

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery funding to help improve the attainment of our disadvantaged pupils.

premium for the 2021 to 2024 academic years)

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	175
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	First Published 14.9.21 This version published 31.12.23
Date on which it will be reviewed	31.12.24
Statement authorised by	P.Foster
Pupil premium lead	P.Foster
Governor / Trustee lead	C.Lee R.Briggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24)	£146,955
Recovery premium funding allocation this academic year	£14,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,955

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of our Pupil Premium Strategy is to robustly tackle social disadvantage. We will use the additional funding so that our pupils develop knowledge, understanding, cultural capital and the ability to self-regulate. Self-regulated learners are learners who are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. In developing these skills, we are preparing our pupils to be successful members of 21st century British Society.

At the heart of our pupil premium strategy is our ambition for every child to succeed, our belief in the value of each child as an individual, our knowledge of the child and the child's wider context within the community and the strong professional relationships within school. We identify our pupil's needs and put strategies and interventions in place that meet them.

Good teaching is central to our strategy and we engage in CPD designed to increase teachers' teaching ability. At Christ Church Academy we have a cohesive and consistent approach. Research shows that good teaching has an impact on narrowing the disadvantage gap. We recognise good teaching as teaching that develops pupils' metacognition and self-regulated learning. Good quality teaching and good quality, diagnostic assessment allow us to focus on the areas that will have the most impact in improving outcomes for both our disadvantaged and non-disadvantaged pupils. Frequent, low stakes assessments in addition to termly summative assessments allow us to identify pupils in need of interventions, including use of the national tutoring programme, to provide additional support.

Our wider recovery strategy identifies pupils who are vulnerable due to their social and emotional needs. These have often been compounded by the impact of the pandemic. We use Boxall Profile assessments in order to identify specific gaps in pupil's social emotional development and mental health and have a 5 tiered approach to removing these barriers to pupil learning. These barriers impact our disadvantaged and non-disadvantaged pupils but are more frequent amongst pupils in receipt of pupil premium, children looked after and pupils with children's social care involvement.

Our strategy intends to ensure that all our actions are complimentary and work together to address identified needs in order to improve outcomes for our pupils and narrow the disadvantage gap. Our pupil premium and recovery strategies are embedded within our broader strategic implementation cycle for school improvement.

Challenges

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

Challenge number	Detail of challenge
1	Lost learning and impact on pupil mental health of the covid 19 pandemic
2	High incidence of social, emotional and mental health (SEMH) needs impacting on pupil ability to access learning and make expected progress from KS1 – KS2
3	In 2019 pupil premium children attained lower outcomes and made slower progress in reading than non-disadvantaged pupils.
4	FFT data shows that in the first half of the autumn term, 2021, the attendance of our FSM pupils was above that for their national data set. However prior to the pandemic attendance for our pupil premium children has rose from 93.5% for 17/18 to 95.37 for 2018/19 however the national average had risen to 97% and for our non-pupil premium pupils attendance had risen from 95.6% to 96.02%. National Data for 19/20 and 20/21 is not available because of Covid 19 pandemic.
5	Low family income leading to children not receiving an adequate breakfast and arriving at school without uniform impacting on their ability to focus on learning. Lack of variety of learning experiences in holidays and at weekends e.g. days out.
6	Staffing changes mean that in 2022 50% of our class teachers are either ITT or ECT teachers who may be less experienced in identifying and supporting the needs of disadvantaged pupils and will require additional support. Update for 2023/24 only one of our teachers is now an ECT

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
Outcomes for disadvantaged (and non-disadvantaged) pupils whose teachers are ITT and ECT teachers to be in line with or better than, prior attainment.	Assessment outcomes indicate that disadvantaged pupils in classes taught by ITT or ECT teachers are identified and support put in place to support them. Outcomes should reflect an expected rate of progress from their starting points at the end of the previous key stage using national data where available and internal data where this is not available.
Accelerated attainment and progress for disadvantaged pupils by the end of KS1 and end of KS2	Assessment outcomes indicate that disadvantaged pupils make an expected rate of progress from their starting points at the end of the previous key stage using national data where available and internal data where this is not available.
Improved outcomes for pupils experiencing high levels of SEMH difficulties.	Pupils experiencing SEMH difficulties make progress in terms of Boxhall Profile assessments and subject specific assessments and there is evidence that they are closing the gap between themselves and their peers.
Disadvantaged pupils are able to access the full range of services/experiences offered by the school	Pupils are able to attend trips and clubs despite low family income.
To ensure that barriers to learning caused by emotional needs, particularly relating to recovery from the pandemic are met	Boxall Profile or other appropriate assessments used, indicate that pupils have made progress from starting points

