

Pupil premium strategy statement – Christ the King Catholic Academy

1. Summary information					
School	Christ the King Catholic Academy				
Academic Year	2022/23	Total PP budget	£122,193.09	Date of most recent PP Review	Sept 2022
Total number of pupils	213	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Feb 2023

2. Current attainment 2022		
NO STATUTORY TESTING 2019/20 or 2020/21	<i>Pupils eligible for PP (16)</i>	<i>Pupils not eligible for PP (15 national average 2022)</i>
% achieving in reading, writing and maths	56%	93% (65%)
% making progress in reading	75%	100% (74.5%)
% making progress in writing	63%	93% (69.5%)
% making progress in maths	88%	100% (71.4%)

3. Barriers to future attainment	
In-school barriers	
A.	Low on entry attainment – pupil premium pupils enter EYFS below the national average and below that of their peers due mainly to low quality parental aspirations and engagement.
B.	English as an Additional Language – Pupil premium pupils that come from families that speak English as a second language have an additional barrier to overcome
C.	Inadequate speech development – Families of pupils with pupil premium require more support and advice on basic speech development on entry than any other group
D.	RWM combined data for pupil premium pupils is significantly hindered by their writing attainment (the limiting factor).
External barriers	
D.	Attendance - pupil premium data shows a strong percentage currently just below national average (94.8%), without sustained intervention this would not be maintained
E.	Vulnerable Groups – the number of pupil premium pupils' families on Level 2, 3 and 4 safeguarding support intervention groups accessing early help is increasing
F.	Parental engagement in child's learning – pupils who are from this vulnerable group can also have parents that fail to engage appropriately with their child's learning
G.	Impact of pandemic on deprivation factors - COVID 19 has added additional stress factors to those families already living in poverty, lack of access to face to face education over a two year period

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain EYFS Pupil Premium outcomes in line with National Average	Maintain EYFS PP GLD at around 63.6% (Nat:71.8% in 2018/19) being in line with National Av.

B.	Increased rate of progress of pupil premium pupils who speak English as an additional language	Pupils that are both Pupil Premium and speak EAL make good progress across the school (DAFITALm, Assessments and DATA Drop evidence)
C.	Rapid progress for those pupil premium pupils identified as having poor speech and language	Pupils make good progress when given quality interventions, when there is no underlying SEND need
D.	Maintain pupil premium attendance levels in line with or above that of their peers	COVID has impacted upon attendance due to the way the government wishes schools to report absence. Currently attendance is 93.4% (July 2022) Pupil premium scores stands at 92.5% (93.9% Nat Av for PP). Our attendance last year overall was 96.25% and therefore there continues to be some way to go with regards to attendance.
E.	Ensure pupil premium pupils secure Reading and Writing outcomes in line with national benchmarks	2022 results indicate our PP pupils are broadly in line with national levels in reading and writing, however non pupil premium children have performed well above national. COVID has impacted significantly on our pupil premium groups. The gap, although PP pupils are in line with the national average, is still wide. School are eager to close the gap.

5. Planned expenditure

Academic year 2022/23

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain EYFS Pupil Premium outcomes in line with National Average	Additional Support Assistant within early years daily, to support teachers with the focused teaching of English and Mathematics	New assessment processes were introduced during the pandemic 2021/22. Early indications show 63.3% of pupils achieve a GLOD. National is likely to remain around 70%. Last year's pupil premium monies helped fund additional hours focussing on smaller group provision within the Early Years' Foundation Stage. This will continue this year.	EYFS Team Leader half termly review of progress of pupils against National Standards and other groups within the class.	ASC	Half Termly by SSM
Increased rate of progress of pupil premium pupils who have English as an additional language from their individual starting points	Intervention SSA2 daily intervention developing language skills	Pupils need to learn English and use it with increasing proficiency in order to access the rest of the curriculum. 30% of our pupils speak English as an additional language (Year R to Y6) and there is a large proportion of Polish speaking pupils within our EYFS classes. Half of these pupils are within the EYFS and KS1. That said, not all of these pupils are eligible for pupil premium. Those pupils that are, work on an ELIP programme allows pupils to make rapid progress in language acquisition and structure following intervention.	SENDCO meetings identify which EAL/PP pupils are making progress and target accordingly.	DFS	Half Termly by DSA and SSM

