

The crest of the University of the West of England, featuring a shield divided into four quadrants by a cross. The top-left and bottom-right quadrants are red, while the top-right and bottom-left quadrants are yellow. A crown sits atop the shield, and a central figure is partially visible behind the cross.

Disadvantaged Funding 2019-20
Action plan and review process

Disadvantaged pupils Statement

Mission Statement

Grow, Learn, Serve and Pray in a Catholic Community inspired by the Gospel message, enabling all to realise their unique hopes and potential.

We do this by:

Celebrating achievement and effort

Helping others through our charity work

Respecting each other, being polite, thoughtful and forgiving when necessary

Including and welcoming all, especially when praying and worshipping together

Safeguarding our school community so all feel valued and cared for

Teaching the knowledge, skills and values which develop the whole person

All of our pupils at Christ the King have the capacity to succeed and our role is to ensure success for everyone regardless of background.

Raising the attainment of disadvantaged pupils is central to our moral purpose. We see every disadvantaged child as an individual, each with their own set of challenges, talents and interests.

We seek to:

- Explore the challenges our pupils face
- Use an individualised approach to addressing barriers
- Ensure our staff know the context of every pupil they teach and strive to remove the barriers they face

What is the Pupil Premium Grant?

The Government believes that Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to school to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency set the following Disadvantaged rates for the 2018-19 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£ 935
Looked-after children	£ 2300
Children who have ceased to be looked after by a local authority	£ 2300
Pupils recorded as 'Ever 6 Service Child'	£ 300

How many disadvantaged pupils do we have at Christ the King CHS in 2019-20?

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All No	PP No	PP %	Non PP No	Non PP %	PP No	PP HPA %	Non PP No	Non PP %	PP No	PP MPA %	Non PP No	Non PP %	PP No	PP LPA %
7	112	41	36.6				tbc			tbc					tbc
8	173	62	35.8	27	65.9	14	34.1	42	63.6	24	36.4	37	62.7	22	37.3
9	165	45	27.2	39	86.7	6	13.3	49	75.4	16	24.6	25	53.2	22	46.8
10	166	42	25.3	50	80.6	12	19.4	36	80	9	20	27	65.9	14	34.1
11	182	46	25.2	51	86.4	8	13.6	45	72.6	17	27.4	28	60.9	18	39.1
Total whole school	798	236	29.5												

For the 2019 academic year Christ the King are estimating Pupil Premium funding of £214,230

Deciding on our 2019-20 Budgeted Disadvantaged Spend

See Appendix A for how we decide on our 2019-20 Disadvantaged spend

See Appendix B for how we measure, monitor and review the impact of our Disadvantaged funding spend

See Appendix C for a summary of PP review November 2017

This evidence base has allowed us to formulate a set of principles to guide our use of the Disadvantaged funding:

- We will ensure that Disadvantaged funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will ensure that the curriculum is right for all pupils
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in **our pursuit of high quality teaching**, not interventions to compensate poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how Disadvantage funding is being spent.
- We will ensure that teachers know which pupils eligible for Disadvantaged funding
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Disadvantaged funding.

In a relentless drive to deliver and highlight impact we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Disadvantaged pupils.

What are the main barriers faced by our disadvantaged pupils at CTK?

It is important to recognise that each pupil is unique and that their journey through secondary school life can create a range of issues and needs. At Christ the King we believe that every student's needs should be addressed on an individual basis and we will respond accordingly. We have identified a number of issues relating specifically to our pupils that are barriers to allowing good progress. They are;

