

PUPIL PREMIUM STRATEGY REVIEW

2025–2026

Christ the King Catholic Voluntary Academy

Review of the 2025–2026 academic year and implications for 2026–2027

Detail	Information
School	Christ the King Catholic Voluntary Academy
Academic year reviewed	2025–2026
Strategy period	2023-2026
Pupil premium eligible pupils	20% at publication.
Pupil premium lead	M Watts
Governor / Trustee lead	M Kelly
Review point	December 2026

Purpose of this review This review evaluates the implementation and available evidence of impact from the 2025–2026 pupil premium strategy. It follows the structure and level of accountability expected in the school's previous review statement, while strengthening the link between identified barriers, actions, evidence of change and next steps.

Evidence note The review uses the published 2025–2026 Pupil Premium Strategy and the school's 2025–2026 Self Evaluation and Improvement Priorities.

1. School context and pupil premium priorities

The school's current self-evaluation identifies a community with above-average levels of deprivation, a significant EAL population and a substantial SEND cohort. The pupil premium strategy identifies communication and language, vocabulary and oracy, SEMH, attendance, reading and mathematics as the key areas in which barriers may affect disadvantaged pupils' access, engagement and outcomes.

Challenge	Review
Pupil premium strategy challenge	2025–2026 review evidence / evaluation
1. Early speech, language and communication	Communication and language remain a strategic priority. The school has strengthened oracy, structured talk, vocabulary and early identification of communication needs.
2. EAL and curriculum access	EAL remains significant. The strategy uses Bell Foundation approaches, visual scaffolds, vocabulary pre-teaching and adaptive teaching. The SEF identifies further work to implement Bell Foundation assessment and intervention more systematically.
3. Vocabulary and structured talk	The SEF reports evidence of impact from oracy development, including class debate, whole-sentence responses and increased confidence and articulation.
4. SEMH / readiness to learn	The school continues to use Attachment Aware and Trauma-Informed Practice, Zones of Regulation, therapeutic support and pastoral systems. Pupil voice and PASS evidence are used to evaluate whether pupils feel supported and safe.

2. Review of intended outcomes for disadvantaged pupils

The original strategy established seven intended outcomes. The review below distinguishes between evidence of implementation, evidence of impact and areas where the school should strengthen its pupil-premium-specific evidence base.

Intended outcome	Implementation evidence	Impact / evaluation	2026–2027 next step
1. Improve early communication, speech and language outcomes in EYFS and KS1.	High-quality communication and language provision, strong baselines, Ages and Stages assessment, communication interventions and the Local Authority Year of Communication work.	The SEF identifies communication and language as a continuing improvement priority. Oracy work is showing stronger pupil confidence and extended articulation. The available evidence does not provide a validated 2025–2026 PP-specific GLD figure.	Continue precise baseline and end-point assessment for disadvantaged pupils. Track PP pupils' communication/language progress separately and report the proportion meeting relevant milestones.
2. Improve vocabulary acquisition, oracy and language comprehension.	Explicit Tier 2 vocabulary, knowledge mats, retrieval, structured talk, oracy progression and oral rehearsal.	The SEF reports evidence from pupil voice and work scrutiny that oracy development has improved confidence and extended articulation. Vocabulary and oracy remain priorities for further embedding.	Continue subject-specific oracy and vocabulary evaluation. Make the disadvantaged-pupil evidence explicit through work scrutiny, pupil voice and assessment.
3. Ensure disadvantaged pupils with EAL access the full curriculum.	Bell Foundation strategies, vocabulary scaffolds, visuals/Widgits, adaptive teaching and planned language support.	The school has a significant EAL cohort and has identified Bell Foundation assessment and intervention as a next step. The current evidence supports continued implementation rather than a final impact judgement for PP pupils.	Implement and routinely review Bell Foundation language profiles. Link baseline, provision and progress for disadvantaged EAL pupils.
5. Improve emotional wellbeing, resilience and self-regulation.	Therapeutic play, nurture provision, PASS, Boxall, Zones of Regulation and Attachment Aware/Trauma-Informed Practice.	The strategy identifies improved regulation, engagement and readiness to learn as intended outcomes. The SEF reports strong pupil voice around safety, trusted adults and support, while pastoral and therapeutic provision remains embedded.	Continue to triangulate PASS/Boxall, attendance, behaviour and pupil voice for disadvantaged pupils. Record case-study evidence where a specific intervention has changed engagement or readiness to learn.

3. High-quality teaching: review

The strategy appropriately places high-quality teaching at the centre of the approach. This aligns with current DfE guidance, which expects schools to focus pupil premium on high-quality teaching, targeted academic support and wider strategies, informed by diagnosis, evidence and monitoring.

