

# Pupil Premium Strategy Statement 2023-2026

## Updated for academic Year 25-26

**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
School name	Christ the King College
Number of pupils in school	1135
Proportion (%) of pupil premium eligible pupils	<b>29% 284</b> <b>Yr 7-11</b>
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	<b>2025-2026- 284- 29%</b> 2024-2025- 27% 2023-24-244 (22.26%) 2022-23 -246 (22.36%) 2021-22 -224 (19.33%)
Date this statement was published	1st December 2025
Date on which it will be reviewed	21st October 2025
Statement authorised by	Mr Andrew Montrose
Pupil Premium Lead	Mrs Louise Clark
Governor / Trustee lead	Mrs Elizabeth Burden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 292,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress, have good attendance and achieve highly across the curriculum and through wider opportunities beyond the classroom.

The focus of our Pupil Premium (PP) strategy is to ensure that disadvantaged pupils achieve this goal, including those who are already high attainers. We also recognise and respond to the challenges faced by vulnerable pupils such as those with a social worker, young carers, and others at significant risk of underachievement. The activities outlined in this statement are designed to support these pupils' needs, regardless of whether they are eligible for Pupil Premium funding.

To achieve this, the school has adopted the **tiered approach recommended by the Education Endowment Foundation (EEF)**, prioritising:

1. **High-quality teaching**
2. **Targeted academic interventions**
3. **Wider strategies** addressing non-academic barriers to learning

High-quality teaching is at the heart of our approach. Focusing on areas where disadvantaged pupils require the most support has the greatest impact on closing the attainment gap—while also benefiting all pupils. This focus is reflected on our School SDP and departmental action plans.

Our strategy is underpinned by the following principles:

- An inclusive, aspirational ethos: where everyone has the opportunity to achieve their potential—and beyond.
- Data- and evidence-informed decision-making: interventions and supports are selected because they demonstrate efficacy and are tailored to our context.
- Prioritising teaching and learning as the most effective lever in addressing disadvantage.
- A sharp focus on literacy, so that all pupils can access the full curriculum.
- High-quality pastoral care and robust careers education, information, advice and guidance (CEIAG) to meet wider needs.
- Strong monitoring systems that identify barriers, deploy resources responsively, and evaluate the impact of interventions.
- Using the Pupil Premium allocation to benefit disadvantaged pupils, but where appropriate, also supporting other pupils with identified needs

## Challenges

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

Challenge number	Details of the challenge
1	Disadvantaged students start Christ the King College with lower levels of prior attainment than their peers.
2	Our attendance data indicates that attendance among disadvantaged students is 4.9% lower than our non-disadvantaged students.  Absenteeism is significantly impacting disadvantaged students' progress.
3	Literacy/Reading: assessments (including NGRT) show that disadvantaged pupils generally have weaker comprehension and reading ability than peers, limiting progress across subjects.
4	Attitudes to learning, metacognition and self-regulation: some disadvantaged students display lower average levels of engagement, struggle with challenge, and lack effective learning strategies/self-regulation compared to their peers.
5	For some of our disadvantaged students, their Home Learning Environment, attendance at events and cultural capital are lower than their peers.

## 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
Improved attainment among disadvantaged pupils across the curriculum throughout KS3,4 and 5 through Sustained high-quality teaching	2026 KS4 outcomes demonstrate that the gap between disadvantaged and non-disadvantaged pupils is minimal across all subjects.  Learning walks, book checks, and department reviews show all pupils experience lessons that enable at least good progress.
Improved attendance and reduced the gap between disadvantaged and not disadvantaged students	Attendance from 2025-26 onwards is improved, with the gap between disadvantaged and non-disadvantaged below 4%.
Improve the literacy of our disadvantaged students through the use of Sparx reader, Lexia and classroom strategies.	NGRT and other tests show improved reading and comprehension skills for disadvantaged pupils; the gap with non-disadvantaged pupils is narrowed.
Improved attitudes to learning and reducing behaviour incidents.	By 2026: behaviour incidents (Cs) and fixed-term exclusions for disadvantaged pupils are in line with peers; learning walks and reward data show effective behaviour-for-learning strategies.