Barrier	Detail
1. Literacy and Numeracy	Our disadvantaged pupils on average have lower KS2 SAT scaled scores in all areas. Reading average of all disadvantaged pupils is 101.9 compared to 105.4 non-disadvantaged and Maths scaled average of all disadvantaged scores is 102.2 compared to 106.4 for non-disadvantaged pupils (Year 7 2019 cohort)
2. Attendance	Our disadvantaged pupil attendance is lower than our other pupils. We have addressed this through the appointment of a dedicated Attendance academic mentor and part time EWO who keeps a track of attendance.
3. Organisation of pupils	Some of our disadvantaged pupils have difficulty bringing correct equipment to school, knowing what homework needs to be completed and by when.
4. Learning environment	The ability of some of our pupils to access an environment within their home that is conducive to learning . This has been addressed in school by the availability of such an area in terms of homework club and the Academic Coaching facility, providing computers and study materials and a study environment regularly before school, during lunchtime and after school
5. Vision and aspiration	Our disadvantaged pupils often lack vision and aspiration . This creates a barrier that must be overcome and as such our Pastoral Teams, Form Tutors, Academic Coaches, Learning Mentors and Pastoral Support Staff work with these pupils to enable them to recognise the need for a positive attitude to learning. The number of PP pupils studying the full EBacc suite of qualifications is lower than desired- Year 10 = 20% and Year 11 = 11%

We recognise that our disadvantaged pupil cohort has a diverse range of aspirations, prior attainment and individual needs. Our robust monitoring system and daily communications allow us to identify additional individual needs and barriers to learning and these are addressed constantly and consistently within school.

Number of PP pupils	Number of PP who also have SEN/Inc	Number of PP who have High Prior Attainment	Number of PP who also have EAL
Year 7 : 41	6	tbc	4
Year 8: 62	9	14	2
Year 9: 45	8	6	5
Year 10: 42	2	12	4
Year 11: 46	5	9	5

Pupil premium strategy statement (secondary)

1. Summary information					
School	Christ the King Catholic High School				
Academic Year	2019/20	Total PP budget	£214,230	Date of most recent PP Review	Dec 17
Total number of pupils	1068	Number of pupils eligible for PP	218	Date for next internal review of this strategy	Oct 2020

2. Current attainment and attendance																		
	School P8	School PP P8	National NPP P8	School A8	School PP A8	National NPP A8	School +4 English	School PP +4 English	National NPP +4 English	School +5 English	School PP +5 English	National NPP +5 English	School +4 Maths	School PP +4 Maths	National NPP +4 Maths	School +5 Maths	School PP +5 Maths	National NPP +5 Maths
2018	-0.47	-0.91	0.13	44.35	33.75	49.96	73	51	81	54	40	67	67	40	76	40	22	56
2019	-0.14	-0.97		48.73	34.04		79.7	60		65	37.5		73.4	42.5		54.8	30	

	School Attendance	PP Attendance	National Attendance	School PA	PP School PA	National PA
2017	94.1%	91.8%	95.3%	17.1	27.1	8.7
2018	94.9%	92.3%	95.6%	15.2	29	9.3
2019	95.4%	93.8%		14.8	20	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	Literacy and Numeracy skills
B.	Attitude to Learning and aspirations
C.	Organisation of pupils

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates including persistent absence	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy and numeracy for pupils in Key Stage 3 and improved outcomes at the end of Key Stage 4 in all subjects especially English and Mathematics Increase in number of pupils entered and achieving EBacc group of subjects	Accelerated progress of PP pupils in targeted literacy and numeracy intervention Accelerated progress of PP pupils in accelerated reader assessment All PP pupils to make at least expected progress in English and Mathematics Increase in number of PP pupils choosing EBacc subjects Increase in number of High ability PP pupils meeting and exceeding their targets Improved progress across the curriculum and the gap between the achievement of disadvantaged pupils and their peers is significantly diminished
B.	Raised aspirations and positive attitude to learning of all PP pupils in all year groups Positive uptake of pupils accessing The Edge activities (character education) in Year 7 and 8 Positive uptake of pupils accessing extra curricular and enrichment activities	Improved ATL scores of all PP pupils after every assessment Improved attendance of all PP pupils- tracked every 4 weeks All PP pupils making at least expected progress in all subjects Increase in number of PP pupils choosing Ebacc subjects Vast majority of PP pupils completing at least 5 Edge activities in Year 7 and 8 Increase % of PP pupils accessing extra curricular and enrichment activities
C.	PP pupils are well organised and well equipped in all lessons and have the necessary support to complete homework, coursework and revision for all subjects	All PP making at least expected progress in all subjects Improved IL scores of all PP pupils after every assessment
D.	Increased attendance rates and reduce persistent absences for PP pupils	Reduce the number of PA among PP pupils Improve attendance rates for PP pupils to be in line with "other" pupils.

