

Pupil premium strategy statement – Christ Church Academy 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
Number of pupils in school	541*
Proportion (%) of pupil premium eligible pupils	117 (22%)
Academic year/years that our current pupil premium strategy plan covers	September 2024-July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs T Thorn (Principal)
Pupil premium lead	Mr S Curzon (Assistant Principal)
Governor / Trustee lead	Mr M Atkins (Chair of LGB)
	*As of 11/11/2025

Additional Table included to highlight changing PP Roll numbers	September 2021	September 2022	September 2023	September 2024	September 2025
Number of pupils in school	552	546	543	546	541
Proportion (%) of pupil premium eligible pupils	105 (19%)	104 (19%)	116 (21%)	118 (22%)	117 (22%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,765
Pupil premium funding carried forward from previous years	£17,152.62
Total budget for this academic year	£176,917.62

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church Academy our vision is to be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that “I can do all things through Christ who strengthens me.” Philippians 4:13.

Our aim is to remove barriers to learning for disadvantaged pupils in order that they may make the most progress possible throughout their time with us in order to minimise the gaps in attainment which exist for them.

We aim to provide the highest quality education which we can for all pupils ensuring that the strategies and approaches which we adopt, primarily for the advantage of the pupil premium pupils, will benefit everyone in the school community, we do this whilst ensuring all our pupils follow our principles of being Ready, Respectful, Responsible and Resilient.

We intend to achieve this by careful consideration of how to spend the allocated funding, largely using evidence of effective strategies produced nationally both recommended by the Education Endowment Foundations (EEF Guide to Pupil Premium) and through our own evaluation of impact through internal data and analysis. The current pupil premium strategy focuses upon 3 areas of as detailed below:

HIGH QUALITY TEACHING: We want to ensure that there is an effective teacher in front of every class, and that every teacher is supported to keep improving. We plan to ensure staff are fully resourced to provide the latest evidence informed practice, this will be support through accessing Professional Development, especially for the Core subjects of English and Maths where necessary. Alongside this, regular assessment and data collection will be used to help drive progress and support timely intervention when needed.

TARGETED ACADEMIC SUPPORT: We will ensure that class teachers, teaching assistants and tutors can provide structured small group intervention, clearly linked to classroom teaching and the curriculum, in order to enhance confidence and progress for these pupils. Academic support may also happen through timely interventions within lessons through skilled questioning and differentiated learning activities.

WIDER STRATEGIES: Attendance and inclusion is an integral part of ensuring all pupils, but especially disadvantaged, attend school regularly and punctually. We will work to reduce attendance gaps, and to further embed the range of behavioural and socio-emotional support which we have offer for pupils.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Improving Attendance</p> <p>Last year disadvantaged pupils' attendance improved slightly but not as much as whole school attendance improved. There continues to be fluctuations, and it is still lower than whole school attendance, which we would like to improve this to bring it in line with whole school attendance.</p> <table><tr><th></th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr><tr><td>PP Attendance</td><td>92.23</td><td>90.87</td><td>92.10</td><td>90.95</td><td>91.30</td></tr><tr><td>Whole school attendance</td><td>95.81</td><td>93.4</td><td>95.14</td><td>93.31</td><td>94.61</td></tr><tr><td>Difference</td><td>-3.58</td><td>-2.5</td><td>-3.04</td><td>-2.36</td><td>-3.31</td></tr></table>		2020-21	2021-22	2022-23	2023-24	2024-25	PP Attendance	92.23	90.87	92.10	90.95	91.30	Whole school attendance	95.81	93.4	95.14	93.31	94.61	Difference	-3.58	-2.5	-3.04	-2.36	-3.31
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2	<p>Improving Academic Results</p> <p>External data demonstrates that disadvantaged pupils do not achieve as well as they should at KS2, however the externally moderated data available shows that pupils make good progress over the course of the 4-year journey with us. We aim to improve the KS2 results as much as we can.</p>																								
3	<p>Minimising individual barriers to learning & Improving Positive Parental Engagement</p> <p>Ensuring that all pupils have access to the curriculum in terms of cultural capital and removing any financial barriers such as supporting cost of educational visits, providing resources, uniform etc... By working to engage parents of disadvantaged pupils we can improve pupils' attendance and aspirations and due to this, they will be able to improve their results.</p>																								
4	<p>Reading age and fluency.</p> <p>Our data from reading age assessments indicate that (on average) disadvantaged students reading ages fall behind their non-disadvantaged peers, impacting their ability to make equivalent progress and in turn attainment.</p>																								
5	<p>Raising Aspirations</p> <p>A broad and balanced curriculum, alongside a well thought out careers education and RAISE programme in school will help to heighten pupils' aspirations and improve attendance and results.</p>																								

