

Pupil premium strategy statement 2024-2027.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	Christ the King Catholic Primary School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years with an annual review
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	John Lane Executive Headteacher
Governor / Trustee lead	James Potts Chair of F&P Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225,580

Part A: Pupil premium strategy plan

Statement of intent

School context:

The school is located in Islington, inner London.

Islington is the most deprived local authority in London for children Based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender.

In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension rates are well above national averages.

Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England.

The school is situated close the borders of Haringey, Hackney and Islington. Christ the King has experienced a falling roll in recent years with a Nursery. The school benefits from a large premises and being located in Finsbury Park

The school runs childcare provision in term time from 8:00am to 6.00pm. The school works in partnership with its sister school, Sacred Heart Catholic Primary School, with whom it has been in a federation with since 2014. There are 5 joint staff that work across both schools.

Deprivation - The school serves a community which reflects social and economic challenges. 62% of children eligible for free school meals (ever 6) – well above the national figure. 16% of families supported historically or currently by Social Care, which is a nationally exceptional figure. Diversity – 87% of children are from minority ethnic families, 43% speak English as an additional language.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for most children. Approximately 40% of pupils are disadvantaged. The achievement of disadvantaged pupils at the end of the EYFS was in line with others in the school and better than similar pupils nationally.

SEND – 19% of children have Special Educational Needs including which is above average. 5.9% of children have an EHCP which is well above the national average. A rapidly increasing number of children in the school have complex needs and/or EHCPs which has resulted in the provision of a specialist resource base called St Margaret.

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

- To ensure high levels of achievement for pupils, but particularly disadvantaged
- To maintain the attainment of all pupils from entering Early Years to the GLD, particularly for disadvantaged pupils
- To support pupil wellbeing through a range of support and intervention to improve outcomes
- To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes

How does your current pupil premium strategy plan work towards achieving those objectives?

- Support for attendance/punctuality
- Support in small groups, 1 to 1, and whole class teaching
- Small group planned interventions/programmes to address gaps in learning, e.g. RWI Phonics
- Support for pupils social, emotional and mental health needs, through Place 2 Be, CAMHS, and behaviour and pastoral support
- Support for access to cultural opportunities, trips, and enrichment clubs
- CPD for staff on adaptive teaching, language development, and learning gaps (linked to school’s LIP)
- Resourcing for the various catch-up initiatives/books etc
- Tutoring in small groups or 1 to 1
- Resourcing reading across the school- Librarian, high quality texts, library

What are the key principles of your strategy plan?

- Equality of opportunity, and access
- Resourcing reading across the school - Librarian, high quality texts, library
- Additional support which closing gaps for those identified, including those who may not be ‘disadvantaged’ under national criteria, but are vulnerable
- Additional resources for pupils who are not on track to meet their individual targets (this may include all pupil groups)

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years. Data shows that 40% of disadvantaged pupils were at age related expectations on entry to

	Nursery in Language/Communication. GLD in 2024 was the same for disadvantaged (68%) and non-disadvantaged (68%). This was an improvement from 2023 when GLD was 56% for disadvantaged and 65% for non-disadvantaged.
2	Poor language and communication skills - Communication and language from starting points in Nursery for shows that fewer than 40% of pupils, disproportionately more disadvantaged pupils, were at age related expectations.
3	<p>Continuing to make improvements with attendance and punctuality challenges the school has faced in recent years.</p> <p>The following progress was made in recent years:</p> <p><u>Absenteeism</u> From 2022-23 to 2023-24 the gap to non-disadvantaged pupils nationally has decreased by 2.1% from +3.1% in 2022/23, to +1.0% in 2023/24.</p> <p><u>Persistent Absenteeism</u> From 2022-23 to 2023-24 the gap to non-disadvantaged pupils nationally has decreased by 12.5% from +18.6% in 2022/23, to +6.1% in 2023/24.</p> <p><u>Severe Absenteeism</u> From 2022-23 to 2023-24 the gap to non-disadvantaged pupils nationally has decreased by 2.2% from +1.6% in 2022/23 to -0.6% in 2023/24</p>
4	Closing the gap for all pupils, but particularly for disadvantaged.
5	Varying level of parental support for pupils means that some pupils do not have opportunities to extend learning at home, or work 1 to 1 or in small groups with adults supporting learning
6	Mental health and cost of living crisis nationally has, and will continue to limit pupil access to cultural and enrichment activities which offer a broad education for pupils. This has anecdotally impacted disadvantaged pupils to a greater degree. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.

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
1. Maintain the attainment of all pupils from entering Early Years to the GLD, but particularly for disadvantaged pupils	GLD outcomes are maintained for disadvantaged pupils and for all pupils overall.

