



## 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	380 (1/09/21)
Proportion (%) of pupil premium eligible pupils	TBC (46.3% 20/21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D Callagher, Headteacher
Pupil premium lead	J Todhunter, Assistant Head
Governor / Trustee lead	Mr James Kay

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,160
Recovery premium funding allocation this academic year	£6,144
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,304

# 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	<p>Many students lack metacognitive skills and the ability to self-regulate their learning. This impacted on remote learning, with many failing to engage with tasks.</p> <p>Internal data from 2020/21 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.</p>
2	<p>The highest ability students have not made the progress expected of them and attainment has been limited by a lack of challenge within lessons.</p>

	<p>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.</p>
3	<p>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.</p> <p>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.</p>
4	<p>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.</p> <p>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.</p>
5	<p>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</p>
6	<p>Disadvantaged students often display more challenging behaviour, resulting in higher numbers of referrals from lessons and missed learning.</p> <p>Attendance data from 20/21 suggests that disadvantaged students in all year groups have higher numbers of referrals, homework detentions and late attendance marks.</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
1a Attainment of highest ability students is increased.	Percentage of 7+ GCSE grades is increased 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 by 40% over 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.

## 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: £123,100

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

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

Budgeted cost: £10,488

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
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: £15,546

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

**Total budgeted cost: £149,134**

## Part B: Review of outcomes in the previous academic year

### 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 Chaplin 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: <ul style="list-style-type: none"> <li>Daily Study Support sessions</li> <li>Homework Clubs</li> <li>Attendance issues for Pupil Premium students are pursued and strategies implemented as appropriate</li> </ul>	Partially achieved, but impacted due to the enforced school closures. Achieved: <ul style="list-style-type: none"> <li>Development of Firefly and online teaching resources</li> <li>Monitoring of engagement of all students through school closures and pursued.</li> </ul>

<ul style="list-style-type: none"> <li>• Parents are engaged through the “How you can help your child” event for both key stages.</li> <li>• Further development of Firefly for revision and homework.</li> <li>• School rewards system</li> <li>• Student Council</li> <li>• Year 11 Prefects</li> </ul>	<ul style="list-style-type: none"> <li>- THE CtK WAY rewards system implemented and increasing engagement from all students.</li> </ul> <p>Not achieved/limited achievement</p> <ul style="list-style-type: none"> <li>- ‘How to support your child’ event did not take place due to guidance banning such events.</li> <li>- Prefects had limited impact due to the use of year group bubbles.</li> <li>- Student Council. 31.3% of the council are disadvantaged students</li> <li>- Study support and homework clubs were limited through school closures and then the use of year group bubbles.</li> </ul>
---	---

Review of previous strategy:

Whilst the disruption from the pandemic has had a big 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 worked on and progress has been made. This is in addition to the huge amount of support provided through the pandemic, from laptops and internet provision to weekly phone calls, food parcels and uniform loans.

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.

## 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.