5. Planned expenditure

Academic year

2019/20

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.

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?
<p>A. High levels of progress of disadvantaged pupils by developing high quality teaching and learning strategies</p>	<p>1. INSET focus 19/20 to support high quality teaching and learning- Feedback in lessons Collaborative learning and peer to peer learning strategies Meta cognition, problem solving and independent learning strategies Mastery learning strategies especially in Mathematics Memory/ Cognitive Load strategies including knowledge organisers and knowledge retrieval techniques Thinking Hard/ Stretch and Challenge strategies</p> <p>2. Use of study skills seminars to support independent learning, revision and memory retrieval</p> <p>3. Support from external agencies to develop best practice</p>	<p>NFER/ EEF emphasises “quality first teaching” as one building block for raising achievement in the most effective schools. EEF teacher toolkit identifies high quality feedback in lessons (8 months impact), collaborative learning and peer to peer learning (5 months impact), meta cognition (8 months impact), Mastery (5 months impact) with small cost. Ofsted (2017) highlighted stretch and challenge as an area of inconsistency and use of meta- cognition, problem solving and independent learning strategies will support development in this area. Reasoning and Mastery focus for Maths based on NW Maths Hub research (National project) Ofsted research 2018/19 highlights the importance of knowledge rich curriculum, pedagogical content knowledge and Cognitive Science</p>	<p>Evidence of feedback in external and internal work scrutiny Sefton advisor support (AG) for departmental work scrutiny Evidence of T&L in lesson observations. Work scrutiny and learning walks Focus of QA documentation Improvement plans in place to support specific departments or individual members of staff which are monitored regularly Meta-cognition and memory strategies highlighted at Year 10 and 11 information evenings for parents and during extended form time for all pupils during exam periods</p>	<p>JEA/ MO T&L team</p>	<p>February 2020 following lesson obs/ learning walks and work scrutiny</p>

<p>A Developing clear identification and monitoring strategies to ensure high levels of progress of disadvantaged pupils</p>	<ol style="list-style-type: none"> 1. Development of Pupil Profile in Pluto for all staff to use 2. Use of assessment cycle analysis to identify individual pupils and barriers to learning 3. Use of form tutors to support individual pupils 4. Focus of subject review meetings 5. Use of seating plans to enhance learning 	<p>NFER identify “Meeting individual learning needs” by “staff identify pupil’s challenges and interests” as a major building block to support disadvantaged achievement. Identification of barriers and intervention will inform lesson planning to support high quality teaching and learning. Best practice examples from Ofsted/ DfE highlight use of seating plans to seat disadvantaged pupils next to pupils who will enhance their learning</p>	<p>Monitoring of quality of assessment cycle analysis by SLT Monitoring of seating plans during lesson observations and learning walks Scrutiny of progress of disadvantaged pupils at subject review meetings</p>	<p>MO NDM</p>	<p>After each assessment cycle</p>
<p>A Improved Literacy progress in Key Stage 3</p>	<ol style="list-style-type: none"> 1. Whole school Literacy focus-tiered Vocabulary and Oracy 2. Vocabulary books for all pupils in Year 7 and 8 3. Use of key skills classes to identify and address gaps 4. Development and implementation of a Summer school for disadvantaged pupils with focus on literacy and numeracy 	<p>Vocabulary size relates directly to social class and academic success (Hart and Risley study) Accelerated reader is highly recommended by several outstanding schools. EEF toolkit identifies Reading comprehension strategies and Speaking and Listening/ oral interventions as having 5 months impact with low cost. Pupil Premium case studies identify summer schools as an effective strategy to close gaps and engage with parents</p>	<p>Monitoring of progress by Literacy coordinator Continued support/ training for staff delivering AR Use of experienced staff to deliver the programmes Ensure staff have time plan and organise programmes QA of Accelerated reader lessons by AHT QA of key skills lessons by AHT MO to liaise with transition coordinator to ensure smooth implementation of summer school</p>	<p>AB MD MO</p>	<p>January 2020</p>

