

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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  | 159                                  |
| Proportion (%) of pupil premium eligible pupils   | 49.7%                                |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2024 - 2027                          |
| Date this statement was published   | December 2024 Reviewed December 2025 |
| Date on which it will be reviewed   | Final review 31.12.27                |
| Statement authorised by   | P.Foster                             |
| Pupil premium lead  | P.Foster                             |
| Governor / Trustee lead   | J Watts                              |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year (2025 - 2026)   | £130,290 |
| 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 | £130,290 |

## 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 and is adapted to the needs of our learners. 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.

Our wider strategy identifies pupils who are vulnerable due to their social and emotional needs. These have often been compounded by the impact of the pandemic, the cost of living crisis, the discovery of RAAC in all KS1 and 2 classrooms at the school and reduction in pupil numbers with the knock on effect on school budget. We use Boxall Profile assessments in order to identify specific gaps in pupil's social emotional development and mental health and have a 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                | High incidence of social, emotional and mental health (SEMH) needs impacting on pupil ability to access learning and achieve age related expectations by the end of KS2   |
| 2                | In 2024 pupil premium children and looked after children attained lower outcomes at the end of KS2 than non-disadvantaged pupils.   |
| 3                | In 2023 our overall attendance level was 93.1 against a national level of 94.1 The attendance of our disadvantaged pupils was only 91.1% against 95.7% for our non-disadvantaged pupils. Persistent absence overall was 21.5% However it is at 28.9% for disadvantaged pupils against 12% for non-disadvantaged pupils. |
| 4                | 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.  |
| 5                | Staffing changes mean that in 2024/5 two of our assistant Headteachers will be on maternity leave this means that our leadership capacity is halved and impact on our year 6. Staffing is also negatively impacted by falling pupil numbers and the impact of this on funding and budgets.                              |

## 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 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 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: £12,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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>  | 2,5                           |
| RWI online subscription and resources. This provides access to training for staff delivering the programme as well as 2 days of development and support for the Early Reading and writing leader. The programme is used to support strong foundational knowledge in reading and writing in EYFS and KS1 | <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> | 2,5                           |

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

Budgeted cost: £6700

| Activity                    | Evidence that supports this approach  | Challenge number(s) addressed |
|-----------------------------|---|-------------------------------|
| Small group teaching TA led | 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>   | 2,5                           |
| <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.  | 2,5                           |
| <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> | 2,5                           |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |  |   |
|---|--|---|
| Time for our attendance team to meet and to carry out activities aimed at monitoring and raising attendance and consistently applying our attendance policy | 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.   | 3 |
| <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> | 1 |
| CPD e.g. national nurture network and Team Teach  | <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 |
| Drawing Therapy- Time for staff to work one to one with pupils  | <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>   | 1 |
| Financial support e.g. uniform, trips, child care   | 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.   | 4 |

**Total budgeted cost: £ 129,961**



## 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 2024 2025 academic year. .

External factors have impacted on the outcomes of the strategy. These include deepening poverty following the cost of living crisis and significant and prolonged disruption to the school caused by the discovery of RAAC in all our KS1 and KS2 classrooms. 2 AHTs who were sharing the year 6 class went off on maternity leave over the course of the year.

In the 2024 – 2025 academic year, 100% of non Pupil Premium children achieved the standard in phonics whilst 75% of pupil premium children achieved the standard. Nationally 80% of all children achieved the standard and our pupil premium children performed broadly in line with all children nationally (this is approximately a 1 child gap)

In the 2024 – 2025 academic year, 18/24 children or 75% of pupils in year six were in receipt of pupil premium. 38% of pupil premium pupils achieved the expected standard in Reading, writing and maths combined. This is against 62% of non pupil premium children. However, a number of the PP children have multiple risk factors:

- 1 PP child has an EHCP and is in care
- 2 PP children have EHCPs
- 6 PP children have Children's social care involvement ranging from early help to Child in Need
- 3 have SEND at school support level
- 2 have parents in jail or previously in jail

These factors contribute to pupils with a 'spikey' learning profile. They have areas of strength and areas that are weaker. As a result achievement in individual subjects is stronger than for our combined measure. Results are as follows:

| Subject | % at the expected standard and above PP | % at the expected standard and above non PP |
|---------|---|---|
| Reading | 72%                                     | 75%   |
| Writing | 61%                                     | 75%   |
| Maths   | 66%                                     | 87%   |

PP and non PP pupils performed at similar levels in reading. However the gap is more significant in terms of writing and maths.

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.

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

## 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.*