Maintain strong RWM attainment with pupil premium groups by the end of Year 6. Exploration of how reading and writing attainment can be in line with Mathematics (R and W are the limiters) and improved further.	Implementation of scheme of learning for reading (including a literary canon) and writing that mirrors the quality of the mathematics scheme of learning.	Pupils' RWM combined scores continue to be a focus for observation and challenge. Pupil premium pupils in 2019 were above the national. (65% - national with 79% for pupil premium and 70% for non-pupil premium school group). This year the pupil premium group is slightly below. Taking 2019 results as a benchmark the gap between non-pupil premium pupils and pupil premium pupils is a positive one (9%). The continued implementation of an English scheme of learning will allow a clear focus upon the regularity and type of interventions required .	Scheme of Learning exemplars created for staff to deliver quality first teaching and interventions.	MCO and HKN	Half Termly by MC and HKN
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Total budgeted cost					£26,685.22
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ii. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Rapid progress for those pupil premium pupils identified as having poor speech and language	SHINE Speech Therapist - Weekly Visit SSA SALT Full Time ABC Intervention	Caseload of pupils with poor speech and language is heavy in the number of pupil premium children. EYFS On Entry Baseline regularly indicates poor speech and language development. NHS cutbacks/deficit means reduction in their local S&L service provided previously. Year 1 phonics screening proved a positive year with 83.3% of pupils achieving the expected level (Nat 75.5). 71.4% of pupil premium group achieved the same standard. Continued quality support, training and intervention is needed.	Half Termly Review meetings between SENDCO and SHINE therapist implemented tracking pupils and exploring impact of intervention, identifying new pupils to be targeted. Fresh Start Resources and Training delivered to pupils who need accelerated progress	DFS	Half Termly by DSA

Total budgeted cost					£34,874.08
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iii. Other approaches

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Maintained good attendance levels for pupil premium group in line with or above that of their peers	Family Support (Pastoral - First Day Calling/Engage Action) Family Support (PWO - one full day)	Support is offered in these situations through before and after school childcare, collection of children to bring them to school with assistance via taxi Support with addressing the punctuality and attendance issues in line with school policy. When school sessions are in progress, pupil premium pupils are late more regularly than the non-pupil premium group. Online engagement levels were poor for those pupil premium pupils that remained at home. Investment in pastoral peaks is one area for development of resilience and ensure the balance is supported/reached by families.	Half Termly analysis of attendance data by cross trust attendance officer. Reviews discussed within supervision to support strategies to maintain sustained improvement. Reduction in the lateness of pupil premium pupils.	DSA	Half Termly SSM
Pastoral Peaks Pupils across the school develop strategies for dealing with some of the outcomes of pandemic.	Publication of pastoral peaks for the whole school linked to the resilience framework	Evidence shows that pupils across the school who engage in additional educational visits build resilience more easily than those that do not attend. Restrictions have been lifted but still the stigma of those difficult days remains for our pupils. Pupil Voice Data indicating a reduction in their anxiety levels and parental views on the project and engagement in it. This links to the experience of COVID 19 for these pupils and the Resilience Framework Assessment.	Funded pastoral peaks across each year group (From EYFS to Y6) allowing progression in skills from orienteering in upper KS1 to bush craft style activities by the end of Year 6	SSM	Half Termly SSM
Total budgeted cost					£51,623
Contingency					£ 9009.89
Total Spend Including Contingency					£122,193.09

6. Review of expenditure				
Previous Academic Year		2022/22		£126,431.28
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £29,841.28
Maintain EYFS Pupil Premium outcomes in line with National Average	Additional Support Assistant within early years daily, to support teachers with the focused teaching of English and Mathematics	New assessment processes were introduced during the pandemic 2021/22 data will rely on this baseline in order to assess progress. In 2019 scores were in line with national average at 70%.	EYFS continues to be teacher led in both nursery and reception. Data indicates that this is supporting the improvement journey. EYFS GLOD remains close to national averages and the investment was productive in that sense. Last year's pupil premium monies helped fund additional hours focussing on smaller group	

