

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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  | 183                   |
| Proportion (%) of pupil premium eligible pupils   | 51.37%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2024           |
| Date this statement was published   | 14.9.21               |
| Date on which it will be reviewed   | 14.9.22               |
| Statement authorised by   | P.Foster              |
| Pupil premium lead  | P.Foster              |
| Governor / Trustee lead   | C.Lee                 |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £126,430 |
| Recovery premium funding allocation this academic year  | £14,000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £140,430 |

## 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 21<sup>st</sup> 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                | Current 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 <b>Data for 19/20 and 20/21 is not available because of Covid 19 pandemic.</b> |
| 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 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.  |

## 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: £ 24,000

| 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> | 1, 3, 6                       |

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

Budgeted cost: £ 25,699

| 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>   | 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20comprehension">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20comprehension</a> | 1, 3, 6             |
| <i>1-1 tutoring through 3<sup>rd</sup> 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 .<br><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>  | 1                   |
| <i>Kahoot</i>   | Research indicates that low stakes assessment such as quizzes has a positive impact on outcomes for pupils.<br><a href="https://ukedchat.com/2020/03/16/low-stakes-testing/">https://ukedchat.com/2020/03/16/low-stakes-testing/</a>  | 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.<br><br>There is strong evidence that oral language interventions have a positive impact on outcomes for pupils.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  | 3                   |

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

Budgeted cost: £ 90,731

| Activity   | Evidence that supports this approach   | Challenge number(s)<br>addressed |
|--|--|----------------------------------|
| <i>Attendance</i>  | Poor attendance can affect <b>children's ability to make and keep friendships</b> ; 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>                                 | <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><a href="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://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</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> | 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><a href="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://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</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> | 2                                |
| <i>CPD e.g. national nurture network and MHFA</i>        | <a href="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://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</a>  | 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 2                                |
| <i>Financial support e.g. uniform, trips, child care</i> | 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  | 5                                |

|  |  |  |
|--|--|--|
|  | supplement the cost of school trips where families are unable to contribute towards costs. |  |
|--|--|--|

**Total budgeted cost: £ 140,430**



## 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.

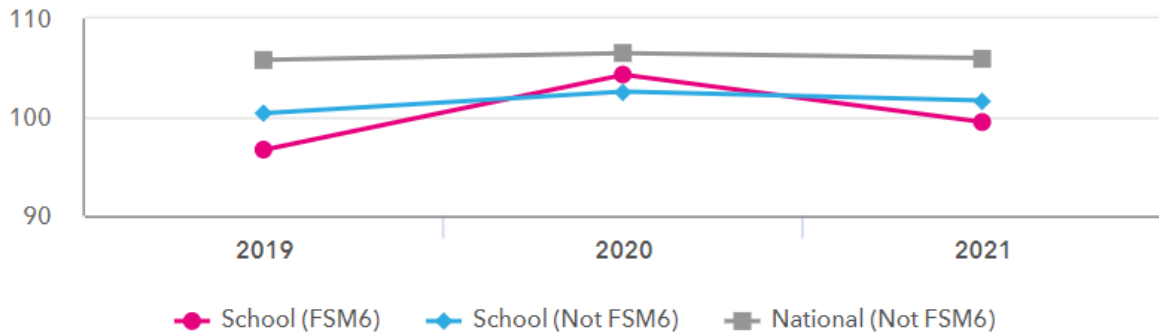
There is a national perception that in schools across the country, school closure was most detrimental to disadvantaged pupils. However, In the days leading to the first lockdown we immediately produced paper packs for all children to take home up until the planned Easter break and delivered packs to pupil's homes if they were isolating. Due to the continued closure after the Easter 2020 break we moved our remote learning offer to class Dojo. Between the lockdowns we adopted Microsoft Teams and staff quickly adapted to teaching pupils in class and at home during the second lockdown. We offered a mixture of pre-recorded and live sessions to all our pupils. We ensured that all curriculum areas were covered and made adaptations where necessary to ensure that pupils engaged at home, could access learning despite lack of access to school resources. Over time we provided approximately 25% of remote learners with laptops. We ensured that our disadvantaged and vulnerable pupils were offered a place in school and carried out home visits to home learners to encourage them to engage with the school's education offer.

Prior to reopening staff were trained in trauma friendly classrooms and Barry Carpenter's recovery curriculum. Our focus in the first 4 weeks was to support pupils in seeing themselves as learners again and ensuring a smooth transition back to school. We used this time to identify those children requiring extra support. We used low stakes unit assessments to identify gaps in learning. We focused on key objectives to mitigate the impact of the pandemic as far as possible.

Internal school data, analysed by Fisher Family Trust indicates that at our school, the gap between the attainment of disadvantaged and non-disadvantaged pupils has decreased in the last two years from its 2019 levels despite the impact of school closure.

## KS2 attainment for disadvantaged pupils 2021

### Average Scaled Score (Re, Ma) ∨



## 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 <sup>rd</sup> 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.*