

Pupil premium strategy statement 2022-2025 (Updated December 2024)

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 on pupil premium had within our school.

School Overview

Detail	Data
School name	Christ the King College
Number of pupils in school	1100
Proportion (%) of pupil premium eligible pupils	247 (27) Yr 7-11
Academic year/years that our current pupil premium strategy plan covers (2024-2025- 27% 2023-24-244 (22.26%) 2022-23 -246 (22.36%) 2021-22 -224 (19.33%) Based on 900 students in Yr 7-11
Date this statement was published	20th December 2024
Date on which it will be reviewed	1st December 2024
Statement authorised by	Mr Andrew Montrose
Pupil premium lead	Mrs Louise Clark
Governor / Trustee lead	Mrs Elizabeth Burden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,388 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 the curriculum and opportunities outside the classroom.

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 and other students who we feel are at significant risk of not achieving their potential. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To achieve this the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching, supported by academic interventions and wider non-teaching strategies. 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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.

Internal data suggests that weak literacy is a substantial barrier for many of our students, especially our disadvantaged students and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

The strategy plan is based on the following principles:

- We promote an ethos that promotes the school's vision, an inclusive, aspirational Christian College where everyone has the opportunity to their potential..... and beyond.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data
- The most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- **Developing the literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- Providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3.
2	Our attendance data indicates that attendance among disadvantaged pupils is 8% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is significantly impacting disadvantaged pupils' progress.
3	Assessments, observations and our NGRT data indicate that our disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
4	Some of our disadvantaged students' attitudes to learning is on average lower than their peers, which is reflected in behaviour data and attainment data. Through observations and discussions with students and staff, these students lack metacognition and self-regulation strategies when faced with challenging tasks or situations.
5	For some of our disadvantaged students' their Home Learning Environment, attendance to events and cultural capital is lower than their peers.

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 attainment among disadvantaged pupils across the curriculum throughout KS3,4 and 5	2024/25 KS4 outcomes demonstrate that the gap between disadvantaged and non- disadvantaged pupils is minimal as an average but also in individual subjects.
Further, develop and improve the quality of teaching and learning with "quality first teaching" in all classrooms.	Learning walks, book checks and department reviews identify that all students experience lessons that enable at least good progress to be made.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by all learners and for the gap between disadvantaged and non-disadvantaged to be below 4%
Improve the literacy of our disadvantaged students through the	NGRT tests demonstrate improved reading and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of

<p>use of Bedrock, Lexia and classroom strategies.</p>	<p>disadvantaged pupils and their non-disadvantaged peers.</p>
<p>Improve disadvantaged students' attitude to learning and reduce the number of FTE and Cs given to PP students so that it is in line with their peers.</p>	<p>Behaviour data (i.e. Number of C's) for our disadvantaged students to be in line with peers by 2025 For the number of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2025</p>
<p>Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.</p>	<p>Learning walks and rewards data show the effective use of behaviour for learning strategies and routines in line with the whole school policy.</p>
<p>Our disadvantaged students engage in a wide range of enrichment activities to the same level as their Non-PP Peers.</p>	<p>We will use Compass to monitor and track engagement from Sept 2024 and for levels of engagement for our disadvantaged students to be in line with our non-disadvantaged students by 2025.</p>
<p>Further develop our CEIAG provision to all disadvantaged students i.e.:</p> <ul style="list-style-type: none"> ● further, develop access to further education paths into post 16 education. ● Ensure PP students are prioritised for a meeting with the careers adviser. ● Further, develop attendance of PP students to careers-related trips and experiences. ● Further develop access to further education paths into post 16 education. 	<p>Attendance of parents and students at Sixth Form open event in line with Non-PP by June 2024. Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.</p> <p>All Year 9-11 students to have 1 career-related trip/experience per school year</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: £127,000 (estimate 24-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Collaborative research groups given a Key area of focus based around our SDP to support the development of evidence-informed classroom practice</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high-quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF ToolKit (2021) which claims significant improvement in learning Feedback + 6 Months</p>	1,3,4,6
<p>CPD to develop consistent high-quality behaviour for learning techniques in all lessons.</p>	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF ToolKit (2021) which claims that effective behavioural management strategies, have a benefit of significant improvement in learning i.e. +4 Months to learning</p>	1,4
<p>Use of standardised tests (CATs and NGRT)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1,3,4,5,6
<p>Assessments to identify underperforming students and to signpost interventions.</p>	<p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights the importance of effective assessment in improving student outcomes.</p>	1,3, 4,5,6

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

Budgeted cost: £63,000 (estimate 24-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing subject-specific revision and intervention sessions.</p> <p>Providing specific revision material e.g. revision guides</p>	<p>Engagement for our disadvantaged students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school days has an effect of + 3 Months.</p>	1,3,4,5,6
<p>Increased 1:1 career adviser Interviews</p>	<p>CEC report (2020): highlights the importance of career guidance. Effect sizes reported by Hattie (2016) show that career interventions have an effect size of +0.38 and are likely to have a positive effect on student achievement</p>	1.4,5,6
<p>Bedrock Online vocabulary in KS3 and Lexia to further support literacy development</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that reading comprehension strategies can have +6 months of benefit</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5,6
<p>Small group tuition using school staff to plan and deliver sessions.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months</p>	1,2,3,4,5,6

