



Pupil Premium Strategy Statement –

Christ the King Catholic Primary School

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

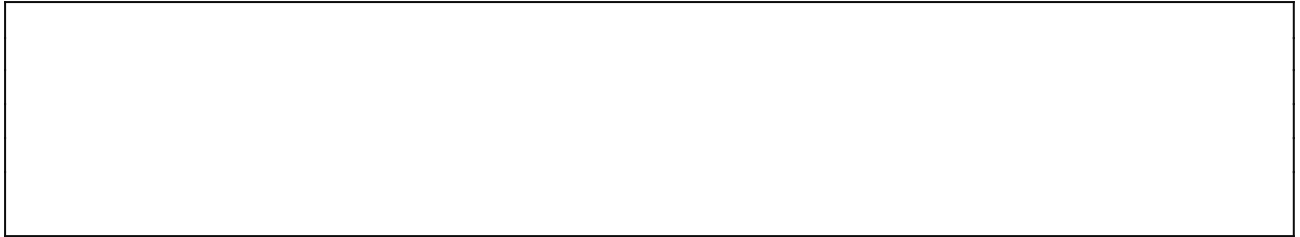
Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	40/210 (0.47% each18.8% census Oct 25
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date this statement was updated	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mary Mainwaring
Pupil premium lead	Mary Mainwaring
Governor / Trustee lead	Angela Willian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£93,606

Part A: Pupil premium strategy plan

Statement of intent



Making a difference by
inspiring a love of life and learning for all.
We build strong foundations within
God's loving hands



Key Principles

At **Christ the King Catholic Primary School** (CTK), our mission statement of “Making a Difference” alongside our core values of Respect, Honesty, Courage, Compassion, Resilience and Responsibility underpin everything that we do. We challenge all pupils, staff and parents to Be The Best You Can Be and to make a difference everyday within the school community.

Christ the King Catholic Primary School (CTK), understand disadvantage to mean any pupil with a barrier to learning.

CTK values relationships with all parents and pupils, we know the pupils as individuals and strive to support them in all areas of their lives. Pupils are placed at the heart of all decisions, our well-established House captains and school chaplaincy team help make our school a happy place for all.

We recognise the challenges faced by pupils and their families, such as those who have a social worker, young carers, a child who has a sibling with SEND needs and those in receipt of pupil premium. We are a highly inclusive school with an ambitious curriculum which provides depth and breadth across all subjects.

We invest heavily and smartly into highly skilled teachers and support staff through high quality professional development.

As we are a small school, all our staff know everyone and support to families is offered quickly by all staff, for example, support with school clothing, school dinners, providing breakfast, mentoring for children. We work collaboratively with parents and external agencies to ensure targeted support.



CTK Disadvantaged Children

At Christ the King, we believe that every child deserves the very best education and the opportunity to succeed, regardless of their background or personal circumstances. We are committed to ensuring all children have access to a high-quality, ambitious curriculum within a safe, caring and inclusive environment where they feel known, valued and supported.

We recognise that children come to school with different life experiences and starting points. Some children face challenges that may affect their learning, wellbeing or ability to fully engage with school life. In these cases, we take extra steps to provide targeted support, helping to remove barriers so that all children can achieve well and develop confidence, resilience and independence.

Disadvantage is not defined by one single factor and can change over time. It may relate to family circumstances, financial hardship or social and emotional needs. We work closely with families and external agencies to identify children who may need additional support and to respond in a timely and sensitive way.

At Christ the King, disadvantaged children may include those who:

- Are eligible for or in receipt of Pupil Premium funding
- Are eligible for or in receipt of Free School Meals
- Are living in poverty but are not eligible for Pupil Premium or Free School Meals
- Currently have, or have previously had, involvement with social care (including Child Protection plans, Children in Need or Early Help/EHAP)
- Have experienced the loss of a parent or significant caregiver
- Are young carers
- Have siblings or a parent with a significant Special Educational Need or disability

We understand that disadvantage can be complex and overlapping, and that children's needs may change over time. We regularly review the support we provide to ensure it is effective and responsive. Our aim is for every child to feel included, supported and able to achieve their full potential, both academically and personally.