Targeted academic 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	Review date
A Improved literacy and numeracy levels of disadvantaged pupils	<ol style="list-style-type: none"> 1. Use of Literacy and Numeracy programmes for targeted pupils in KS3 (1 to 1 and group)- Reading recovery programme, Symphony, Twinkl, IXL, IDL, Phonics, Pixl Code and Rapid Plus 2. 1 to 1 EAL support and resources for targeted pupils 3. Additional assessments completed by Sefton Inclusion consultant 4. 1 to 1 tuition in English and Maths for KS4 pupils 5. Use of key skills lessons to address gaps 6. Use of Pixl Build Up to support targeted KS4 pupils 	<p>EEF toolkit identifies Reading comprehension strategies and Speaking and Listening/ oral interventions as having 5 months impact with low cost.</p> <p>NFER state that the most effective schools provide individual support for specific learning needs and group support for pupils with similar needs</p> <p>EEF toolkit identifies 1 to 1 tuition as having high impact (although costly) on progress (5 months).</p>	<p>Monitoring of progress data by Literacy coordinator</p> <p>Continued support/ training for staff delivering the programmes</p> <p>Use of experienced staff to deliver the programmes</p> <p>Ensure staff have time to plan and organise programmes</p> <p>Monitoring of progress data by SENCO</p> <p>Monitoring of progress data by subject leaders (English/ Maths) of KS4 pupils</p> <p>Monitoring of attendance of pupils in 1 to 1 by Heads of Year</p> <p>QA of key skills lessons by AHT</p>	AB MO DU LS	January 2020
A Improved outcomes for disadvantaged pupils in English and Mathematics	<ol style="list-style-type: none"> 1. Intervention classes timetabled for targeted pupils in Key Stage 4 in English and Mathematics 2. Curriculum modification for pupils who are underachieving SEN support and Core support option for KS4 pupils 3. Timetabled key skills classes for targeted pupils with specific focus on Numeracy and Literacy 4. Use of 6th form mentors to support targeted groups of pupils and Literacy in Year 7 and 8 	<p>Vocabulary size relates directly to social class and academic success (Hart and Risley study)</p> <p>NFER state that the most effective schools provide individual support for specific learning needs and group support for pupils with similar needs</p> <p>EEF toolkit identifies Reading comprehension strategies and Speaking and Listening/ oral interventions as having 5 months impact with low cost.</p>	<p>Monitoring of progress data by subject leaders (English/ Maths) of KS4 pupils</p> <p>Monitoring of progress of pupils in intervention classes by subject leaders</p> <p>Monitoring of progress data of pupils in key skills classes</p> <p>Subject review meetings used to identify pupils of concern who may require intervention</p>	MO AB BL DU	After each assessment cycle

