

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church Secondary Academy
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Joy Langley (Headteacher)
Pupil premium lead	Lorna Patrick (Deputy Headteacher)
Governor / Trustee lead	Matt Thompson (Chair of Local Academy Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24)	£277,989
Recovery premium funding allocation this academic year	tbc
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	£277,989

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church we aim to provide an exceptional education, supported by excellent pastoral care with an insistence on securing the highest standards in everything we do. Our vision is:

To be a community, wanting to learn and live well together
by instilling hope,
gaining confidence,
showing perseverance,
inspiring ambition and creativity,
supporting each other
to achieve our God-given potential.

To send our students out into the world
to be courageous,
to be beacons of light in their local communities,
knowing the love of God.

We value each student as an individual, recognising their different talents and needs, and in working together we aspire for each one to be courageous, confident, and successful in all they do.

Our primary objectives for disadvantage students are to:-

- Raise the attainment and aspiration of PP students (including those with SEN needs) with the intention that Non-PP students' progress and attainment will be sustained and improved by ensuring all students are exposed to high quality teaching and learning.
- Support PP students including high attainers to overcome barriers to learning by providing targeted mentoring, careers guidance, support with health & wellbeing and access to resources.
- Support PP students and their families to improve overall attendance and reduce Persistent Absence.
- Support PP students through high-quality mentoring to improve behaviour and attitude to learning.
- Enhance community outreach (transition from Primary schools) and parental engagement to provide parents the support and assistance required to play an active role in Academy life.
- Provide PP students with an all-round holistic Academy experience and increase culture capital opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- Ensure PP students are challenged to make progress
- Act early to intervene
- Work collaboratively with all stakeholders • Adopt a whole school approach
- in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

CCSA draws on research (such as the [EEF Toolkit](#)) and evidence from our own evaluations to allocate funding to activities that are most likely to maximise achievement. We do not confuse the eligibility for Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

Challenges

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

Since opening CCSA in September 2021, we are learning about our specific challenges. Using EEF research, local school data patterns and national data patterns, the following challenges have been highlighted. We will be closely monitored following the learning of our first intake, community and context of families.

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower attainment in English and mathematics.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Overall attendance is lower for PP students in comparison to Non-PP students.
4	PP student's health and well-being has been impacted to a greater extent due to the pandemic in comparison to Non-PP students.
5	PP students can be reluctant to participate in extra-curricular activities due to low self-esteem, anxiety and financial constraints.

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 attainment among disadvantaged students across the curriculum at the end of KS3, with a focus on English and mathematics	By the end of this plan in 2023/2024, progress in English and mathematics for disadvantaged students matches or is improving towards that for other students within school.
To enable PP students to reach their chronological reading age	Reading comprehension assessments demonstrate improved comprehension skills where reading ability for disadvantaged students matches or is improving towards that for other students within school.
To narrow the attendance gap between PP and Non PP students and close the overall gap of Persistent Absentessism (PA) to be inline or below the National PA.	Early intervention with monitoring of target students and celebration events for students with excellent attendance and improved attendance alongside the working with the Education Welfare Services signifies the importance of attendance and challenges all to attend as a result attendance improves for all.
Achieve and sustain improved wellbeing for all students	Sustained high levels of wellbeing from 2021 – 2024 demonstrated through student and family surveys, teacher observations.
Improved metacognitive and self regulatory skills across all subjects.	Teacher feedback suggests students are more able to monitor and regulate their own learning.

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: £226,907 (80% of PP grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Pupil Premium Link	<p>To lead, promote and develop the progress, aspirations and wider opportunities for Pupil Premium students throughout the Academy</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	1, 2, 3, 4, 5
High Quality Teaching and Learning and effective tracking and monitoring of data	<p>To improve the progress of PP students through high quality teaching and learning and effective use of Teaching Assistants to ensure all PP students make the required progress and beyond.</p> <p>Collaborative Learning (EEF +5 months) Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback (EEF +6 months) Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation (EEF +7 months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions (EEF +4 months) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>To accurately track data and implement effective interventions to narrow the attainment gap between PP and Non-PP students</p> <p>Using Data to Raise Achievement - Good Practice in Schools 2013 (lambeth.gov.uk)</p>	1,2,3
SEND Support	<p>To close the attainment gap between PP and Non-PP SEND students.</p> <p>Students with SEND have the greatest need for excellent teaching and the attainment gap between them and their peers is twice as big.</p> <p>Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: £31,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
All students take part in a reading programme, with intervention in place for all disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>EEF Toolkit: Reading comprehension strategies Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2
Students, particularly the disadvantaged can access a study club to complete homework and develop their metacognition and self regulation.	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>EEF Toolkit: Metacognition and self regulation, Homework</p>	1, 2, 3, 4
Student Support and Alternative to Exclusion	<p>To support students (mentoring) to overcome barriers to learning and raise achievement and attainment by improving individual social skills, self-esteem, confidence and support to alleviate anxiety.</p> <ul style="list-style-type: none"> • Mentoring (EEF +2 months) Mentoring EEF (educationendowmentfoundation.org.uk) • Behaviour Interventions (EEF +4 months) Behaviour interventions Toolkit Strand Education Endowment Foundation EEF • Social and Emotional Learning (EEF +4 months) Social and emotional learning Toolkit Strand Education Endowment Foundation EEF 	3,4

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

Budgeted cost: £19,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	To work with identified 'Hard to reach' families to break down barriers to Persistent Absence. To ensure attendance of Pupil Premium students is in line with national average of Non-PP students.	3
Leading 'well being' interventions for specific students who require support with regulating their behaviour and emotions.	Behaviour and Social and Emotional learning seek to improve student's decision-making skills interaction with others and their self management of emotions rather than focusing directly on the academic or cognitive elements of learning. EEF Toolkit: One-to-one, Small group, Mentoring, Behaviour interventions, Social and emotional learning	3,4
Provide opportunity for students to extend learning, raise self esteem and foster good relationships through enrichment in and out of school hours through school intervention and afterschool activities	Enrichment activities have benefits in terms of health, wellbeing and physical development. EEF Toolkit: physical activity, outdoor adventure learning, arts participation Outdoor adventure learning Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk) <ul style="list-style-type: none"> A Complete Guide to Capital in Education A Complete Guide to Cultural Capital in Education - Education Corner □ Building 'Culture Capital' in Schools: What is it and why is it important? Building 'Cultural Capital' In Schools: What Is It and Why Is It Important? - Global School Alliance 	3,4,5

Total budgeted cost: £277,989

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

2020 - 2021
Not applicable
2021 - 2022
Not applicable
2022 - 2023
2023 - 2024

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
Not applicable	

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

Not applicable