School Context

Christ the King Catholic Primary School is a thriving and vibrant community of calm, happy learners with a dedicated and close-knit team of staff who aim to know every child and tailor their learning to get the best outcomes. We have an established and experienced team who have high expectations of themselves and our children, who put the children at the heart of everything that we do, regardless of their starting point.

We are a single form entry primary school in the market town of Thornbury, which is on the South Gloucestershire border with Gloucestershire. The area of Thornbury has expanded rapidly over the last few years with new housing estates resulting in a population growth and new family moving into the area.

We offer a wide range of extra-curricular activities and enrichment opportunities including a Year 6 residential to Morfa Bay, science week with the Explorer Dome and the pantomime. We work in partnership with parents to ensure equal access to these experiences.

The wellbeing of pupils, parents and staff has a high profile across the school. We ensure that resources, time and expertise are used effectively to ensure all pupils are ~~get the support they need~~.

Ultimate Objectives

Our ultimate aim is to ensure that all children attend school and access good quality teaching regardless of their background. The basis for this is good

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Improving attendance is a focus for all pupils, especially our disadvantaged pupils. If children are not in school, they cannot learn, they miss sequences of learning and key social opportunities. 2022/23 end of year data tells us that 88.3% of disadvantaged children did not achieve the 95% attendance goal set (non- PP 93.1%) and 45.5% of disadvantaged children were persistent absentees (non-PP 19.9). Over the last two years, this has a significant area of focus for CTK. 2024/25 (two term only from the IDSR) data indicates that disadvantaged children's attendance is 92% (non- PP 94.7%) which is close in line with national data. We have set the same target of 95% for all children to close the gap. Persistent absences for disadvantaged pupils is 32.5%, which is an increase, however it is still above national of 24.5%. (non -PP 14%)
2	Academic: Academic gaps for disadvantaged pupils vary depending on the year group and the pupils within these year groups. Internal and external data (where available), observations and discussions with staff tell us that overall, reading, maths and writing (spelling and grammar) are the most common barrier to pupils attaining expected standard in all three combined.
3	SEND and Disadvantaged: School data shows that 35% of pupils are categorised as both disadvantaged and Special Educational Needs and Disabilities (SEND). Diagnosing the specific need and accurately identifying gaps in knowledge are crucial. All children need to feel success and be able to show progress on school tracking systems regardless of their starting point.
4	Wider curriculum Experiences and Opportunities: Internal data demonstrates a need to provide financial support to some families to ensure equal access to trips and experiences. We work in partnerships with families to establish how we can support or signpost to ensure the same opportunities when compared to non-disadvantaged pupils. Within the school environment, provide children with wider opportunities to enhance their culture capital through whole class music tuition, residential camp in Year 6, swimming lessons, whole class singing lessons, school trip to Hampton Court, theatre productions in school and in the local area, science week and the Explorer dome, sports coaching in cricket and tag rugby. Places in our Breakfast and After School Club provision.

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
To improve attendance for all from their starting point, particularly our disadvantaged pupils.	Increase attendance for disadvantaged children to national average of 95% and reduce persistent absence to below 15%.
Support equality of access to trips, residential visits and whole school events. To ensure school is fully aware of any barriers preventing pupils from accessing enrichment opportunities.	Pupils will have equal access to school events to support pupils cultural capital will increase. Support will be provided to help with the financial implication of these events. Ensure all disadvantaged children attend a club.
To continue to improve attainment at the end of KS2 in Reading, Writing and Maths for all learners particularly disadvantaged, closing the gap between non-disadvantage and disadvantage.	Continue to close the gap between non-disadvantage and disadvantage. 2024 the gap was -25 and 2025 the gap was -12. Through first quality teaching and targets support to ensure the gap closes.
Accurate diagnosis of pupil need for all pupils, but especially those with SEND, will lead to precise, targeted interventions with the aim to improve attainment regardless of their starting point.	Tailored provision for SEND/disadvantaged learners that increases their attainment. Pupil voice will show that all pupils feel successful in school. Children will make progress against the Pre-Key Stage Standards.
To ensure pupils leave EYFS and Year 1 with a high level of phonics and reading skills to enable them to access the next phase in their education.	Year 1 pupils achieve above national outcomes for disadvantaged and non-disadvantaged pupils in GLD and Phonics Reading Check.