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 Attendance gap among the disadvantaged	Overall attendance of disadvantaged pupils improves and the gap narrows between disadvantaged and non-disadvantaged.
Further improving academic results of disadvantaged pupils at KS2 externally and across the 4-year CCA journey for all subjects.	Ensure KS2 (and end of 4-year CCA journey) results for disadvantaged students are in line with CCA non-disadvantaged students and/or above national for disadvantaged. New Data MIS systems training provided to all staff to ensure accurate and timely analysis can take place.
Minimising individual barriers to learning and improving Positive Parental Engagement.	Ensure all disadvantaged pupils are included in all opportunities and that financial constraints do not pose a barrier to participation and inclusion. Analysis of parental voice, emails etc... Parental engagement of disadvantaged pupils at all school events such as online parents evening and Year information evenings is improved and parent voice data highlights parents have engaged, understood and benefitted from communication provided.
Improve reading ages and fluency.	Disadvantaged to Non-Disadvantaged reading age gap narrows and becomes in line with age related expectations and/or above national picture.
Raising Aspirations – Further development of Careers and RAISE programmes, in order to encourage aspiration and breadth of opportunity for pupils.	Increased student participation and representation of disadvantaged pupils in wider school life and additional opportunities. Engagement with Gatsby Benchmarks, Careers Hub in Stone, Careers programme for KS2 & 3 pupils

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First Teaching for all pupils ensuring consistency of expectation regardless of teacher	EEF: High Quality Teaching LINK CCA Academy Improvement Plan 2024-2027: Priority 1 & 3	1, 2, 3
Smaller group sizes for English and Maths	EEF: Reducing Class Sizes LINK CCA Academy Improvement Plan 2024-2027: Priority 1	2, 3
Researched informed performance management targets, following latest government guidelines for all teaching staff	DFE: Teacher appraisal and capability LINK EEF: Teacher professional development LINK CCA Academy Improvement Plan 2024-2027: Priority 4	2, 5
Ongoing MIS training to maximise use of data for targeted intervention, attendance, parental engagement	DFE: Choosing a school MIS LINK	1, 2, 3, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In School Tutoring/Intervention	EEF: One to One Tutoring LINK CCA Academy Improvement Plan 2024-2027: Priority 1	2, 5
GL Assessments, including GL Trials and introduction of Star Reading Assessments	The Head Teacher: What schools need to know about standardised tests and assessment LINK	2, 4, 5
Review of reports and use of GREAT for data to improve feedback, intervention and parental understanding in light of new MIS and parent/student apps.	EEF: Evidence on feedback LINK	2, 3, 5

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Removing financial barriers for pupils in terms of uniform, trips, cooking ingredients etc in order to create equity in access to the curriculum.	EEF: Using Pupil Premium LINK CCA Academy Improvement Plan 2024-2027: Priority 4	1, 2, 3
Evaluation of Parental Engagement through, questionnaires, social media, online parents' evenings, parent forums	EEF: Parental Engagement LINK CCA Academy Improvement Plan 2024-2027: Priority 4	1, 2, 3
Further development of Careers Education throughout the school to aid aspiration and targeted use of the RAISE program	EEF: Impact of Careers Education LINK CCA Academy Improvement Plan 2024-2027: Priority 3	2, 3, 5

