Deuteronomy 15:10
'You shall give to him freely, and your heart shall not be grudging when you give to him, because for this the Lord your God will bless you in all your work and in all that you undertake.'

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 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	747 (+ 99 sixth form)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Erin Wheler Headteacher
Pupil premium lead	David Usher
Governor / Trustee lead	Debbie Coyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252570.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£252570.00

Part A: Pupil premium strategy plan

Statement of intent

The aim of the pupil premium strategy at Christ the King Catholic High school is to ensure all pupils regardless of background and circumstance receive a high quality and equitable school experience that provides them with a springboard to success for their future lives.

The primary pillars of the strategy are based on research into what works best to ensure this goal is met and ensure that all disadvantaged students have the opportunity to reach their maximum potential. We also consider it of vital importance to look beyond the academic achievement of our students and also ensure that they are developing the cultural capital and life experiences that will build their confidence and ensure that they are able to be involved in enrichment and extra-curricular activity.

Our overall strategy is built around three key areas:

- High quality teaching and learning.
- Promotion and improvement of reading across the school.
- Maintaining and improving attendance and access to enrichment and the wider curriculum.

Our disadvantaged strategy approach also allows for adaptation to individual pupils needs. We realise that there is no one size strategy that suits all pupils and strongly believe that knowing our pupils well is our most powerful tool in closing the disadvantaged gap.

Challenges

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

Challenge number	Detail of challenge
1	**Reading -** *The reading ages of all pupils in the school have been assessed and we have identified gaps in reading ages for a number of pupils in each of the year groups.* *Assessment currently shows the following* In most year groups the proportion of red and amber readers from disadvantaged backgrounds is higher than the non-disadvantaged. The correlation of reading in relation to outcomes in year 11 is made clear in

	PP					Non PP					Overall				
	Total	Red		Amber		Total	Red		Amber		Total	Red		Amber	
Year 7	60	16	26.7%	26	43.3%	104	9	8.7%	45	43.3%	164	25	15.2%	71	43.3%
Year 8	33	5	15.2%	23	69.7%	76	8	10.5%	42	55.3%	109	13	11.9%	65	59.6%
Year 9	44	7	15.9%	31	70.5%	75	10	13.3%	42	56.0%	119	17	14.3%	73	61.3%
Year 10	56	3	5.4%	36	64.3%	122	7	6.7%	77	63.1%	178	10	5.6%	113	63.5%
Year 11	41	4	9.8%	29	70.7%	132	5	3.8%	83	62.9%	173	9	5.2%	112	64.7%

	the EEF research and we believe that this is fundamental to closing the disadvantaged outcome gap. CTK will invest in GL assessments and sparx reader as tools to identify those with lower reading ability and the component parts of their weaknesses such as phonics or comprehension gaps in understanding. We will also invest in staffing to provide small group and 1-1 intervention for our identified red and amber readers whilst also developing enrichment opportunities for the pupils who are on and above their reading age target.

2	**Attendance –**
	Current attendance figures show that since the covid lockdown attendance has declined significantly across the country.
	Attendance at Christ the King has shown similar challenges exist in our school context. Current target areas are year 10 students and removing the barriers to attendance for disadvantaged pupils.
	The school attendance strategy is under constant review, and we are working with external partners to launch initiatives that will attempt to tackle the issue.
	Primary current aims are: - To raise the profile of the importance of attendance across the school. - To launch a breakfast club to provide a good start to the day for all pupils. - To develop sustainable reward strategies for both consistently good and sustained improvements in attendance. - To undertake a review of our attendance strategy with our external partners - To involve all stakeholders in attendance discussions and drives including students' parent's teachers and governors - To develop a holistic and personalised approach to breaking down the barriers to attendance across the school.
3	**Social and emotional wellbeing -**
	Our assessments (including wellbeing and sexual harassment survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
	Our research leads us to conclude that the impact of lockdown, anxiety around catching up lost learning and the loss of everyday social interaction for periods during the pandemic has led to a significant increase in mental health issues.
	Mentors meet with our most vulnerable students and ours students in need on a fortnightly basis. Staff training has focussed on a 'Trauma Informed' approach to working with pupils and our SEND training is ensuring that our most vulnerable students are supported well across the school.
	Emotional Based School Avoidance (EBSA) has been identified as a key factor in falling attendance figures across the country. Our focus on emotional support and mental health is aimed at improving this area of concern.