Approach	Review	Next step
Approach	Review of implementation	Evidence / next step
Communication and language in EYFS/KS1	Embedded as a whole-school priority, with baseline and assessment processes and communication-focused professional development.	Continue to evaluate disadvantaged pupils' progress from baseline; strengthen end-point measures.
Tier 2 vocabulary and retrieval	Explicit vocabulary teaching and retrieval are embedded and reflected in the SEF's curriculum priorities.	Maintain subject-specific evaluation and show how disadvantaged pupils' vocabulary/comprehension changes.
Oracy progression and structured talk	The SEF reports pupil confidence and extended articulation through debate and whole-sentence responses.	Continue oral rehearsal, structured discussion and critical thinking; gather stronger PP-specific evidence.
Bell Foundation / EAL pedagogy	Adaptive teaching, visuals, vocabulary scaffolding and EAL approaches are established.	Implement the planned Bell Foundation assessment/tracking approach and use it to sharpen provision.
Mastering Number	Mastering Number has been embedded in EYFS/KS1 with Maths Hub support; whole-school mathematics outcomes were strong.	Continue mastery approaches and targeted support. Validate PP-specific impact using pupil-level assessment.

Approach	Review	Next step
Professional development / adaptive teaching	The SEF records subject-specific CPD, mastery training and planned structured CPD to strengthen pedagogy and adaptive teaching.	Maintain implementation monitoring and link CPD evaluation more explicitly to outcomes for disadvantaged pupils.

4. Targeted academic support: review

Provision	Review	Next step
Provision	2025–2026 evaluation	2026–2027 implication
Speech, language and communication interventions	Provision is aligned with identified communication needs and the strategy's early-identification focus.	Use precise baseline/end-point measures for disadvantaged pupils and evaluate response to intervention.
Reading support	Structured reading support forms part of the strategy. PALs Reading Trial is identified for Year 5 from September 2026.	Use validated reading assessment to identify pupils requiring support and evaluate intervention effect.
Mathematics intervention / pre-teaching	Mastering Number principles and targeted support are used where gaps are identified.	Maintain diagnostic approach and evaluate progress of PP pupils receiving support against starting points.
Therapeutic play / nurture	Embedded as a targeted response to SEMH and readiness-to-learn barriers.	Maintain provision with clearer outcome measures linked to engagement, attendance, behaviour and learning.

5. Wider strategies: review

Strategy	Review	Next step
Wider strategy	Evidence of implementation / impact	Next step
Attachment and Relationships Aware practice	Relational and attachment-aware practice is embedded across pastoral and safeguarding work.	Continue to evaluate impact on individual pupils' engagement, regulation and attendance.
Zones of Regulation	Used as a shared emotional language to support self-regulation and emotional literacy.	Triangulate pupil voice with behaviour/attendance and intervention records.
Attendance culture	Celebration, rewards, family communication, responsive meetings and vigilant monitoring are established.	Use PP-specific attendance and PA data to demonstrate impact.
Enrichment and leadership	Choir, Faith in Action, sport, STEM, outdoor learning and leadership opportunities form part of the strategy.	Record participation by PP pupils and evaluate confidence, aspiration and belonging through pupil voice.
Family partnership	Half-termly communication and responsive support are part of the strategy.	Record examples where partnership with families removed a specific barrier to attendance or learning.

Funding evidence and expenditure review

Funding figure supplied for this review: £63,630 for 2025–2026. This is recorded as the total Pupil Premium funding figure provided for the review. It should be reconciled to the school's confirmed allocation, any relevant carry-forward, and the final expenditure ledger before publication. The information supplied does not include a verified breakdown of actual expenditure by strategy or evidence that the full amount was spent.

Funding / review area	Evidence currently available
Total funding figure	£63,630 tbc
High-quality teaching	Strategy identifies communication and language, vocabulary/oracy, EAL approaches, adaptive teaching and mathematics mastery as priorities.
Targeted academic support	Strategy identifies speech/language support, reading and mathematics interventions, and targeted support for identified needs.
Wider strategies	Strategy identifies SEMH/pastoral and therapeutic support, attendance and family partnership, and enrichment/participation.

6. Academic outcomes and the disadvantaged pupil evidence base

The school's 2026–2027 SEF records strong whole-school 2025–2026 outcomes. These provide important context for the effectiveness of teaching, but they are not a substitute for reporting outcomes for disadvantaged pupils.

