

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	546
Proportion (%) of pupil premium eligible pupils	118 (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 B Hutchinson (Chair of LGB)

Funding overview

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

Detail	Amount
Pupil premium funding allocation this academic year	£161,728
Pupil premium funding carried forward from previous years	£29,288.65
Total budget for this academic year	£191,016.65

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>Disadvantaged pupils' attendance fluctuates but is typically lower than whole school attendance and we would like to improve this in order to bring it in line with whole school attendance.</p> <table border="1"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>PP Attendance</td> <td>92.23</td> <td>90.87</td> <td>92.10</td> <td>90.95</td> </tr> <tr> <td>Whole school attendance</td> <td>95.81</td> <td>93.4</td> <td>95.14</td> <td>93.31</td> </tr> <tr> <td>Difference</td> <td>-3.58</td> <td>-2.5</td> <td>-3.04</td> <td>-2.36</td> </tr> </tbody> </table>		2020-21	2021-22	2022-23	2023-24	PP Attendance	92.23	90.87	92.10	90.95	Whole school attendance	95.81	93.4	95.14	93.31	Difference	-3.58	-2.5	-3.04	-2.36
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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: £48,000

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
New 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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In School Tutoring	EEF: One to One Tutoring LINK CCA Academy Improvement Plan 2024-2027: Priority 1	2, 5
GL Assessments, including GL Trials and introduction of NGRT	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	EEF: Evidence on feedback LINK	2, 3, 5

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

Budgeted cost: £90,000

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	EEF Behaviour interventions LINK Effective Pupil Premium Strategies LINK	1, 2, 3, 5

proactively as well as reactively		
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: £182,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year starts the beginning of a new Pupil Premium Strategy Cycle. The following summarises the outcomes and main points of the previous Strategy.

- Latest Key Stage 2 Assessment results for 2023/24 for all CCA students were above national averages for all students, but there is still additional work to be done to close the Disadvantaged Attainment Gap:

	Percentage of Pupils Meeting Expected Standard in		
	Reading	GPS	Maths
CCA ALL	76.0	72.7	79.3
CCA PP	53.8	50	50

- Curriculum in every subject has been analysed and modernised if needed.
- Increased departmental meeting time is facilitating more time to improve topics and schemes of learning alongside moderation activities.
- English and Maths are taught in smaller groups (six sets compared to five classes), alongside having a TA in the lower two sets in each year group. The TA also identifies pupils for intervention alongside the class teacher.
- Attendance, whilst still indicating a difference, was the smallest difference between disadvantaged and non-disadvantaged by the end of the 3-year cycle.
- Assessment fortnights have taken place in every subject each term and has been adapted to fit a new 13-week model that is being introduced in 2024/25 to further refine the assessment model.
- Assessment and reporting are now truly embedded into the T&L in the school – pupils are working well to address recall and are preparing well for assessments resulting in much more accurate and robust data.
- 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. See Appendix 1
- GREAT is now fully embedded within the school. It has proved successful in allowing pupil progress to be tracked and interventions to be added as necessary.
- In school tutoring remains successful and has been improved by narrowing the number of internal CCA Maths and English staff who were delivering it, alongside a local external Maths tutor for additionally funded tutoring. Intervention sessions are provided on a weekly basis.
- Following a successful trial of the restructuring of the day in September 2022, which allocated an extra 5 minutes to registration in the morning and 5 minutes to basetime in the afternoon, this has been fully adopted. This has allowed the basetime programme to be both simplified and enhanced ensuring that all pupils can access it successfully.

- Careers education has evolved and continues to be a real strength and led to various successes over the course of the period covered by the previous strategy:
 - Y7 pupils gained 2nd and 3rd places in the national 'Take a Stand Challenge' run by The Inspirational Learning Group. They beat teams from sixth forms and colleges!
 - All year 8 pupils took part in the 10X Enterprise Challenge run by Young Enterprise
 - All year 8 pupils took part in at least three Employer Encounters throughout the year
 - 'Careers Day' supported by WaterPlus, Bentley and Veolia
 - Departments in school have made curriculum links with local employers
 - Strong links created with our Enterprise Advisor from WaterPlus
 - Pupils visit WaterPlus offices
 - All KS3 pupils have access to START (an online careers platform)
- Achievements and Behaviour systems are being constantly modified with many new approaches in order to support pupils The “4 Rs model” for behaviour is a central pillar for school expectations alongside promotion of positive achievement, attendance and outcomes via weekly “Star of the Week” awards in assembly.
- Financial support is available for uniform and trips where necessary and support is given for parents where financial constraints have placed barriers to attendance and learning.
- Pastoral support for pupils is exemplary with HoY and AP Pastoral, supported by Pupil Support and AAP. Peer Mentors and Prefects play a massive part in supporting this.
- School Counsellor and nurse attend weekly / fortnightly respectively and are always meeting with pupils to support them.

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)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Pupil Premium @ Christ Church Academy 2024-2027

Teaching:	<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 new MIS data system during 2024/25 year.• Mixed-ability teaching groups for non-core subjects.• Ensuring Quality First teaching.• Funding of specialist resources such as NGRT, Spelling Shed and spag.com.• Relentless focus upon recognition of 4Rs.
Targeted Academic Support:	<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.
Wider strategies:	<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.• Re-design of school website, continued use parent app and 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 2024

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
2024	5	101.6				
2023	6	101.9	101.1			
2022	7	100.1	100.9	101.8		
2021	8	98.0	100.0	98.2	101.8	
2020	9	98.3	101.6	101.6	102.8	102.2
2019	10	100.2	100.1	98.9	105.1	102.6
2018	11	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
2024	5	90.2				
2023	6	91.0	92.3			
2022	7	92.5	93.0	92.5		
2021	8	96.0	97.7	93.6	100.3	
2020	9	90.8	95.7	94.7	95.4	95.9
2019	10	93.2	91.6	92.9	98.9	96.8
2018	11	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
2024	5	85.7				
2023	6	83.4	83.6			
2022	7	87.8	90.2	90.4		
2021	8	84.0	90.3	89.6	94.6	
2020	9	82.4	87.8	85.2	86.7	84.5
2019	10	87.6	89.0	91.5	93.5	90.5
2018	11	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
2024	5	99.1				
2023	6	98.1	101.1			
2022	7	96.9	101.2	99.0		
2021	8	91.5	98.2	94.6	105.6	
2020	9	90.7	96.0	95.8	103.2	107.0
2019	10	95.0	96.1	92.2	102.1	104.8
2018	11	98.1	104.2	98.4	104.2	110.2
2017	12	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
2024	5	90.8				
2023	6	87.5	92.4			
2022	7	91.3	93.5	88.9		
2021	8	85.2	92.0	87.4	102.2	
2020	9	84.0	89.1	89.6	95.8	98.3
2019	10	87.9	88.4	85.5	95.0	96.5
2018	11	93	101.5	92.3	98.9	102.8
2017	12	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
2024	5	84.9				
2023	6	80.8	89.4			
2022	7	86.4	88.6	87.2		
2021	8	79.3	82.4	78.4	95.2	
2020	9	76.0	79.0	78.4	83.4	85.1
2019	10	87.7	88.7	85.3	91.5	94.3
2018	11	83.3	90.4	79.8	90.5	90.8
2017	12	76.5	87.2	84.5	92.8	92.7