

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Christ Church Academy
Number of pupils in school	552
Proportion (%) of pupil premium eligible pupils	105 pupils 19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021-July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Interim: September 2022 Final: September 2024
Statement authorised by	Mr C Wright (Principal)
Pupil premium lead	Mrs T Thorn (Vice Principal)
Governor / Trustee lead	Mr B Hutchinson (PP and Safeguarding Link Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,700
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,443
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,353

# 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.

The current pupil premium strategy focuses upon 3 areas of as detailed below:

**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 are working together to create knowledge organisers and low stakes assessments alongside more formal assessments to ensure that pupils, in all subjects ‘know more, do more, remember more’. Alongside changing data systems in order 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 small group intervention, clearly linked to classroom teaching, 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:** We will work to reduce attendance issues, 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>Attendance:</p> <p>Disadvantaged pupils' attendance 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>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>PP Attendance</td> <td>93.35</td> <td>93.53</td> <td>93.4</td> <td>92.43</td> <td>92.23</td> </tr> <tr> <td>Whole school attendance</td> <td>95.75</td> <td>96</td> <td>96.3</td> <td>95.62</td> <td>95.81</td> </tr> </tbody> </table>		2016-17	2017-18	2018-19	2019-20	2020-21	PP Attendance	93.35	93.53	93.4	92.43	92.23	Whole school attendance	95.75	96	96.3	95.62	95.81
	2016-17	2017-18	2018-19	2019-20	2020-21														
PP Attendance	93.35	93.53	93.4	92.43	92.23														
Whole school attendance	95.75	96	96.3	95.62	95.81														
2	<p>Minimising individual barriers to learning</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.</p>																		
3	<p>Parental Engagement</p> <p>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>Aspiration</p> <p>A broad and balanced curriculum, alongside a well thought out careers education programme in school will help to raise pupils aspirations and improve results.</p>																		
5	<p>Improved academic results for disadvantaged pupils. 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>																		

## 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
Further improve the attendance of disadvantaged pupils to ensure that they attend as often as possible.	Disadvantaged attendance target:
Further improve the results achieved by Disadvantaged pupils both at KS2 externally but across all subjects over the 4 year journey at CCA.	Disadvantaged pupils to improve results due to embedding of new system and clearer and more robust assessment criteria in all subjects.
Continue to remove barriers to learning by ensuring a curriculum which is fit for 2021, negating cultural capital and removing financial barriers which prevent pupils engaging fully in the curriculum – uniform, resources, educational visits etc.	Analysis of numbers of parents who engage with questionnaires, reports, parents evenings, emails etc
Embed a successful Careers programme for all pupils, especially those who are disadvantaged in KS3, (with an introduction in KS2) in order to encourage aspiration and breadth of opportunity for pupils.	Engagement with Gatsby Benchmarks, Careers Hub in Stone, Careers programme for KS3 pupils, CT to complete Careers Leaders Training
Further improve relations with parents of disadvantaged pupils in order to ensure that parents encourage attendance, aspiration and participation in school life in order to best prepare pupils for the future.	Analysis of numbers of parents who engage with questionnaires, reports, parents evenings, emails etc