Effective use of pupil support staff to work proactively as well as reactively	EEF Behaviour interventions LINK Effective Pupil Premium Strategies LINK	1, 2, 3, 5
Continued use of PASS Survey	EEF: Improving Social and Emotional Learning LINK	1, 3
Redevelopment of the House system to promote community engagement	CCA Academy Improvement Plan 2024-2027: Priority 3, 4	5
Review of pastoral time activities in order to maximise effectiveness	SAA: Pastoral Care Needs in Schools: What Initiatives Should You Implement LINK	1, 3, 5
Further development of School Dog support	Unlocking the Benefits of School Dogs LINK	1, 3
Introduction of increased attendance strategies (inc. Little Heroes) to improve attendance amongst disadvantaged	EEF: Reading and Attendance LINK CCA Academy Improvement Plan 2024-2027: Priority 1, 2, 3, 4	1, 2
Enhancement of school literacy strategy to promote and improve literacy amongst all.	EEF: Improving Literacy LINK EEF: Reading and Attendance LINK CCA Academy Improvement Plan 2024-2027: Priority 1	1, 4

Total budgeted cost: £176,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of Achievements in 2024-25

The academic year 2024-25 started the beginning of a new 3-Year Pupil Premium Strategy Cycle. The following summarises the outcomes and main points for the beginning of this strategy following on from the work of the previous cycle.

- Latest Key Stage 2 Assessment results for 2024/25 for all CCA students were equal or above national averages for all students in the Reading and the Grammar, Punctuation and Spelling Tests, Maths was slightly lower than previous year but up on 2023 data. There has been an improvement in the disadvantage gap for Reading (up from 50% at expected standard to 59%) but there is still additional work to be done to close the Disadvantaged Attainment Gap across all three areas:

2024-25	Percentage of Pupils Meeting Expected Standard in		
	Reading	GPS	Maths
CCA ALL	75	74	70
CCA PP	59	50	44

- GL Assessments were completed by all students and are used to help baseline pupils for each year. Analysis shows that for the majority of pupils and cohorts (including PP and SEN) pupils make progress during their 4-year journey at CCA, improving from Baselines data. 2024/25 Maths results data demonstrates biggest closing of the 4-year progress gap between PP and All pupils since GL testing began however overall gaps still need continued efforts to reduce. See Appendix 1
- English and Maths continue to be taught in smaller groups (six sets compared to five classes for Year 5 & 6 in 2024-25), alongside having a TA in the lower two sets in each year group. The TA also identifies pupils for intervention alongside the class teacher.
- NGRT tests were trailed this year. Pupils sat 2 assessments, one in the Autumn Term and one in the Summer Term. The data was used to inform reading interventions with our librarian and all staff of pupil reading ages. A review of cost effectiveness of the trail has led us to move to Star Reading assessments for the 2025/26 cycle in order to achieve value for money for the same reading data.
- Attendance, both disadvantaged and whole school attendance improved however despite this improved attendance in 2024/25 from the previous year, the gap widened slightly more this past year.
- Dedicated increased departmental meeting time (introduced in last PP reporting cycle) continues to facilitate more time to improve topics and schemes of learning alongside moderation activities.
- The new 13-week Assessment Fortnight model was introduced and reviewed during the year. This new model allows for more coherent assessments, linked to curriculum points rather than variable term lengths. Discussions with Curriculum Leaders during

the year has led to this model being fully adopted and will be continued into subsequent academic years as the new standard for assessment points.