4	Teaching and Learning –
	The gap between the outcomes for disadvantaged and non-disadvantaged pupils had closed rapidly due to the improvements in teaching and learning and substantial curriculum changes that have ensured that disadvantaged
	pupils now have a fully equitable curriculum experience. However the most recent outcomes for disadvantaged students saw the gap in attainment widen.
	In response to this we have again invested heavily into expert staffing and training of existing staff to ensure that the teaching and learning of all
	pupils at Christ the King is of the highest quality.
	We have also utilised all of our expert staff to provide intervention in small group settings where we are able.
	The creation of the Bosco Base and the widening of its staffing has allowed pupils not yet secondary ready to transition into the full school environment with the correct expert support.

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Intended outcomes

Intended outcome	Success criteria
Improvement in the reading of all pupils with a particular focus on disadvantaged pupils.	A decline in the number of identified red and amber readers from reading assessments based on the data.
	A closing of the reading gap between disadvantaged and non-disadvantaged pupils.
	A promoted love of reading across the school based on pupil voice and engagement with reading around the school.
	Teachers should also see an improvement in written outcomes in lessons.
Attendance -	Overall attendance meeting the whole school target of 95% by the end of 2024 A closing of the attendance gap between disadvantaged and non-disadvantaged pupils to 0 by the end of 2024.
	Ensuring that we have a clear return to school strategy for persistent absentees which allows them to be slowly reintegrated back towards a full timetable.
	Establishment of an online teaching platform to aid return to school for persistent absentees

Social and Emotional Wellbeing	High levels of wellbeing and mental health awareness seen by ・Student voice, student and parent surveys and teacher observations. ・Significant proportions of disadvantaged pupils attending enrichment and wellbeing activities. ・Monitored through club attendance during and after the school day.
Teaching and Learning	・The quality of teaching and learning to continue to improve across all

	years leading to an improvement of outcomes for all pupils. ・The continuation of the closing of the Disadvantaged outcomes gap this year. Disadvantaged pupils with 90% attendance achieved beyond their non disadvantaged peers in terms of progress. Continue to improve the outcomes for all disadvantaged pupils.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £131387.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support in teaching staff to ensure quality teaching and learning takes place and reduce class sizes in key areas to support a more personalised approach. ● Extra staffing in core subjects ● Staffing of small group tuition ● Intervention sessions targeted at small grop and 1-1 support	Smaller class sizes and the use of expert teachers to support and develop staff teaching and learning is seen to be a great driver of improving personalisation and teaching and learning. https://educationendowmentfoundati on.org.uk/education evidence/teaching-learning-toolkit	4

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

Budgeted cost: £ 62621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Support and Intervention ● *GLA assessments* ● *Sparx maths* ● *Staffing of KS3 reading intervention specialist* ● *Staffing of part time KS4 reading intervention teacher* ● *External teaching and learning training for all staff*	Improving the reading age and fluency of disadvantaged pupils is one of the main influences of the outcomes for disadvantaged pupils according to EEF research. https://educationendowmentfoundati on.org.uk/education evidence/teaching-learning-toolkit	1,4

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

Budgeted cost: £18600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff and mentors that target disadvantaged students. ● *Staffing in Carlo* ● *Staffing of mentors* ● *Staffing of Counsellors*	Additional support from mentors around emotional health and wellbeing is shown to improve the school experience of the pupils and support both the attendance and outcomes for those pupils. https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit	2,3,4
Attendance support staff ● *Attendance support staff* ● *Attendance door knocking* ● *Breakfast club funding* ● *Transportation funding*	From our legacy data it is shown that higher attendance to school is directly correlated with successful outcomes for students. https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit	2,4

Total budgeted cost: £28860

+ £29701.60 for access to trips and visits, enrichment activities and inclusion of all disadvantaged pupils in whole school activities.

Externally provided programmes

Programme	Provider
Forest School – Mental health and well being support for pupils in need of external mentoring.	Wild Air
Make Up Therapy – Mental health and wellbeing with a focus on body image.	Emmalene McLoughlin

Small group tuition	Small group in person tuition for Core subjects as a stepping stone to return to school on a full timetable
Inside Out Project	YCP Southport