Activity in this academic year (2025-2026)

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

Teaching:

Key priority: Small group and 1:1 intervention throughout the school to raise attainment at the end of each Key Stage

Budgeted cost: £77,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on accurate identification of individual needs and assessment systems and processes Deliver: All teachers and support staff know how to accurately assess to ensure gaps in knowledge are correctly identified. Deliver: Ensure school assessment trackers are being used effectively and accurately to identify gaps and track next steps. Sustain: Continue to regularly monitor and assess pupils progress against the learning objectives.	The EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium Step 1 identifies how data could be used to diagnose pupils' needs and how to effectively explore starting points for developments. Engage and unite staff when identifying the challenges facing pupils and ensure they explore the needs of pupils in their class effectively.	2, 3
Accurate use of assessment to identify gaps in basic Writing, Maths and Reading in KS1 and KS2. Sustain: Continue to ensure lessons are focused on the objective and key skills in especially in grammar when teaching writing and then applying in wider curriculum. Using a clear model of I do; You and we do in Maths when teaching new strategies. Deliver:. Ensure interventions are based on gaps in knowledge. Explore: t Ensure consistency of teaching according to our CTK teaching and learning handbook.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Recommendation 7 identifies how to successfully respond individual pupils needs to ensure they make progress. It also identifies how scaffolds can be used to successfully adjust and support individuals. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Recommendation 6 identifies how formative assessment strategies can help to ensure pupils needs are identified and teaching is targeted.	2, 3

High quality use of vocabulary and language in all curriculum subjects, especially writing. Deliver: explicit teaching of language and oracy skills in all subjects. Deliver: consistent, vocabulary rich environments linked to curriculum learning. Sustain: the use of high quality texts in the teaching of guided reading and writing.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions This article provides evidence based research on the use of effective oral language interventions that explicitly develop spoken vocabulary.	2,3
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Targeted academic support:

Key priority: Accurate assessment, targeted, tailored intervention

Budgeted cost: £4,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate Identification of Individual need Sustain: 3 pupil progress meeting per annum which identify individual children's barriers to learning and how to address the gaps and close them to include the SENCO Sustain: The use of arbor to track pupil's progress and the NFER assessments to analysis gaps in pupils knowledge from Year 1 to Year 6.	"If we are to improve educational outcomes for all, one of the things we need to do is move away from the notion of labelling children and their families. Rather, we need to focus on the needs of such pupils, never forgetting their greatest need is relentlessly high expectations and great teaching. As fragmentation of LAs continues, the need for authoritative, evidence based guidance and signposting has grown. This collection of contributions from some of the UK's leading educationalists does not provide an exhaustive list of all the challenges that might arise, but it has a good go." Learning without labels: Marc Rowland	2, 3
Tailored catch up Deliver: Use knowledge of children's principle barriers and skills gap identification to tailor catch up and individual interventions. All classes have a class provision plan. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support Daily reading targeted for pupils who are not yet fluent readers Focused maths/reading/writing interventions in Y6. A significant proportion of the pupils who receive group interventions will be disadvantaged, including those who are high attainers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction On average, individualised instruction approaches have an impact of 4 months' additional progress. Individualised instruction enables the child's identified gaps to be closed quicker. High quality group work from a TA can be highly effective at closing the gaps in learning Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3

Teaching (for example, CPD, recruitment and retention)

Key priority: Professional development in the teaching of Guided Reading and Maths

Budgeted cost: £8555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development Deliver: Provide timely and robust CDP for staff to enhance their knowledge and understand of disadvantage in our context and the potential impact it can have on pupils and their families. Prepare: Develop the school culture to further understand the types of disadvantages facing our communities and the importance of positive relationships, high expectations, routines and responses.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF	2, 3
Professional development provided through:	<i>PD has great potential; but it also comes with costs.PD has to be well-designed, selected, and implemented so that the investment is justifi-fied.</i> Effective Professional Development EEF	
Inhouse staff training Inset External staff training LA 1:1 Advisor support Hub training ·Subject Networks Adaptive teaching strategies	Using the EEF Implementation model to ensure that strategies are implemented in a clear and structured way to ensure success using based on the research findings of the team. This is critical for buy in and successful implementation. A School's Guide to Implementation EEF	

Wider strategies

Key priority: Improve the persistent absence of disadvantaged pupils to be in-line with non-disadvantage pupils.