<p>B Increased attendance rates and reduce persistent absences for PP pupils</p>	<ol style="list-style-type: none"> 1. Dedicated attendance officer (RW) 2. Employ EWO for 2 days a week 3. Home visits for targeted pupils 4. First day response provision 5. Develop stronger links with parents through attendance panels and aim to reduce barriers of those hard to reach 6. Monthly meetings with key staff (attendance officer, SLT, support lead, academic coaches) 7. Rewards used for motivation-text, postcards, celebration lunch 8. Curriculum modification to support some pupils to attend. 9. Seek good practice in other schools locally and nationally 10. Identify whole school patterns (day/ week/month/term) and use strategies to reduce variation (Hotspot weeks, Free toast Fridays) 	<p>Highlighted by Ofsted (September 2017) as an area for development.</p> <p>Strong correlation between attendance and achievement across all year groups. NFER state that addressing attendance and working with families is one effective step to supporting achievement.</p> <p>There is a strong correlation between attendance of disadvantaged pupils and parental engagement.</p>	<p>RW to monitor on weekly basis</p> <p>Monthly meetings will monitor attendance and measure impact of key staff in place. Subject review meetings will monitor all disadvantaged pupils and identify main barriers to learning.</p> <p>Regular letters sent home to parents about attendance</p> <p>Use of Sefton to escalate concerns when necessary</p> <p>Support attendance officer, EWO and academic coach to investigate barriers and support individual pupils</p> <p>Attendance officer to produce monthly attendance data drops which will be reported at governors and SLT</p>	<p>RW MO AA</p>	<p>Monthly review</p>
<p>C Disadvantaged Pupils are well organised and equipped and utilise extracurricular and enrichment activities to enhance their learning</p>	<ol style="list-style-type: none"> 1. Academic coaching for targeted pupils 2. Mentoring for targeted pupils at KS3 and KS4 3. SLT mentoring for targeted pupils 4. Use of Sixth form pupils to support targeted pupils with reading and Maths 5. Support from form tutors and pastoral team to organise targeted pupils 6. Use of participation audit 	<p>EEF research suggests that the use of mentoring and personalised plans has positive impact on pupils.</p> <p>NFER identify providing strong social and emotional support as an effective way to support achievement.</p> <p>Importance of Cultural literacy/ cultural capital to raise aspirations and experiences of DP pupils(Ofsted curriculum research)</p>	<p>Weekly meeting with coach and MO to discuss individual pupils</p> <p>Targeted pupils to be a fluid group resulting from progress data and reviewed after every assessment cycle</p> <p>HoY input into progress and engagement</p> <p>Scrutiny of assessment cycle analysis to monitor organisation of pupils</p>	<p>MO HoY</p>	<p>Half termly review of targeted pupils</p>

Wider strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
B Increase in pupil engagement and attitude to learning	<ol style="list-style-type: none"> 1. Development of new behaviour code of conduct and use of Sims module for rewards and sanctions 2. Launch of Pixl Edge to Year 7 and continue with Year 8 3. Use of Maximising Potential to raise aspirations in Year 11 4. Use of Maximising Potential master class for High ability PP pupils 5. Use of Skills4Life, Sefton Add action, Amy Winehouse Programme for targeted pupils 6. Use of alternative curriculum to raise aspiration of individual pupils 7. Use of Unifrog and external agencies to support careers provision 8. Careers advisor to prioritise disadvantaged pupils and support from an early age 9. Focused social and emotional support groups scheduled including social skills, creative therapy and sports and play activities 10. Masterclasses and careers visits for most able disadvantaged pupils 11. Rewards used to recognise good progress and ATL 12. Use of Horsforth quadrant to identify specific groups ATL/ Progress 	<p>School data 2016-19 suggests that there is a strong correlation between underachievement and low attendance and attitude to learning levels.</p> <p>NFER and EEF toolkit identify behaviour intervention as a successful strategy to improving achievement.</p> <p>Importance of Cultural literacy/ cultural capital to raise aspirations and experiences of DP pupils (Ofsted curriculum research)</p> <p>EEF 2019 research identifies wider strategies and case studies to support the progress, wellbeing and achievement of DP pupils</p>	<p>Form tutors checking code of conduct cards</p> <p>Monitoring of ATL scores by AHT</p> <p>Increase uptake to revision classes will confirm pupil engagement</p> <p>Use of pupil voice to assess whether careers provision is effective and whether pupils are aiming high.</p> <p>Pixl Edge to be monitored by AHT</p>	NOH MO	After every assessment cycle

