National Literacy Trust – Developing Literacy in PE</p> <p>EPI MFL Course</p>	2

	<p><u>Teaching and Learning Toolkit EEF</u></p>	
Broadening the options menu at KS4	<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 <p><u>New guide for schools to support their pupil premium strategy EEF</u></p>	5
Whole school classroom resources – visualisers, classroom displays (routines, behaviour for learning, expectations)	<p>High-quality teaching has the strongest impact on attainment</p> <p><u>Teaching and Learning Toolkit EEF</u></p> <p>Explicit instruction and modelling support learning <u>Teaching and Learning Toolkit EEF</u></p> <p>Clear routines and expectations improve behaviour and engagement <u>(EEF Behaviour Guidance)</u></p> <p>Visual clarity and consistency reduce barriers for disadvantaged pupils.</p> <p><u>New guide for schools to support their pupil premium strategy EEF</u></p>	5

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

Budgeted cost: £ 60092

Activity	Evidence that supports this approach	Challenge number(s) addressed

Homework Club (2 staff)	<p>Homework Club provides targeted academic support for disadvantaged pupils by removing barriers to home learning, offering a structured environment with access to resources and adult guidance. EEF evidence indicates that supported homework, metacognitive strategies, and targeted academic support can improve engagement and attainment for disadvantaged pupils</p> <p><u>New guide for schools to support their pupil premium strategy EEF</u></p>	2 & 5
SEND Unit iPads	<p>Targeted provision of iPads for SEND pupils supports access to the curriculum by removing barriers related to literacy, organisation, and communication. EEF evidence indicates that digital technology can have a positive impact when used to support high-quality teaching and address specific learning needs. This approach promotes independence, engagement, and improved access to learning for disadvantaged pupils with SEND</p> <p><u>Teaching and Learning Toolkit EEF</u></p>	5
EAL iPads	<p>Providing iPads for EAL pupils removes language barriers by offering translation, visual scaffolds and vocabulary support, enabling improved access to the curriculum and increased independence. EEF evidence supports the use of digital technology when targeted to specific needs and used to enhance high-quality teaching.</p> <p><u>Teaching and Learning Toolkit EEF</u></p>	5
Reading Quest	<p>Targeted intervention for students with lower-than-expected reading ages.</p> <p><u>Improving Literacy in Secondary Schools EEF</u></p> <p><u>Research & evidence - FFT</u></p>	2
Exam Concessions	Training the SENDCo to carry out testing for exam access arrangements supports	2, 4 & 5

	<p>disadvantaged pupils by ensuring timely identification of needs and equitable access to examinations. EEF evidence highlights the importance of removing barriers to learning and assessment for disadvantaged pupils. This approach improves fairness, reduces reliance on external assessments, and enables pupils to demonstrate their knowledge and skills accurately, supporting improved outcomes and wellbeing.</p> <p><u>New guide for schools to support their pupil premium strategy EEF</u></p>	
SENDCo – Dyslexia Course	<p>Dyslexia training for staff supports disadvantaged pupils by enabling early identification of literacy difficulties and implementation of targeted, evidence-based interventions. EEF evidence highlights that literacy support, structured teaching strategies, and appropriate scaffolding significantly improve outcomes for pupils with additional learning needs. This training promotes inclusion, engagement, and attainment while also supporting wellbeing and independence, ensuring disadvantaged pupils have equitable access to the curriculum.</p> <p><u>New guide for schools to support their pupil premium strategy EEF</u></p>	2 & 5
School Counsellor	<p>Funding a school counsellor supports disadvantaged pupils by addressing social, emotional, and mental health needs that can act as barriers to learning. EEF evidence demonstrates that social and emotional learning interventions improve both engagement and academic outcomes, particularly for disadvantaged pupils. The counsellor provides targeted individual and group support, promotes resilience and wellbeing, and enables pupils to engage fully with learning and school life.</p>	4 & 7

	<u>Improving Behaviour in Schools EEF</u>	
Behaviour Support Specialist Worker	<p>Employing a Behaviour Support Worker provides targeted support for disadvantaged pupils who experience behavioural and emotional barriers to learning. EEF evidence highlights that positive behaviour approaches and targeted pastoral interventions improve engagement, attendance, and access to learning for disadvantaged pupils. The Behaviour Support Worker works proactively with identified pupils to develop self-regulation, reinforce positive behaviour for learning, and reduce disruption, enabling pupils to engage more consistently with high-quality teaching and make improved academic progress</p> <p><u>Improving Behaviour in Schools EEF</u></p>	4 & 7
Study Support	Identifying key students, liaising with the pastoral leads and parents to ensure weekly attendance at sessions.	3 & 5
Subsidised Music Tuition	<p>Subsidising music lessons removes financial barriers that prevent disadvantaged pupils from accessing high-quality cultural and enrichment opportunities. EEF evidence indicates that participation in arts education, including music, can support academic attainment, engagement, and wider outcomes such as confidence, motivation, and wellbeing. By enabling disadvantaged pupils to access instrumental and vocal tuition, this approach promotes inclusion, supports positive attitudes to learning, and strengthens pupils' sense of belonging, which in turn supports engagement and achievement across the curriculum.</p> <p><u>Arts participation EEF</u></p>	6

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

Budgeted cost: £ 66897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Measuring and tracking of reading ages	<p>Measuring and tracking reading ages enables early identification of literacy gaps that disproportionately affect disadvantaged pupils and act as a significant barrier to accessing the secondary curriculum. EEF evidence highlights literacy as a key driver of attainment and recommends regular assessment to inform targeted intervention. Systematic tracking of reading ages allows the school to deploy timely, evidence-based support, monitor progress over time, and evaluate the impact of interventions, ensuring disadvantaged pupils receive targeted literacy support that improves access to learning across all subjects</p> <p>Research & evidence - FFT</p>	2
Curriculum participation	<p>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:</p> <p>Food tech – ingredients for Hospitality and Catering courses</p> <p>Technology -</p> <p>PE – PE kit provided, subsidised GCSE climbing and cycling courses</p> <p>Enrichment Day trips and visits.</p> <p>Arts participation EEF</p>	6
Extra-curricular programme	Extra-curricular provision supports disadvantaged pupils' engagement, confidence, and sense of belonging,	5 & 6

	<p>contributing to improved attendance, behaviour, and learning outcomes (EEF).</p> <p>Sports Trips DoE Year 11 Prom Funded theatre trips</p> <p><u>Arts participation EEF</u></p>	
Extended Learning Days	<p>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. Disadvantaged students will have the opportunity to attend trips.</p> <p><u>Arts participation EEF</u></p>	5, 6 & 7
Attendance Rewards	<p>Attendance rewards encourage positive attendance behaviours for disadvantaged pupils, supporting engagement and access to learning through consistent recognition and motivation.</p> <p><u>Supporting school attendance EEF</u></p>	1
Sensory Room	<p>A sensory room supports disadvantaged pupils to self-regulate and reduce emotional or sensory barriers, improving engagement, behaviour, and access to learning.</p> <p><u>Improving Behaviour in Schools EEF</u></p>	4 & 7
Inclusion Unit Specialist worker	<p>A specialist behaviour worker in the internal suspension unit provides targeted, restorative support for disadvantaged pupils, reducing exclusion risk and improving engagement and access to learning.</p> <p><u>Improving Behaviour in Schools EEF</u></p>	4

SENECA Learning	Online learning platforms support retrieval practice and knowledge retention, enabling disadvantaged pupils to consolidate learning through regular, low-stakes practice. <u>Teaching and Learning Toolkit EEF</u>	5
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Total budgeted cost: £ 209131