- New MIS reporting system established and training provided to all staff to facilitate smooth transition, ensuring data collected is accurate and can aid both internal evaluations, guide interventions and also provide timely reporting to parents and students following new 13-week Assessment Fortnight schedules.
- New Parent App introduced alongside new MIS, used to improve parent communication. Student Portal to be introduced in the 2025/26 academic year.
- In school Maths tutoring continued in 2024-25 with our external Maths tutor who worked with small numbers of pupils identified by our teaching staff, tutoring occurred on a weekly basis.
- Basetime programme was evaluated and additional guidance and CPD provided to tutors during staff training. Focus on SIAMS strategies to promote inclusion for all via a variety of Basetime activities which have been trialled and implemented over the course of the year. This training continues into 2025-26.
- PASS survey conducted by all pupils. Data shared with staff to inform them of wider knowledge of pupil lived-experiences and their potential barriers to learning.
- Careers education continues to be a real strength and led to various successes over the course of the year:
 - All year 8 pupils took part in the 10X Enterprise Challenge run by Young Enterprise
 - All Year 8 pupils took part in The National Careers Challenge run by the Inspirational Learning Group. The winning team went to London to represent the school at the national finals.
 - All year 8 pupils took part in a 'speed dating' style careers event, where they met with 6 different employers/FE Colleges/universities/training providers. They were then invited to attend a traditional careers style fair after school with their parents.
 - Departments in school have made curriculum links with local employers.
 - By the end of Y8 all pupils have been on a workplace visit to the offices of Water Plus.
 - All year 7 pupils take part the Step into the NHS careers exploration competition as part of their PSHE/careers curriculum.
 - All Y6 pupils took part in a career's day organised by Veolia. A group of PP pupils visited the Energy Recovery Facility at Four Ashes, following the day, to further explore career opportunities within this sector.
 - All staff trained on the new Skills Builder platform and a parental workshop provided to share our careers and skills work.
 - Y7 Pupils attended a visit to Cadbury world to learn about chocolate manufacture and the range of careers available in the manufacture of chocolate.
 - A target group of Y8 pupils attended a visit to Stafford College, to explore the facilities and the range of courses and opportunities offered by NSCG.
- Achievements and Behaviour systems have been reviewed in light of the new MIS system. Streamlined behaviour points to provide clarity and a focus on the "4 Rs model" which continues to be a central pillar for school expectations.
- "Star of the Week", form achievement and attendance awards now embedded into weekly year assemblies providing positive engagement opportunities for the students alongside termly awards. Termly "random-generated draw" prizes for any pupil achieving set criteria for attendance, effort and behaviour provide opportunities for inclusive awards.
- Financial support continued to be provided for disadvantaged pupils. This helped fund 16 disadvantaged pupils access music tuition, 77 instances were recorded of pupils being supported to ensure they can access this offer, both day and optional residential trips). Additional pupil premium funds were used to support for parents with uniform and

other extra-curricular clubs where necessary, this is to ensure support is given for parents where financial constraints have placed barriers to attendance and learning.

- Pastoral support for pupils continues to be exemplary with HoY and AP Pastoral, supported by Pupil Support and AAP. Peer Mentors and Prefects play a massive part in supporting this and pupils continue to benefit from access to the support of a School Counsellor and nurse who attend weekly / fortnightly respectively.

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

Service pupil premium funding (optional)

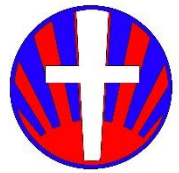
*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Pupil Premium @ Christ Church Academy 2024-2027

<p>Teaching:</p>	<ul style="list-style-type: none"> • Secondary model with specialist teaching. • Overstaffing in English and Maths in order to provide more bespoke education. • Timely and fluid intervention in English and Maths with CCA specialist staff and locally-sourced tuition for Maths. Timetabled sessions throughout the year. • Continued use of assessment and reporting systems – GREAT – with regular review and refinement especially in light of introduction of recent new MIS data system adopted during 2024/25 year. • Mixed-ability teaching groups for non-core subjects. • Ensuring Quality First teaching. • Funding of specialist resources such as Star Reading Tests, Spelling Shed and spag.com. • Relentless focus upon recognition of 4Rs.
<p>Targeted Academic Support:</p>	<ul style="list-style-type: none"> • Intervention for those in need. • Continuation of the CCA Excellence Programme. • Pupil Welfare Officer and Behaviour Support Officer. • Enhanced transition arrangements for those in need. • Peer mentoring programme for KS2 pupils.
<p>Wider strategies:</p>	<ul style="list-style-type: none"> • Provision of branded uniform for those in need, re-gifting of pre-loved uniform for all. • Reduction in cost of trips (for those in financial need) to enhance experiences of pupils in all years. • A broad and comprehensive extra-curricular offer. • Literacy strategies embedded and continue to be refined • Relentless focus upon attendance. • Restorative practice training and embedding. • New school website, parent and student app launched in Summer/Autumn 2025 and increased social media pages to help parental engagement. • Daily Breakfast Club/ Early Risers / After school home learning support. • Young Minds Counselling service. • Use of RADY principals to improve attainment. • Careers education embedded across all year groups. • Bespoke lunchtime activities such as Gardening Club, Lego club, sporting and crafting clubs alongside homework club.