Equity of access to enrichment and CEIAG	Using Compass from Sept 2025, engagement for disadvantaged pupils in enrichment is in line with non-disadvantaged pupils; all Year 9-11 disadvantaged pupils attend at least one careers-related trip or experience per year; attendance at Sixth Form open events and apprenticeship/college events is in line with non-PP pupils.
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## Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £97,000 (estimate 25-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Collaborative research groups given a Key area of focus based around our SDP to support the development of evidence-informed classroom practice</p>	<p><a href="#">Supporting the Attainment of Disadvantaged Pupils</a> (DFE, 2015) suggests high-quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF ToolKit (2021) which claims significant improvement in learning <a href="#">Feedback + 6 Months</a></p> <p><b>Feedback</b></p> <p>High impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 months</p>	1,2,3,4
Implementations of Teaching PIP's	<a href="#">PiPs (Sept. 2025)</a>	
CPD to develop consistent, high-quality behaviour for learning techniques in all lessons.	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF ToolKit (2021) which claims that effective <a href="#">behavioural management strategies</a> have a benefit of significant improvement in learning i.e. +4 Months to learning</p> <p><b>Behaviour interventions</b></p> <p>Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3 months</p>	1,2,3,4
Collaborative Research groups to focus on key areas of development for our school, with the key outcome of...how will this	<a href="https://evidencebased.education/resource/teacher-collaboration-why-were-for-it-even-when-the-evidence-is-weak/">https://evidencebased.education/resource/teacher-collaboration-why-were-for-it-even-when-the-evidence-is-weak/</a>	

improve the outcomes of our disadvantaged students?		
Use of standardised tests (CATs and NGRT)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,3,4,
Assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights the importance of effective assessment in improving student outcomes.	1,2,3,4,5

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

Budgeted cost: £75,000 (estimate 25-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p>Providing subject-specific revision and intervention sessions. (both in and out of school time)</p> <p>Providing specific revision material e.g. revision guides</p>	<p>Engagement for our disadvantaged students in previous years has been lower than their peers which has resulted in gaps remaining.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school days has an effect of + 3 Months.</p> <div data-bbox="366 705 1235 990" style="background-color: #800000; color: white; padding: 10px; text-align: center;"> <p><b>Extending school time</b></p> <p>Moderate impact for moderate cost based on moderate evidence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><b>Implementation cost</b> ⓘ</td> <td style="width: 33%;"><b>Evidence strength</b> ⓘ</td> <td style="width: 33%;"><b>Impact (months)</b> ⓘ</td> </tr> <tr> <td style="text-align: center;"> <span style="border: 1px solid #800000; border-radius: 50%; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></span> <span style="border: 1px solid #800000; border-radius: 50%; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></span> <span style="border: 1px solid #800000; border-radius: 50%; width: 15px; height: 15px; display: inline-block; 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<p>Increased 1:1 career adviser Interviews ensuring all disadvantaged students are seen in Year 10/11</p>	<p><a href="#">CEC report (2020)</a>: highlights the importance of career guidance. Effect sizes reported by <a href="#">Hattie (2016)</a> show that career interventions have an effect size of +0.38 and are likely to have a positive effect on student achievement</p>	1,2,3,4,5						
<p>Sparx reader and Lexia to further support literacy development</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that <a href="#">reading comprehension strategies</a> can have +7 months of benefit</p> <div data-bbox="366 1507 1235 1814" style="background-color: #800000; color: white; padding: 10px; text-align: center;"> <p><b>Reading comprehension strategies</b></p> <p>High impact for very low cost based on moderate evidence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><b>Implementation cost</b> ⓘ</td> <td style="width: 33%;"><b>Evidence strength</b> ⓘ</td> <td style="width: 33%;"><b>Impact (months)</b> ⓘ</td> </tr> <tr> <td style="text-align: center;"> <span style="border: 1px solid #800000; border-radius: 50%; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></span> <span style="border: 1px solid #800000; border-radius: 50%; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></span> <span style="border: 1px solid #800000; 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<p>Small group tuition using school staff to plan and deliver sessions.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that <a href="#">small group</a> tuition has +4 months benefit</p>	1,2,3,4,5						