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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD (delivery and release time costs) aimed at increasing the teaching ability of our ITT and ECT teachers	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	6
CPD (delivery and release time costs) to embed good practice and to increase teaching ability of all teaching staff.	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3
RWI online subscription	<p>There is a strong evidence base that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3, 6

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring small group teaching TA led</i>	Small group teaching enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. There is a strong evidence base to suggest that it has a positive impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
<i>Pixl</i>	Pixl offers a range of CPD events for teachers and leaders, termly meetings and support to improve pupil outcomes with a pixl associate and a range of diagnostic assessments with resources that can be used in small group tutoring or to support whole class learning. Many of the strategies used match approaches that are recognised, through research to have a positive impact on pupils outcomes.	1, 3, 6
<i>Accelerated reader</i>	There is strong evidence to suggest that reading comprehension strategies have a positive impact on outcomes in reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20comprehension	1, 3, 6
<i>1-1 tutoring through 3rd space learning</i>	There is a strong evidence base that one to one tuition has a positive impact of outcomes. Pupils receive online 1 to 1 maths tuition . https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

<i>Kahoot</i>	Research indicates that low stakes assessment such as quizzes has a positive impact on outcomes for pupils. https://ukedchat.com/2020/03/16/low-stakes-testing/	1,3
<i>NELI</i>	The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials. There is strong evidence that oral language interventions have a positive impact on outcomes for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

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

Budgeted cost: £ 114,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance</i>	Poor attendance can affect children's ability to make and keep friendships ; a vital part of growing up. ... In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.	4
<i>Nurture Provision</i> <i>NB following review at the end of 2023 nurture and nurture plus provision has been merged. The provision now offers different pathways for pupils with different levels of need.</i>	There is a strong body of evidence that suggests that SEL and behaviour interventions can have a positive impact on outcomes for pupils. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413531/Report_summary_-_Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2

<i>Nurture Provision</i>	<p>There is a strong body of evidence that suggests that SEL and behaviour interventions can have a positive impact on outcomes for pupils.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413531/Report_summary_-_Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2
<i>CPD e.g. national nurture network and MHFA</i>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413531/Report_summary_-_Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf</p>	1,2
<i>Drawing Therapy</i>	<p>There is a strong body of evidence that suggests that SEL and behaviour interventions can have a positive impact on outcomes for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2
<i>Financial support e.g. uniform, trips, child care</i>	<p>An amount of our pupil premium funding is used to support children and families in financial difficulty who are unable to provide uniform or equipment needed. We may also use it so that our disadvantaged pupils have access to before and after school wrap around care or activities in order to support working families on low income or to supplement the cost of school trips where families are unable to contribute towards costs.</p>	5

Total budgeted cost: £160955.00

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 2022 – 23 academic year. .

60% of the pupils in Year 6 in 2023 were pupil premium pupils. 30% were SEN and 11% had an EHCP. 15% were not able to access the mainstream classroom due to SEMH needs and were educated in alternative provision both within school and with external offsite providers. These elements combined created a very high level of need within the cohort.

End of year 6 SAT results indicate that there is a gap in progress and attainment between PP and non PP pupils of -1.7 in average scaled score and -1.9 in progress however no comparative national data was available at time of writing to assess how significant this gap is.

Our Pupils with Social Emotional and mental health needs made good progress. All pupils referred to nurture and nurture+ have been assessed using Boxall profile and have made progress against these standards. 1 of our y6 pupils with an EHCP for SEMH transferred to a mainstream secondary school and is attending with support. A second was educated offsite at Park Aspire and following unsuccessful induction visits at a mainstream high school, is now attending a specialist secondary provision this was facilitated by the EHCP secured by our school.

The school has subsidised trips and learning experiences so that all pupils can attend regardless of family ability to pay.

Year 1 phonics results indicate that there is no gap between pupil premium and other children at our school in terms of the proportion of pupils achieving the standard.

At Key Stage 1 57% of pupils in year 2 were pupil premium pupils and 24% have SEN. In reading and maths, attainment for the cohort was broadly in line with national levels however there is a gap in attainment between pupil premium pupils and non pupil premium pupils. This cohort will require intervention in order to close the gap as they progress through the school.

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	Renaissance learning
Individual maths tuition	3 rd space learning

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.