GL Assessment Data - September 2025

In order to have benchmark data which can be compared to other schools nationally, we use GL Assessments in both English and Maths. A baseline assessment is taken at the start of Year 5 and then tests are completed at the end of each Academic Year.

For a pupil to be reaching national benchmarking standards, we would expect them to achieve a score of 100. These scores are averages of all the pupils who sat each assessment.

The following tables summarise our GL Assessment Data since our records began and demonstrate the overall positive progression our students make including PP and SEN cohorts.

English Attainment - All:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Base-line	End of year 5	End of Year 6	End of Year 7	End of Year 8
2025	5	98.6				
2024	6	101.6	102.2			
2023	7	101.9	101.1	100.9		
2022	8	100.1	100.9	101.8	101.2	
2021	9	98.0	100.0	98.2	100.8	98.9
2020	10	98.3	101.6	101.6	102.8	102.2
2019	11	100.2	100.1	98.9	105.1	102.6
2018	12	97.4	105.1	103.6	106.2	106.2

English Attainment - PP:

Co-hort	Current Year group	Attainment (Average Scaled Scores)				
		Base-line	End of year 5	End of Year 6	End of Year 7	End of Year 8
2025	5	89.9				
2024	6	90.2	95.5			
2023	7	91.0	92.3	91.2		
2022	8	92.5	93.0	92.5	93.2	
2021	9	96.0	97.7	93.6	97.8	96.4
2020	10	90.8	95.7	94.7	95.4	95.9
2019	11	93.2	91.6	92.9	98.9	96.8
2018	12	104.6	102.6	97.9	102	101.2

English Attainment - SEN:

Co-hort	Current Year group	Attainment (Average Scaled Scores)				
		Base-line	End of year 5	End of Year 6	End of Year 7	End of Year 8
2025	5	86.2				
2024	6	85.7	88.9			
2023	7	83.4	83.6	84.5		
2022	8	87.8	90.2	90.4	91.1	
2021	9	84.0	90.3	89.6	95.5	92.0
2020	10	82.4	87.8	85.2	86.7	84.5
2019	11	87.6	89.0	91.5	93.5	90.5
2018	12	94.5	93.3	87.2	89.6	90.2

Maths Attainment - All:

Co-hort	Current Year group	Attainment (Average Scaled Scores)				
		Base-line	End of year 5	End of Year 6	End of Year 7	End of Year 8
2025	5	94.7				
2024	6	99.1	103.5			
2023	7	98.1	101.1	99.6		
2022	8	96.9	101.2	99.0	103.1	
2021	9	91.5	98.2	94.6	103.6	106.3
2020	10	90.7	96.0	95.8	103.2	107.0
2019	11	95.0	96.1	92.2	102.1	104.8
2018	12	98.1	104.2	98.4	104.2	110.2
2017	13	95.3	100.8	101.7	105.4	108.9

Maths Attainment - PP:

Co-hort	Current Year group	Attainment (Average Scaled Scores)				
		Base-line	End of year 5	End of Year 6	End of Year 7	End of Year 8
2025	5	84.8				
2024	6	90.8	96.0			
2023	7	87.5	92.4	91.6		
2022	8	91.3	93.5	88.9	91.1	
2021	9	85.2	92.0	87.4	98.9	100.9
2020	10	84.0	89.1	89.6	95.8	98.3
2019	11	87.9	88.4	85.5	95.0	96.5
2018	12	93	101.5	92.3	98.9	102.8
2017	13	86.9	93.7	93.4	96.0	99.9

Maths Attainment - SEN:

Co-hort	Current Year group	Attainment (Average Scaled Scores)				
		Base-line	End of year 5	End of Year 6	End of Year 7	End of Year 8
2025	5	81.8				
2024	6	84.9	90.4			
2023	7	80.8	89.4	88.9		
2022	8	86.4	88.6	87.2	90.8	
2021	9	79.3	82.4	78.4	95.3	96.2
2020	10	76.0	79.0	78.4	83.4	85.1
2019	11	87.7	88.7	85.3	91.5	94.3
2018	12	83.3	90.4	79.8	90.5	90.8
2017	13	76.5	87.2	84.5	92.8	92.7