## Small group tuition

Moderate impact for low cost based on moderate evidence

Implementation cost ②



Evidence strength ②



Impact (months) ②

+4

months

and [1:1 tuition](#) can have a benefit of +5 months

## One to one tuition

Moderate impact for moderate cost based on moderate evidence

Implementation cost ②



Evidence strength ②



Impact (months) ②

+5

months

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

Budgeted cost: £ 120,000 (estimate 25-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p>Our current pastoral structure has been in place for an academic year; 25/26 focus is to refine and develop the practice to increase the capacity for pastoral support and mentoring for our vulnerable students.</p>	<p>EEF Toolkit (2021) reports that <a href="#">mentoring</a> has a +2 months benefit to students</p> <div data-bbox="493 399 1092 617"> <p><b>Mentoring</b></p> <p>Low impact for moderate cost based on moderate evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>⊕ ⊕ ⊕ ⊕ ⊕</td> <td>+2 months</td> </tr> </table> </div> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs have an effect size of 0.77.</p>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	⊕ ⊕ ⊕ ⊕ ⊕	+2 months	1,2,3,4,5,
Implementation cost	Evidence strength	Impact (months)						
£ £ £ £ £	⊕ ⊕ ⊕ ⊕ ⊕	+2 months						
<p>Targeted attendance activities, embedding the good practice set out in <a href="#">DFE's Improving school Attendance</a></p> <ul style="list-style-type: none"> <li>Key staffing groups to review data and intervene at the earliest opportunity</li> <li>Continue to work with PP parents and students to identify specific barriers to attendance</li> <li>Bespoke timetable to support learners to access school and review these in a timely manner.</li> <li>Target support based on specific barriers</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2 (in turn will support 1,3,4,5,6)						
<p>Where required, provide laptops and ICT (cameras for photography) access for all students in order to support their learning both in and outside the classroom.</p>	<p>Wider literature e.g. <a href="#">Colman (2021)</a> shows that PP students are significantly affected by the digital divide.</p>	1,2,3,4,5						
<p>Increase the attendance at parents evening by:</p> <ul style="list-style-type: none"> <li>Developing early online booking for our</li> </ul>	<p>EEF Toolkit (2021) reports that <a href="#">effective parental engagement</a> can have +2 months benefit to student progress</p>	5,1						

<p>disadvantaged families.</p> <ul style="list-style-type: none"> <li>Where disadvantaged families have not attended, encourage alternative contact via the Pastoral staff</li> </ul>														
<p>Further develop a mentoring system for students, where required, to provide aspirational role models and support students through secondary school.</p>	<p>EEF's toolkit report <a href="#">Mentoring</a> provides a benefit of 2+ months.</p> <div data-bbox="493 451 1092 676"> <p><b>Mentoring</b></p> <p>Low impact for moderate cost based on moderate evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+2 months</td> </tr> </table> </div>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	<p>1,2,3,4,5,</p>						
Implementation cost	Evidence strength	Impact (months)												
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<p>Provide a rich extracurricular offer that allows our learners to develop outside the classroom and use Compass to monitor and track engagement</p>	<p>EEF's toolkit reports +2 months benefit from both <a href="#">arts</a> and <a href="#">sports participation</a></p> <div data-bbox="493 770 1092 1219"> <p><b>Arts participation</b></p> <p>Moderate impact for very low cost based on moderate evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+3 months</td> </tr> </table> <p><b>Physical activity</b></p> <p>Low impact for very low cost based on extensive evidence</p> <table> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+2 months</td> </tr> </table> </div>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	<p>5</p>
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Implementation cost	Evidence strength	Impact (months)												
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<p>Career opportunities- develop our offer to ensure all our Year 9-11 students get to access at least one event a year.</p>	<p>CEC report (2020): highlights the importance of career guidance. Effect sizes reported by Hattie (2016) show that career interventions have an effect size of +0.38 and are likely to have a positive effect on student achievement</p>	<p>1,2,4,5</p>												
<p>Use all available data to track and monitor our students. Identifying underperformers and providing support and guidance to them. (attendance, behaviour, extracurricular, trips, visits)</p>	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement</p>	<p>1,2,3,4,5,6,</p>												

**Total budgeted cost: £292,815**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Summary of impact

During the 2024–2025 academic year, the school has continued to make progress in narrowing the attainment and attendance gaps between disadvantaged and non-disadvantaged pupils. The overall Attainment 8 gap for disadvantaged pupils has narrowed; however, a gap remains. This narrowing demonstrates the positive impact of sustained investment in high-quality teaching, targeted intervention, and pastoral support.