Enhance pupils cultural capital through their access to enrichment opportunities, trips and visits.

Budgeted cost: £3,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the number of persistently absence disadvantage pupils. Explore: what are the barriers to regular attendance for our disadvantage learners. How can we overcome the barriers? Sustain: regular, accurate monitoring of attendance data. Deliver: reflect on parent communication when addressing attendance concerns. How do we effectively communicate with families regarding attendance? Deliver: how to create effective relationships with parents to ensure consistent communication. Deliver: Staff CPD on developing effective relationships with parents and carers.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance The Working Together to Improve School Attendance guidance supports school staff to understand their role when working with families to improve attendance of all pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This article from the EEF details the key mechanisms for parental engagement.	1
Provide financial support to ensure equal access to trips and experiences. Deliver: provide a range of curriculum enrichment opportunities linked to the curriculum Sustain: provide financial support so pupils can attend residential trips and visits. Explore: how access to clubs, music and sporting opportunities can be enhanced and supported for disadvantage pupils. Explore: how the use of enrichment opportunities can increase pupils engagement and attendance in schools.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions This article demonstrates how you can raise the aspiration of disadvantaged pupils by including a range of opportunities linked to the curriculum. Research shows that children who play a musical instrument can do better in a range of subject at school. It develops creative thinking and motor skills. Evidence shows that taking part in extra curriculum activities helps to support learning in class. Evidence shows that children improve teamwork and their social interaction through sport. They will also develop	4

	healthy activity habits that encourage lifelong participation in physical activity. Sports and arts participation (EEF + 2 months) Educational trips (EEF + 3 months) Outdoor Adventure learning (EEF + 4 months)	
Funded places at Breakfast and after school club. Sustain: This can support working parents, attendance issues and providing social opportunities for pupils.	Evidence from EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	

Total budgeted cost: £93,606

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Due to the low numbers of pupils in receipt of Pupil Premium funding each year, we must carefully consider the statistical significance of individual cohorts and review our data on a wider basis.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know 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).

In EYFS, the level of GLD for disadvantaged pupils has improved from 2023/24 date when 50% of PP (2/4) achieved the expected level to 66.7% (2/3) in 2024/25. Compared to non-PP 19/26) achieved 73.1% IN 2023/24 to 78% (22/28) in 2024/26.

The data shows that there is strong progress towards closing the attainment gap between PP and Non-PP in the PSC with 100% PP pupils (4 pupils) and 91.3% non-PP pupils achieving the standard by the end of Year 1. This is due to 1:1 support for pupils and regularly gaps analysis of the date to close the gap.

MTC outcomes show that 57.1% PP (4/7 pupil) achieved 20 or more marks compared to 53.8% non-PP (14/26). This is a huge improvement on the previous year when 16.6% PP pupil (1/6) achieved over 20 marks and 69.5% non-PP (16/23).

Key Stage 2 outcomes, in 2025, were above or in-line with national and Pupil Premium pupils represented 18% of the cohort (10 pupils). One Priority pupil was disapplied from the SATS due to SEND.