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum 2021 project to ensure that the curriculum is fit for purpose	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf</a>	2,4,5,1
Embedded curriculum changes throughout all year groups: <ul style="list-style-type: none"> <li>• Knowledge organisers</li> <li>• Interim and formal assessments</li> <li>• Use of GREAT</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?utm_source=/education-evidence/guidance-reports/implementation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=knowledge%20organiser">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?utm_source=/education-evidence/guidance-reports/implementation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=knowledge%20organiser</a>	5,2,3
Ensure Quality First Teaching for all pupils ensuring consistency of expectation regardless of teacher	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	2, 5, 1
Smaller group sizes for English and Maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reducing">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reducing</a>	2,5
Researched informed performance management targets for all teaching staff	<a href="https://edcentral.uk/reading-list/551-teach-first-putting-evidence-to-work">https://edcentral.uk/reading-list/551-teach-first-putting-evidence-to-work</a>	4,2,1
Use of CPD programmes such as World Skills Show	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a>	4,2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School	<a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/summer-schools/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/summer-schools/</a>	1,2,3,4,5
Connex tutoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	5,4
In school tutoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	5,4
GL Assessments and trials	<a href="https://www.theheadteacher.com/attainment-and-assessment/tests/what-schools-need-to-know-about-standardised-tests-and-assessment#:~:text=Standardised%20tests%20are%20a%20useful,in%20relation%20to%20pupils%20nationally.">https://www.theheadteacher.com/attainment-and-assessment/tests/what-schools-need-to-know-about-standardised-tests-and-assessment#:~:text=Standardised%20tests%20are%20a%20useful,in%20relation%20to%20pupils%20nationally.</a>	5,4
Differentiated / Personalised improvement tasks for pupils following assessments	<a href="https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx#:~:text=Differentiated%20teaching%20occurs%20when%20a,need%20to%20grow%20and%20succeeded.">https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx#:~:text=Differentiated%20teaching%20occurs%20when%20a,need%20to%20grow%20and%20succeeded.</a>	5,4,2,1
Newly designed reports and use of GREAT for data to improve intervention and parental understanding	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessm">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessm</a>	3,4,5
Science STEAM assessments in KS2 have been purposefully designed to serve disadvantaged pupils by allowing the use of alternative skills linked to the science curriculum.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessm">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessm</a>	2,4,5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructured pastoral time in order to maximise effectiveness	<a href="https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include">https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include</a>	2,1,4
Use of PASS survey	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=past">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=past</a>	2,1
Development of attendance offer	<a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>	1
Embedding Careers Education throughout the school to aid aspiration	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</a>	4,2,3
Parental engagement: Questionnaires Facebook Online Parents' Evenings	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=paren">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=paren</a>	3,2,1
Introduction of Tutee of the Week, relaunch of House system (post COVID)	<a href="https://www.aft.org/ae/winter2007-2008/willingham">https://www.aft.org/ae/winter2007-2008/willingham</a>	1,2,5
Effective use of pupil support staff to work proactively as well as reactively	<a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a>	1,2,5
Pastoral support for those in need with access to FT, HOY, AAP, AP, counsellors, behaviour and student support		1,4
Removing financial barriers for pupils in terms of uniform, trips, cooking ingredients etc in order to create equity in access to the curriculum.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2,5,1
Breakfast Club	Teachers have reported gains in terms of school attendance, punctuality and motivation (increased attainment) and quality of life (social deprivation, behaviour and nutrition) of many children involved in the UK. ( Research Excellence Framework)	1,3
Access to a private EP if necessary for EHCP/School change paperwork.		

**Total budgeted cost: £136,353**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Internal results over the period since 2019 have demonstrated that disadvantaged pupils continue to make good progress over their four year journey at Christ Church. Throughout COVID times, PP students were provided with electronic devices and food parcels, they were encouraged to attend school and those who didn't received at least a weekly phone call in order to ensure well-being and progress. New data and assessment systems are in place now and are designed specifically to boost aspiration and attainment of SEN and disadvantaged pupils in order to prevent them being limited by prior attainment and the previous systems which were in place.

Engagement with parents has greatly improved over this time through the phone calls, online lessons and parents evenings and catch-up curriculum which has been put in place in school. We will continue to develop these relationships over the next few months and years.

### 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
Accelerated Reader	
TT Rockstars	
Twinkl	

### Service pupil premium funding (optional)

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

# Pupil Premium @ Christ Church Academy 2021-2023

<b>Teaching:</b>	<ul style="list-style-type: none"><li>- Secondary model with specialist teaching.</li><li>- Overstaffing in English and Maths in all year groups in order to provide more bespoke education.</li><li>- Parallel setting with specialist teachers in English and Maths in all years.</li><li>- Timely and fluid intervention in English and Maths with CCA specialist staff. Timetabled sessions throughout the year.</li><li>- Use of Connex external tutoring three evenings a week.</li><li>- Embedding of new assessment and reporting systems – GREAT.</li><li>- Mixed Ability teaching groups.</li><li>- Ensuring that all lessons are good or better.</li><li>- Funding of specialist resources such as Accelerated Reader and spag.com.</li><li>- Relentless focus upon recognition of 3R's.</li><li>- Assessment strategies in science structured to allow for the utilisation of alternative skills and inclusive assessment that focuses on multiple skill sets.</li></ul>
<b>Targeted Academic Support:</b>	<ul style="list-style-type: none"><li>- Intervention for those in need.</li><li>- Creation of the CCA Excellence Programme.</li><li>- Pupil Welfare Officer and Behaviour Support Officer.</li><li>- Enhanced transition arrangements for those in need.</li><li>- Peer mentoring programme for KS2 pupils.</li><li>- Restructure to include bespoke Heads of Year in all Year Groups.</li></ul>
<b>Wider strategies:</b>	<ul style="list-style-type: none"><li>- Provision of branded uniform for those in need, re-gifting of pre-loved uniform for all.</li><li>- Reduction in cost of trips (for those in financial need) to enhance experiences of pupils in all years.</li><li>- A broad and comprehensive extra-curricular offer.</li><li>- Relentless focus upon attendance.</li><li>- Continued use of app and creation of Facebook pages to help parental engagement.</li><li>- Daily Breakfast Club/ Early Risers / After school home learning support.</li><li>- Young Minds Counselling service.</li><li>- Use of RADY principals to improve attainment.</li><li>- Bespoke lunchtime activities such as Gardening Club, Lego club</li></ul>