<p>C Disadvantaged Pupils are well organised and equipped and utilise extracurricular and enrichment activities to enhance their learning</p>	<ol style="list-style-type: none"> 1. Homework club provided after school 2. Clear signposts to revision sessions and study clubs 3. Revision planners provided to support organisation 4. Revision pack given to all disadvantaged pupils 5. Revision guides given to all disadvantaged pupils 6. Financial support provided for subject enhancement visits 7. Financial support for equipment/ ingredients/ uniform/ resources/ Music tuition 8. Masterclasses and careers visits for most able disadvantaged pupils 9. 6th form holiday access to study area 10. Participation audit completed every term 	<p>EEF toolkit identifies extra curricular activities as a successful strategy for increased achievement. (2 months impact) and Homework (5 months)</p> <p>Staff identify poor organisation as a barrier to learning for disadvantaged pupils (equipment/ homework)</p> <p>Importance of Cultural literacy/ cultural capital to raise aspirations and experiences of DP pupils (Ofsted curriculum research)</p> <p>EEF 2019 research identifies wider strategies and case studies to support the progress, wellbeing and achievement of DP pupils</p> <p>Strong Correlation between Music tuition and academic achievement (Frontier in NeuroScience 2018)</p>	<p>Weekly meeting with coach and MO to discuss individual pupils</p> <p>Analysis of uptake of extra curricular activities and revision by extended schools coordinator</p> <p>Coaches to liaise with HoDs to ensure all revision guides are current and distributed</p> <p>Coach meeting to signpost revision and evaluate the effectiveness of revision (pupil perception)</p>	<p>MO Ext sch co</p>	<p>February 2020</p>
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Estimated cost summary – 2019-20

Expenditure 2019-20	
Quality of Teaching for all	
T&L Quality assurance strategies (inc Sefton bought in services)	£2000
Teaching and Learning team (Metacognition, feedback focus)	£11,000
CPD costs	£5,000
Total	£18,000
Targeted support	
Intervention staffing/ SLE/ Director of Maths	£50,000
Reward costs	£1000
Pastoral support/ EWO support	£30,000
Literacy support and intervention	£46,600
Numeracy support and intervention	£3000
Staffing costs (Coaches, mentors, TA, EAL)	£51,000
SEN/ Hub resources	£200
Sefton support/ SEN SLAs (Ed Psych/ SAIS)	£4000
One to one tuition/ curriculum bought in services/ counselling	£10000
Equipment/ resources/ revision materials/ catering	£5000

	Total	£200,800
Other approaches		
Raising aspirations strategies/ Careers SLA		£11000
Study support (homework club, holiday access)		£1500
Trips/ visits/ transport		£4000
ICT Learning resources		£600
	Total	£17,100
	Total Cost of Intervention	£235,900
	Pupil Premium Funding	£214,230

APPENDIX A How we decide on 2019/20 Disadvantaged spend

At CTK we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Disadvantaged. We have also developed our own approach to the Disadvantaged since its inception in April 2011. There is a growing body of evidence both within our own community and the wide education world on the use of the Pupil Premium. Therefore, for 2019-20, we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, we continue to access the growing body of evidence provided by the Education Endowment Foundation and other research toolkits:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>.

https://www.kelsi.org.uk/_data/assets/pdf_file/0017/65402/RSC-SESL-Toolkit-Improving-Outcomes-for-Disadvantaged-Pupils.pdf

<https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/>

<https://www.gi-assessment.co.uk/news-hub/reports/closing-the-gap-how-a-narrow-curriculum-disadvantages-the-disadvantaged/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/> (NEW JUNE 2019)

www.gov.uk/government/groups/directorate-children-and-young-people.

Secondly, we have reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, How schools are spending the funding successfully to maximise achievement. OFSTED (2013)
- 'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils. 'OFSTED (2012).
- 'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013)
- 'The Pupil Premium: an update', Ofsted July 2014
- 'Supporting the attainment of disadvantaged pupils: articulating success an good practice', Department for Education (Nov 2015)

Thirdly, we increasingly compare our experiences to other similar schools: (no new updates to these pages Jul 2019)

<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/christ-the-king-catholic-high-school-and-sixth-form-centre-pr8-4ex/>

<http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/home>

To this end we have taken the best practice advice on pupil premium spending, investing the majority of our funding into continuing to improve the quality of teaching and learning at CTK.