			provision within the Early Years' Foundation Stage. This provision will remain	
Increased rate of progress of pupil premium pupils who have English as an additional language from their individual starting points	Intervention SSA2 daily intervention developing language skills	<p>Pupils need to learn English and use it with increasing proficiency in order to access the rest of the curriculum.</p> <p>31% of our pupils speak English as an additional language (Year R to Y6) however there is a large proportion of Polish speaking pupils within our Nursery. Half of these pupils are within the EYFS and KS1. This is an increase of 14 pupils since last year. EAL Staff member working on ELIP programme allows pupils to make rapid progress in language acquisition and structure following intervention.</p>	Most of these pupils have made good progress across those necessary to secure GLOD. Year 1 targeted support is now needed to plug gaps of those pupil premium pupils not yet achieving this development milestone.	
<p>Maintain strong RWM attainment with pupil premium groups by the end of Year 6.</p> <p>Exploration of how reading and writing attainment can be in line with Mathematics (R and W are the limiters) and improved further.</p>	Implementation of scheme of learning for reading (including a literary canon) and writing that mirrors the quality of the mathematics scheme of learning.	<p>Pupils' RWM combined scores are above national average for pupil premium pupils in 2019 (65% - national with 79% for pupil premium and 70% for non-pupil premium school group). No statutory testing took place in 2020 or 2021 so it is difficult to judge the nature of the outcomes or the impact of the pandemic.</p> <p>Taking 2019 results as a benchmark the gap between non-pupil premium pupils and pupil premium pupils is a positive one (9%).</p> <p>The continued implementation of an English scheme of learning will allow a clear focus upon the regularity and type of interventions required .</p>	RWM scores were not above non pupil premium pupils, as they have been in previous years. Writing remains a limiting factor. Close work with the Year 6 teacher alongside the wider English team needs to be explored this year. Targeted use of COVID catch up premium to support intervention will be explored this year.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £35,048.08
Rapid progress for those pupil premium pupils identified as having poor speech and language	<p>SHINE Speech Therapist - Weekly Visit</p> <p>SSA SALT Full Time</p> <p>ABC Intervention</p>	<p>Caseload of pupils with poor speech and language is heavy in number of pupil premium children. EYFS On Entry Baseline regularly indicates poor speech and language development. NHS cutbacks/deficit means reduction in their local S&L service provided previously.</p> <p>Year 1 phonics screening didn't take place in June 2021 due to the pandemic. Since this point phonics testing took place within the Autumn Term 2021. This identified that pupil premium pupils were well below national average and significantly behind their non pupil premium peers. Continued quality support, training and intervention.</p>	Continued work on speech and language remains a priority. Staffing the support with skilled and trained professionals has proven challenging with COVID restrictions. The school is hopeful of a year of face to face experiences for all pupils to ensure their full potential can be reached with quality support. Phonics is well above national average illustrating the success of the interventions and quality first teaching, despite the barriers COVID created.	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Maintained good attendance levels for pupil premium group in line with or above that of their peers	Family Support (Pastoral - First Day Calling/Engage Action) Family Support (PWO - one full day)	Support is offered in these situations through before and after school childcare, collection of children to bring them to school with assistance via taxi (COVID secure) Support with addressing the punctuality and attendance issues in line with school policy. When school sessions are in progress, pupil premium pupils are late more regularly than the non-pupil premium group. Online engagement levels were poor for those pupil premium pupils that remained at home. Investment in pastoral peaks is one area for development of resilience and ensure the balance is supported/reached by families.	Support for pupil premium children with school educational trips and extended visits (SIF). Very well received by parents, this support offer has meant a number of pupils have been able to attend. Continue this line of support	Cost £52723.84
Pastoral Peaks Pupils across the school develop strategies for dealing with some of the outcomes of pandemic.	Publication of pastoral peaks for the whole school linked to the resilience framework	Evidence shows that pupils across the school who engage in additional educational visits build resilience more easily than those that do not attend. Restrictions have been lifted but still the stigma of those difficult days remains for our pupils. Pupil Voice Data indicating a reduction in their anxiety levels and parental views on the project and engagement in it. This links to the experience of COVID 19 for these pupils and the Resilience Framework Assessment.	Post COVID pupils had missed out on so many visits and experiences and the preparation of the PASTORAL PEAKS, to complement the good work that goes on in the school and parish has proven highly popular with our pupils and parents.. Peaks were monitored alongside PSHEE last term and again pupil voice indicated the value it is already having. These peaks build on the previous year's and allow pupils to engage with peers in a positive way, whilst building resilience Families have responded well to the changes.	
			Total	£126,431.28