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

Budgeted cost: £ 76,000 (estimate 24-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop our pastoral structure to include non-teaching Year Team leaders to increase the capacity for pastoral support and mentoring for our vulnerable students.</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs have an effect size of 0.77.</p>	<p>1,4,5,6</p>
<p>Targeted attendance activities, embedding the good practice set out in DFE's Improving school Attendance</p> <ul style="list-style-type: none"> ● Key staffing groups to review data and intervene at the earliest opportunity ● Continue to work with PP parents and students to identify specific barriers to attendance ● Bespoke timetable to support learners to access school and review these in a timely manner. ● Target support based on specific barriers 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2 (in turn will support 1,3,4,5,6)</p>
<p>Where required provide laptops and ICT access for all students in order to support their learning both in and outside the classroom.</p>	<p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	<p>5,6</p>
<p>Increase the attendance at parents evening by:</p> <ul style="list-style-type: none"> ● Developing early online booking for our disadvantaged families. ● Where disadvantaged families have not attended, encourage alternative contact via Pastoral staff 	<p>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	<p>5,1</p>

Further develop a mentoring system for students where required to provide aspirational role models and support students through secondary school.	EEF's toolkit report Mentoring provides a benefit of 2+ months.	1,2,3,4,5,6
Provide a rich extracurricular offer that allows our learners to develop outside the classroom and use Compass to monitor and track engagement	EEF's toolkit reports +2 months benefit from both arts and sports participation	5
Increase the number of career events attend by Yr 9-11 students to 1 per year	CEC report (2020): highlights the importance of career guidance. Effect sizes reported by Hattie (2016) show that career interventions have an effect size of +0.38 and are likely to have a positive effect on student achievement	1 ,4.
Use all available data to track and monitor our students. Identify underperformers and providing support and guidance to them.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1,2,3,4,5,6,

Total budgeted cost: £252,000

Part B: Review of outcomes in the previous academic year

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	2023-2024 review (need to complete- include data and then inform strategy- what needs changing and why- focus on IMPACT)
Improved attainment among disadvantaged pupils across the curriculum throughout KS3,4 and 5	2023/24 KS4 outcomes demonstrate that the gap between disadvantaged and non-disadvantaged pupils is minimal as an average but also in individual subjects.	The gap is decreasing in some subject areas, continuous monitoring and support in place to further support student and subject areas in terms of outcomes. Predictions have been more accurate this year in terms of predictions v outcomes.
Further develop and improve quality of teaching and learning with “quality first teaching” in all classrooms.	Learning walks, book checks and department reviews identify that all students experience lessons that enable at least good progress to be made.	A significant amount of time has been used to support this area of school life. The implementation of our Q of E team since April 24 has allowed the development of our subject Quality assurance and collaborative working. This remains a whole school focus for this academic year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2023/24 demonstrated by all learners and for the gap between disadvantaged and non-disadvantaged to be below 3 %	Our data shows this remains a significant concern. Our attendance data is not in line with our target and is below the national average. We have joined the National Hubs programme, work very closely with our Local authority and have increased

		staffing capacity to support and challenge our student's attendance.
Improve the literacy of our disadvantaged students through the use of Bedrock, Lexia and classroom strategies.	NGRT tests demonstrate improved reading and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.	<p>Bedrock data shows that disadvantaged students make an average of 28% progress compared to 20% progress for non-PP students.</p> <p>A significant development in the use of NGRT data to support students and the planning of lessons, English coaching and a reading mastery programme has been implemented to support all learners with SAS below 100.</p> <p>There is still a gap in terms of reading ages, however, staff are fully aligned with the understanding that Literacy is a whole school driver and everyone is a teacher of literacy. We are making progress in this area.</p>
Improve disadvantaged students' attitude to learning and reduce the number of FTE and Cs given to PP students so that it is in line with their peers.	<p>Behaviour data (i.e. Number of C's) for our disadvantaged students to be in line with peers by 2024</p> <p>For the number of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024</p>	<p>Data is reviewed fortnightly and intervention planned based on this. Weekly pastoral meetings to share key information with staff.</p> <p>The number of C's has begun to reduce, although non-disadvantaged students still received more C's than their peers.</p>
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks and rewards data show effective use of behaviour for learning strategies and routines in line with whole school policy. "There is much to celebrate around how the behaviour systems are now becoming embedded. Staff are using the	

	<p>procedures effectively and it was interesting to note that there was no low-level disruption seen during this visit.” LA monitoring visit Oct 2022</p>	
<p>Our disadvantaged students engage in a wide range of enrichment activities to the same level as their Non-PP Peers.</p>	<p>To use Edulink to monitor and track engagement from Sept 2021 and for levels of engagement for Our disadvantaged students to be in line with Our-Non disadvantaged students by 2024.</p>	<p>This academic year 24% of PP students have attended an extracurricular activity. We have found that personal invites to activities encourage our learners to attend. The % has increased this year, however, more work is planned to identify the barriers and work with students on how to support them in accessing the activities.</p>
<p>Further develop parental engagement with school in terms of attendance to parents' evenings and dialogue about students learning.</p>	<p>Attendance at parents' evenings for our disadvantaged students is in line with their peers by 2024.</p>	<p>The increase has been minimal and therefore more support is required in this area.</p>

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
N/A	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PP services funding was amalgamated with wider PP funding

References

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