What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.



1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



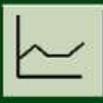
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

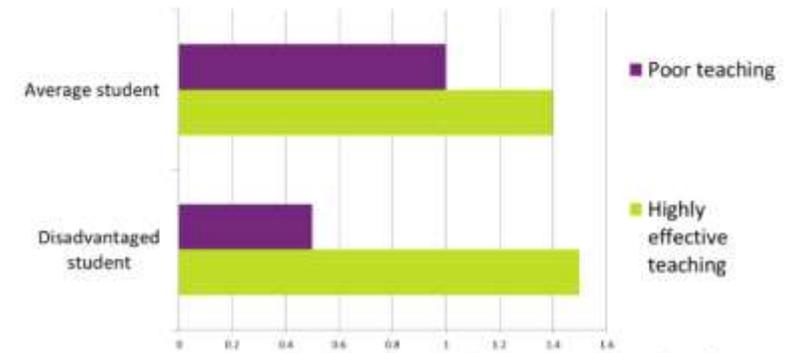


7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Why improve teaching?

Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

The large impact a good teacher can make on a pupil's academic outcome is now well established (Aronson, Barrow, and Sander, 2007, Rivkin Hanushek and Kain, 2005 Rivkin et al. 2005 and Rockoff 2004). This is especially true for pupils from disadvantaged backgrounds: one year under the supervision of an excellent teacher is worth 1.5 years' of learning compared to 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between an excellent and a bad teacher is a whole year's learning. (Hanushek, 1992)

Deciding on our 2019-20 Budgeted Disadvantaged Spend

At CTK we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Disadvantaged. Therefore, we have revised, for 2018-19, the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation. In the first instance we continue to access the growing body of evidence provided by the EEF (updated July 2019):

Intervention	Cost	Impact	Update since 2017
Paired or small group tuition	£££	4 months	
Feedback	£	8 months	
One to one tuition	££££	5 months	
Metacognition and self-regulation	£	7 months	Decrease 1 month
Collaborative learning	£	5 months	
Peer to peer learning/peer tutoring	£	5 months	
Social and emotional learning	£££	4 months	
Reducing class size	££££	3 months	
Teaching Assistants	££££	1 month	
Extra curricular activities (sports/arts/outdoor)	££	2 months	
Behaviour interventions	£££	3 months	
Reading comprehension strategies	£	6 months	Increase 1 month
Phonics	£	4 months	
Parental involvement	£££	3 months	
Speaking and Listening/ Oral interventions	£	5 months	
Mastery Learning	£	5 months	New addition
Homework	£	5 months	New addition
Summer school	£	2 months	New addition
Within class setting/ grouping	£	3 months	New addition
Digital Technology	£££	4 months	New addition

Additional strategies as evidenced in DfE/ nfer/ Ofsted/ best practice research include-

- Financial support for resources
- Attendance interventions
- Transition support
- Numeracy interventions
- Aspiration interventions
- Collaboration with other schools
- Mentoring/ Personalised Learning plans
- Music tuition
- Vocabulary strategies (Hart/Risley research below)

Vocabulary Gap

Meaningful differences in cumulative experiences (Hart & Risley, 1995)

	Words heard per hour	Words heard in a 100-hour week	Words heard in 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