Despite this progress, attendance remains a key area of focus. Disadvantaged pupil attendance for 2024–25 was 85.4%, compared to 90.3% for non-disadvantaged pupils, representing a gap of 4.9%. While this remains above our target threshold, it is consistent with national trends and reflects the complex barriers some of our most vulnerable pupils face.

### Review against intended outcomes

#### 1. Improved attainment among disadvantaged pupils

- **Intended outcome:** Improved attainment and reduced gap in Progress 8 between disadvantaged and non-disadvantaged pupils.
- **Outcome:** *Partially met.*
- The estimated Progress figures for disadvantaged students improved, due to an increase in 4+ outcomes in English and Maths
- The attainment gap remains but is closing across a variety of subjects
- Next steps: Review and support subjects with the biggest progress gaps

#### 2. Quality of teaching and learning (“Quality First Teaching”)

- **Intended outcome:** All students experience high-quality teaching that enables good progress.
- **Outcome:** *Met in part; ongoing development area.*
  - Teaching and learning reviews, book checks, and departmental QA indicate improved consistency in classroom practice and feedback.
  - Collaborative research groups and the Quality of Education team have supported staff in embedding evidence-informed strategies. Further development is taking place 2025-2026 in this area.
  - Next Step to further develop our collaborative research teams to ensure teaching is research-informed. Develop ARE to ensure assessment is focused and direction for next steps.

#### 3. Improved attendance, particularly for disadvantaged pupils

- **Intended outcome:** Attendance gap below 4%.
- **Outcome:** *Not met; progress ongoing.*

- PP attendance: 85.4%; Non-PP: 90.3% (gap = 4.9%, aim was 4%, however smaller than year prior)
- The introduction of non-teaching Year Team Leaders and the attendance hub partnership has led to improved monitoring and earlier intervention.
- Persistent absence remains a challenge, particularly in KS4.
- Next steps: targeted family communication and support, and development of bespoke timetables to re-engage persistent absentees.

#### 4. Improved literacy outcomes

- **Intended outcome:** Improved literacy and reading comprehension among disadvantaged pupils.
- **Outcome:** *Met in part.*
  - Bedrock/ Sparx and Lexia data indicate continued improvement: disadvantaged pupils made above-average progress in vocabulary acquisition.
  - NGRT data shows an increase in the proportion of PP students achieving age-related expectations, but the gap with non-PP peers persists (post-intervention and support from Pathways Programme).
  - The Reading Mastery programme has had a measurable impact, and literacy now features consistently in lesson planning across subjects.
  - Next steps: expand KS4 literacy interventions and continue staff CPD on disciplinary literacy.

#### 5. Behaviour, engagement, and attitudes to learning

- **Intended outcome:** Improved attitudes and reduced behavioural incidents for disadvantaged pupils.
- **Outcome:** *Positive trend; ongoing focus and development for next year.*
  - Behaviour data shows a continued reduction in suspensions, refocus room, “C” points for PP students compared to 2023–24.
  - Fixed-term exclusions for disadvantaged pupils have fallen.
  - Mentoring and pastoral interventions have supported improved engagement and self-regulation.
  - Next steps: build on mentoring success with structured programmes for Year 8 pupils at risk of disengagement.

#### 6. Enrichment, CEIAG, and wider opportunities

- **Intended outcome:** PP engagement in enrichment and careers activities in line with non-PP peers.

- **Outcome:** Progress made; further work required.

- Compass data shows an increase in PP participation in extracurricular activities to 27% (up from 24% in 2023–24).
- Attendance at careers events rose significantly.
- Next steps: implement targeted parental communication and follow-up strategies.

## Summary of key learning and adjustments for 2025–2026

- Continue embedding **high-quality teaching and literacy-first strategies**, with a focus on consistency across the school.
- Strengthen attendance improvement strategies by expanding **family liaison and mentoring capacity**.
- Extend the **Reading Mastery** programme to KS4 and monitor NGRT gains termly.
- Use **student voice and Compass data** to tailor enrichment activities and improve engagement.
- Increase **parental engagement** through personalised communication, flexible meeting options, and early outreach.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PP services funding was amalgamated with wider PP funding

[https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using\\_pupil\\_premium\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf)

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