End of KS2 outcomes	2023/24 CTK	2023/24 National	2024/25 CTK	2024/25 National	2023/24	2023/24 National	2024/25	2024/25 National
Number of Pupils	PP (7 pupils)		PP (7 pupils)		Non-PP (20 pupils)		Non-PP (16 pupils)	
Reading	71%	62%	71%	63%	70%	80%	68.8%	81%
Writing	43%	58%	71.4%	59%	55%	78%	75%	78%
Maths	71%	59%	57%	61%	50%	79%	62.5%	81%

From the table above we can see that PP achievement is in line or just below with National data for 2024/25 for Reading and Writing. Maths is slightly below National data. There is a significant improvement in Writing for PP pupils. This is due to a new writing curriculum across the school which is tailored for our children at CTK with books reflecting pupils' own cultural experiences and interests. In 2023/24, the children had targeted teaching and in small groups for Maths and English to support filling in the gaps of knowledge. In 2024/25, we changed the approach with more 1:1 tuition and small targeted groups with tailored made support from using the NFER assessment framework to pinpoint gaps in knowledge.

Through the strategies in this document, we continue to aim to reduce and eliminate the disadvantage gap.

Quality first teaching has improved across the school through dedicated CPD especially the teaching of writing with the introduction of a tailored made scheme for the school and support from an English Advisor. All staff (teaching and support) received INSET training with 1:1 support each term to support writing and vocabulary development across the school. Each class staff team and time with the English Advisor to refine their planning, look at writing books for contents, support with planning and how to extend writing opportunities. Refer to internal tracking data.

The use of standardised assessments has allowed for accurate assessment of all pupils and identification of next steps in learning.

Targeted Support

Through analysis of data and Pupil progress meetings, pupils have been identified to receive targeted support and intervention which is targeted and assessed. In Year 6, this has resulted in releasing the class teacher to be able to support pupils within small groups or 1:1. In phonics, daily keep up interventions are given with pupils led by their teacher or trained TA.

Wider Strategies

As a school, we have identified that persistent absence and children not attending school as a barrier to educational attainment and we have employed an EWO to support and monitor school attendance. We send attendance letters out termly to families who are below the expected attendance percentage, fined families who have term time holiday and hold attendance meetings with families to discuss issues in attending school. As a school, we have updated the Attendance policy and Attendance information on the school's website to support families in making decisions about sending their child to school. We have also improved our school absence form with a clear message of the importance of attending school daily. We have used the <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> to support us in making improvements in our school attendance. The next step are to focus on persistent absence for children.

Attendance Data	Whole School	Pupil Premium	Non-Pupil Premium
2024-25	94.7% 5.0% - Authorised 1.33% - Unauthorised 14% - Persistent	92.07% 6.27% - Authorised 1.66% - Unauthorised 20% Persistent	96.19% 2.84% - Authorised 0.96% Unauthorised 6.16% Persistent
2023-24	94.2% 4.85% - Authorised 1.45% - Unauthorised 13.6% - Persistent	92.5% 6.09% - Authorised 1.33% - Unauthorised 18.75% Persistent	95.7% 3.09% - Authorised 1.21% - Unauthorised 7.41% Persistent

Our School team work with families to increase attendance, offer support including funded wrap around care for identified pupils and identifying obstacles to attendance such as families with children with SEND needs, children who have social care involvement and families who need extra support due to their current family circumstances.

We have supported families with the cost of school uniform, Christmas boxes, school trips and residential. All children are able to attend all school events for their cohorts. We provide music instrumental and singing teaching and sports coaching, for example the Bristol Bears Foundation to encourage and expose children to new opportunities. We have a variety of school-led clubs for children in Years 1 to 6 to give opportunities to try new skills and develop new talents such as Choir and Recorder clubs. Every year, we have pantomime in school and have the Explorer Dome during Science week to give children experiences of the wider world plus an extension range of school trips with every class having a trip yearly, for example the Bournemouth Symphony Orchestra visit to the Bristol Beacon and Hampton court both trips fully funded.

We acknowledge that work to close the gap between disadvantaged and non-disadvantaged pupils needs to continue and evaluation of our approaches last academic year show that short,

frequent intervention to ensure children keep up rather than having to catch up is most effective.

Externally provided programmes

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

Programme	Provider
Sports mentoring	Signature Sport

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
- Additional pastoral support provided – regularly check-ins (when parent is actively serving away from home) - Ongoing, regular pastoral support 1-1 and in small groups
The impact of that spending on service pupil premium eligible pupils
- Enhanced awareness of feelings around serving parents absence – how does this impact the family and my emotions. - Better school-based awareness of service pupils needs