Appendix B How we measure, monitor and review our disadvantaged spend

- We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At CTK this is done on a regular basis by our teaching staff.
- At a strategic level our disadvantaged spending and impact are monitored and challenged by a named governor.
- Progress checks form the basis of many of our conversations surrounding the impact of our Disadvantaged spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Disadvantaged spending:
- This action and spending plan will be reviewed in October 2020
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Day to Day / short term	Medium Term	Longer Term
<p>Regular monitoring of pupil progress in all lessons by all teaching staff using formative assessment, progress checks and quality first teaching strategies.</p> <p>Form tutor monitor pupil organisation, attendance, punctuality and well being on daily basis.</p> <p>PLUTO/Sims used to report attendance and behaviour issues which are tracked daily by HOY and SLT.</p> <p>Non teaching staff monitor and track individual pupils on a daily basis.</p> <p>Pastoral briefings with HoY and form tutors take place twice a week to identify pupil concerns</p> <p>SEN bulletin (all staff) with pupil updates and identification of strategies (fortnightly)</p> <p>Pastoral assistants review attendance data daily and arrange day to day home visits</p>	<p>Progress Checks are collected across the school in line with the assessment calendar.</p> <p>Assessment cycle analysis is completed by every class teacher after every assessment with a specific focus on Disadvantaged pupils.</p> <p>All HODs receive reports and progress and attainment of Disadvantaged pupils after every Assessment cycle.</p> <p>AHT and AC Coaches review ACA to identify barriers to learning.</p> <p>Subject specific review meetings with subject leaders, AHT, HoY and AC coach review progress of Disadvantaged pupils after every assessment cycle.</p> <p>Senior pastoral meetings every half term to review and monitor individual pupils</p> <p>Attainment and Progress reports are shared at Governors termly committee meetings</p> <p>HOY and AHT review ATL scores, attendance and punctuality after every assessment cycle</p>	<p>AHT draw up plans from shared strategic vision with HT.</p> <p>AHTs track and monitor national trends and developments to measure and inform interventions at CTK</p> <p>Effective strategies built into annual CPD programme (AHT)</p> <p>SDP informs department and faculty DP which then, in turn, inform budget plans and proposed interventions.</p> <p>Mid-year and full subject reviews of data and interventions to support disadvantaged (AHT/ HT)</p> <p>Governors agree and review action and spending plan annually</p> <p>Annual report published on website</p>

Appendix C Summary of the outcomes of the Pupil Premium Review December 2017

Conclusions	Areas for development
<p>The school has done a lot of work in the area of improving the performance of disadvantaged pupils. The strategies it has for spending the Pupil Premium funding appear to be appropriate and well-focused – they clearly had an impact on last year’s leavers</p> <ul style="list-style-type: none"> • Positive strategies improved the attendance of last year’s Leavers and the 2017 GCSE results were positive. • Key staff, (eg Pupil Premium lead) are having a very positive effect in terms of raising the profile of the disadvantaged and working very hard to improve all their outcomes. 2017 results were the first ‘visible’ example of the positive impact of that work. • The school has identified Mathematics as the main area for improvement and the new Head of Mathematics has very quickly analysed the areas for improvement and has excellent strategies for bringing it about. I would expect to see a visible impact of this work from 2018 GCSE results onwards. • The school has done a complete review of attendance improvement strategies and made some key appointments. This clearly had an impact on last year’s leavers and I would expect to see improvements in overall school attendance in 2017-2018. 	<ul style="list-style-type: none"> • The school should look closely at the role of Head of Year 7 and consider how research is done in the primary schools before the pupils start at Christ the King. • The Head of Year 7 has a crucial role to play in terms of preparing colleagues to deal with likely issues around attendance, barriers to learning and progress and likely intervention needs, including those of disadvantaged pupils. • In addition, the school should debate the role of Heads of Year and whether they have a role to play in improving the progress of their pupils. This would enable all Heads of Year to be able to monitor all aspects of the progress of disadvantaged pupils, and with the access to families they build up over time, could help the school to bridge the gap in progress. • Recent strategies used to bring about improvements to attendance (ie Year 11 pupils in 2016-2017) should be extended to ensure improved attendance overall in 2017-2018. • At every level of accountability, it is crucial that GAP analysis has a clear focus on disadvantaged pupils. Every teacher and every leader should have this as a priority. • The school needs to ensure consistency when overviewing progress. Senior Leaders must ensure consistency in such areas as internal assessments, target setting and estimates of performance at GCSE.