<p>2. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing assessment.</p>
<p>3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 5.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being further reduced to 0%. The percentage of who are persistently absent (disadvantaged pupils) being the same as non-disadvantaged.</p>
<p>4. To ensure high levels of achievement for pupils, but particularly disadvantaged</p>	<p>Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2. Identifying and tracking pupils in each class/cohort. Use Pupil Progress Review (PPR) meetings to identify and plan from data, so that pupils make rapid progress. Disadvantaged pupils continue to make at least expected progress.</p>
<p>5. To ensure high levels of achievement pupils but particularly disadvantaged, through group support or 1 to 1 bespoke intervention</p>	<p>Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2. Guided group menu is targeted and dynamic, ensuring pupils get timely provision to recover learning lost. Using data set to make judgments about provision. Developing staff knowledge and understanding of curriculum progression. Disadvantaged pupils make accelerated progress. Robust monitoring in place to ensure high quality first teaching. Rapid action taken when teaching is less than good.</p>
<p>6. To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural, wellbeing opportunities and enrichment provision which support improved outcomes</p>	<p>Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2. Pupil wellbeing surveys show greater levels of pupil wellbeing from entry to exit. Use data to ensure equal take up of all activities offered by the school. Present data regularly to Governors on equity and what we are doing to address this</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £195,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
For 2024/25 resourcing for as many TAs as possible, taking into account class and cohort needs particularly focused on disadvantaged. This is a reduction in staff from 2023/24.	The level of support staff allow the school to run a targeted programme of guided groups and support with our disadvantaged pupils. Deployment is planned for through PPR meetings. High level of support staff, ensures that pupils are regularly getting feedback on their learning, a high impact, low-cost strategy from the Education Endowment Foundation (EEF) toolkit.	1, 2, 4 & 5
Speech and Language Therapist	Weak communication and language skills on entry to nursery and a high percentage of pupils on the SALT caseload. Regular SALT sessions for pupils who have ECHPs.	1, 2 & 4
Place 2 Be Mental Health Charity £30,000	The school employs an a project manager from Place 2 Be who works in school for three days per week. Their work is focused on pupils and families whose behaviour is a cause for concern and linked to concerns about wellbeing and mental health. He runs 10-week family group sessions to support children and families in school. He attends and/or contributes to Team around the Child (TAC) and Team around the Family (TAF) meetings. He also provides consultation for teachers.	4, 5 & 6
EP additional days £6000	10 additional days of EP support to assess and complete reports to go alongside the application process for EHCPs for several pupils in Early Years with Autism.	1, 2 & 6

Staff CPD £225 x20 days £4,500	High quality staff CPD is essential to follow EEF principles. CPD calendar is planned linked to the priorities set out in the School Improvement Plan. Focus for INSET day training linked to School improvement plan. Staff are released to attend LA network meetings when in new year groups. We are part of the Maamulaha Network which also provides high quality CPD opportunities for staff. Subject leaders are released termly to lead effectively and carry out whole school monitoring.	1, 2, 4, 5 & 6
Reading support Librarian, books to support library and home reading Librarian £8,300 Books £3,000	New synthetic phonics scheme has been fully implemented and reading for pleasure is a huge focus across the school. School and PTA funds, home readers and updates to library offer. Update to range of texts to engage pupils in reading. Our librarian supports children to make adventurous book choices and supports the school to encourage a lifelong love of reading.	2, 4 & 6
Resources for teaching high quality lessons £4,500	Education Library service The ELS provides each class teacher with topic boxes every half term, to enhance the learning experience for our children. The boxes have a range of topic books and artefacts that engage children's interest in the topic.	1, 2, 4 & 6
Learning Support Assistants (LSAs) Interventions £30,000	LSAs employed to support running guided groups linked to catch up programme and to release members of staff to work alongside pupils in their classes to deliver targeted teaching and guided groups.	1, 2, 4 & 6

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted leadership support to close the gap in year groups where there is less additional resource and larger PP gap	Booster classes arranged for Y6 pupils in English and Maths led by senior and middle leaders. Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge. Data is analysed from ongoing assessments to target support to those groups that needed it most.	2, 4 & 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support £32,000	Attendance figures have steadily increased since being (a) identified as a priority area in the 2019 Ofsted inspection and (b) declining after the Covid pandemic. Rigorous follow up of absences by DHT and SBM. Systematic tracking of Persistent Absentees with liaison with the Local Authority. Fining for unauthorised absences.	3, 4, 5 & 6
Behaviour and learning mentor support £18,000	The Learning Mentor from the partner school works in the school daily splitting his time between both schools. He understands when to spot triggers which will affect learning. He works closely with LSAs who further support pupils to ensure they do not become dysregulated.	4, 5 & 6
Trauma Informed Practice Training	New DHT to facilitate training to equip all staff to support pupils in belonging, self-regulated behaviours etc.	5 & 6

Total budgeted cost: £245,500

Part B: Review of the previous academic year

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 the pupils in the 2023 to 2024 academic year.

Pupil performance showed:						
	2024 School Expected Outcomes		2024 Schools GDS Outcomes		2024 Progress	
	All	Dis	All	Dis	All	Dis
EYFS – GLD	68%	69%	N/A		N/A	
Y1 Phonics	63%	60%	N/A		N/A	
Y4 MTC (Av Score)	19.3	19.1	N/A		N/A	
Y4 MTC (% Full Marks)	9%	0%	N/A		N/A	
Y6 Reading	66%	60%	21%	30%	N/A	
Y6 Writing	66%	60%	10%	15%	N/A	
Y6 Maths	69%	65%	7%	10%	N/A	
Y6 Science	66%	N/A	13%	N/A	N/A	
Y6 RWM	59%	50%	7%	10%	N/A	

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Educational Psychotherapist	Hannah Parnes
New River College (NRC) Outreach	Hannah Wright
Education library service	LBI Islington Council Service
Place 2 Be	Jonathan Emeruwa, Project Manager
Children's Mental Health Charity	Sarah Sivers, Educational Psychologist
Adverse Childhood Experiences (ACEs)	Alex Fernandez-Madden, Deputy Headteacher