Measure	School	National	PP review
Measure	2025–2026 whole-school outcome	National comparator in SEF	Interpretation for this review
Combined RWM	76%	63%	Strong whole-cohort outcome; PP-specific result required for direct evaluation of the PP strategy.
Reading	91%	75%	Strong whole-cohort outcome; PP-specific result required.
Writing	82%	73%	Strong whole-cohort outcome; PP-specific result required.
Mathematics	94%	75%	Strong whole-cohort outcome; PP-specific result required.
GPS	91%	74%	Strong whole-cohort outcome; PP-specific result required.
Science	91%	82%	Strong whole-cohort outcome; PP-specific result required.
Year 1 phonics	87%	Approximately 82%	Positive whole-cohort movement; continue to evaluate disadvantaged pupils' phonics outcomes.
Year 2 phonics	80%	Approximately 91%	Identified area for improvement; PP-specific analysis should inform targeted support.
EYFS GLD	67%	Approximately 72%	Identified area for development; disadvantaged-pupil GLD and communication/language data should be separately evaluated.
MTC full marks	42%	Approximately 44%	Close to national comparator; use pupil-level fluency data to identify disadvantaged pupils needing additional support.

7. Longer-term disadvantaged pupil evidence

The school's self-evaluation records positive longer-term IDSR evidence for disadvantaged pupils. These figures should be used as trend/context evidence rather than as a substitute for the 2025–2026 validated PP outcomes.

Measure	School	National
Measure	Three-year disadvantaged outcome	National comparator recorded in SEF
Combined RWM	72%	46%

Measure	School	National
Reading	94%	62%
Writing	72%	59%
Mathematics	89%	60%
Latest 2024/25 combined RWM	50%	47%

The longer-term picture is positive, while the latest 2024/25 combined RWM figure indicates that consistency for disadvantaged pupils requires continued evaluation. This reinforces the need for the 2026–2027 strategy to focus on precise pupil-level diagnosis, sustained high-quality teaching and clear evidence of impact.

8. What has worked well and should be sustained

- A clear focus on high-quality teaching, particularly communication, vocabulary, oracy and adaptive practice.
- A relational approach that connects pastoral, therapeutic, attendance and inclusion work rather than treating these as separate strands.
- Mastering Number and mathematics mastery approaches, supported by professional development and diagnostic intervention.
- Use of pupil voice, work scrutiny and assessment alongside published outcomes to evaluate provision, particularly where cohorts are small.
- A broad enrichment offer that supports confidence, aspiration, belonging and personal development.

9. Areas requiring further development

- Make the impact on disadvantaged pupils more explicit in the evidence base, rather than relying primarily on whole-school outcomes.
- Strengthen the use of starting-point and end-point measures for communication, language, reading and mathematics interventions.
- Implement the planned Bell Foundation assessment and tracking approach so that EAL language development can be evaluated precisely.
- Strengthen PP-specific attendance and persistent absence analysis, including the barriers affecting individual pupils and the impact of support.
- Quantify disadvantaged pupils' participation in enrichment, leadership and wider opportunities and use pupil voice to evaluate the difference made.
- Continue to evaluate whether approaches remain effective for the current cohort rather than assuming that successful provision in previous years will automatically retain the same impact.

10. Implications for the 2026–2029 strategy

Priority	Action	Impact evidence
Priority	2026–2027 SEF	Evidence to demonstrate impact
Communication, language and oracy	Continue CTK oracy progression, oral rehearsal, vocabulary development and targeted SLCN support.	Baseline/end-point assessment; pupil voice; work scrutiny; disadvantaged pupil progress.
EAL	Implement Bell Foundation assessment and tracking alongside targeted language support.	Language profiles; progress against starting points; curriculum access evidence.
Reading and mathematics	Continue strong classroom teaching, mastery approaches and targeted intervention including PALs where appropriate.	Pupil-level assessment; intervention entry/exit data; PP outcomes.
SEMH and readiness to learn	Sustain therapeutic/nurture, Attachment Aware and Zones of Regulation approaches.	PASS/Boxall; behaviour; attendance; pupil voice; case studies.

Priority	Action	Impact evidence
Attendance	Maintain proactive, relational attendance systems with early intervention.	PP attendance/PA; case studies; reduction in persistent absence.
Enrichment	Increase and monitor PP participation in clubs, leadership, trips and wider opportunities.	Participation rates; pupil voice; confidence/aspiration evidence.
Evaluation and governance	Use a simple impact framework: need → action → implementation → outcome → next step, reviewed termly.	Termly PP review; governor/trustee scrutiny; annual published review.

11. Executive summary for governors / trustees

The 2025–2026 pupil premium strategy has been implemented through the three broad areas of high-quality teaching, targeted academic support and wider strategies. The strongest evidence available indicates that the school has strengthened communication and oracy provision, vocabulary teaching, mathematics mastery, pastoral and therapeutic support, attendance systems and enrichment.

Whole-school attainment in 2025–2026 was strong and above national comparators across the reported KS2 measures. The school's longer-term disadvantaged pupil outcomes are also positive. However, the evidence available for this review does not contain the complete validated 2025–2026 pupil-premium-specific attainment and attendance dataset. The principal next step is therefore not to change the overall direction of the strategy, but to sharpen the evaluation: leaders should show clearly what changed for disadvantaged pupils, from their starting points, as a result of the provision.