

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium (PP) 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	754
Proportion (%) of pupil premium eligible pupils	60.1
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	May 2025
Date on which it will be reviewed	May 2028
Statement authorised by	Samirah Roberts (Headteacher)

Pupil premium lead	Lorna Patrick
Governor / Trustee lead	Geoff Harley Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<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	£243,469

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of background and the individual challenges they face, make good progress and achieve high attainment across the curriculum. The focus of the strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have input from external agencies, involvement of social care and those who have special educational needs. The activities outlined in this strategy are intended to also support other students and meet their needs, regardless of whether they are disadvantaged. High quality teaching is outlined in this strategy as this is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit non-disadvantaged students.

We expect pupils at Christ Church Secondary Academy (CCSA) to:

- Leave having the academic skills and knowledge necessary to gain access to the next stage of their educational learning, or the career of choice
- To have a clear understanding of right and wrong, to understand the roles, responsibilities and values a modern citizen, and to be beacons of light in their local communities, knowing the love of God.
- To have a range of experiences to draw upon
- To have the self-belief, determination, and independent skills required to be successful

We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

## Challenges

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

Challenge number	Detail of challenge
1 Attainment and Progress	Pupils are below National Average attainment on entry to CCSA with a high number of challenging Pupil Premium cohorts. With an average of 65% PP in Key Stage Three, there is 64%, 66% and 63% in Y7s to Y9 respectively. Year 10 is a smaller cohort with 43% PP. This shows the school demographic is continuing to experience high levels of deprivation.
2 Attendance	Inconsistent levels of attendance and punctuality are a significant barrier to learning for some students, especially those who are disadvantaged. PP attendance is higher than FFT NAT PP data by +1.6%. However, the current gap between PP and Non PP attendance is 4% (non-PP = 92%, PP = 88%) The aim is for this gap to be reduced to 1.5 % in 25/26 improving PP Boys and PP SEND and Non PP student attendance to meet school target of 93%.
3 Behaviour	Behaviour issues for groups of students, (mostly eligible for PP) is having a detrimental effect on their academic progress and their peers'. This is particularly evident in Year 8 where the number of students needing to be removed from lessons due to persistent disruption to learning is disproportionate in comparison to other year groups. 38% of all lesson removals during the current academic year have been from year 8 and 87% of year 8 instances of lesson removals were from PP students.
4 Reading	Impact upon barriers to learning caused by low levels of comprehension amongst some learners. The difference in reading ages between PP and non-PP IN Year 7 is 11 months, growing to 19 months in Year 8 and 14 months in Year 9. This shows the gap is widening with minimal improvement.
5 Enrichment	Attendance in high quality enrichment activities will provide students with opportunities they may otherwise not access in order to develop students wider personal and social skills such as self-confidence, teamwork and resilience
6 Destinations	Ensure all students have a suitable place to continue their post-16 education

## 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
Increase students' reading ages	<p>NGRT tests will show that there has been a reduction in the gap between students' chronological reading age and actual reading age for disadvantaged students.</p> <p>This means that there will be more students that have a standardised reading score of 100 or more.</p>
<p>Improve student behaviour during lesson times. Ensuring students are highly focused on their learning will especially support disadvantaged students and close the attainment gap.</p>	<p>Learning walks will show that lesson standard operating procedures (SOPs) are consistently applied in all lessons.</p> <p>Work reviews will show that students are given timely whole class feedback, in line with department assessment calendars. Teachers will mark for spelling, punctuation and grammar (SPAG) once every six lessons.</p> <p>Student voice interviews will show increasingly positive attitudes towards learning and high aspirations for the future</p> <p>The aim for the behaviour data is that PP students will achieve proportionately higher numbers of positive behaviours and reduce negative behaviours to be inline with the proportion of PP students on roll, or fewer. The analysis of the current behaviour data (comparing PP and non PP students) shows a disproportionate number of negatives being awarded to PP students. PP students have currently received 73% of all negative behaviours awarded.</p>

<p>Improve attainment in core subjects at Key Stage 4 through targeted intervention, quality first teaching and better planned in-lesson support</p>	<p>Mid and end of term assessment data will show diminishing progress gaps compared with non disadvantaged peers.  Student attendance at after school interventions will improve.  Currently, 50% disadvantaged students compare to non-disadvantaged students attend an afterschool intervention a week. This is based on the 115 students in total that attend a club weekly. The aim is to increase this number overall so that the numbers of PP students are equal if not higher among disadvantaged students.  Increase the in-school intervention offer to allow for more academic intervention during form time and social times. Currently there are 4 sessions run during form times each week: x2 English and x2 Science.</p>
<p>Improve punctuality and attendance levels through strategic monitoring and support. Key actions will include home visits, mentoring and parental contact.</p>	<p>Weekly data checks will show improving levels of punctuality and attendance.  Attendance will be in line with non- disadvantaged students by the end of the academic year and will equal the school target of 93%. The current gap between PP and Non PP attendance is 3% (Non-PP = 94.5%, PP = 91.1%). The aim is for this gap to be reduced to 1% in 24/25 and 0 by 25/26.</p>

## 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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of 'Embedding Formative Assessment' strategies	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. The introduction of the strategies and</p>	1, 4  EFA cost
	training provided by the EFA will target checking for understanding in lessons to provide more instant feedback.	
Introduction of coaching triads. Additional time given to teachers to allow for them to observe each other and take away best practice.	<p>Classroom Observation as a Tool for Expansive Professional Learning by Matt Leary – Explores alternative models of observation and their role in promoting teacher learning.</p> <p>Allowing for time for collaboration will allow staff to learn from each other. This will enable improvements in teaching and greater opportunities for collaboration within the classroom.</p>	1, 3, 4 Cost of UPS3 teacher for 12 Days £1613
Appointment of two AAHTs for Teaching and Learning	The development of in house CPD will be instrumental in targeting the specific areas for improvement in teaching practice. Particular focus on Retrieval Practice (led by studies from the Research Scientists) and Engagement Strategies (Kagan and Sherrington) will enable all students to engage in lessons and make more progress.	1, 3, 4 Cost of AAHT £120,031
Appointment of non-teaching Heads of Year	<p>This will allow for more support to be provided for vulnerable and disadvantaged students. Interventions can be instant to resolve issues and improve the wellbeing, attendance and attainment of individual and targeted groups.</p> <p>A study published in the Educational Administration Quarterly (2017) found that non-teaching staff in leadership positions who work closely with teachers to understand student behaviour and needs often improve overall student-teacher relationships.</p>	2, 3, 5, 6 Cost of x4 HOY £136,354

<p>Hourly revision conferences developed to each year group, bi-annually. This is to support pupils in revision strategy and exam preparation - through Yr711.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation</a></p> <p>Evidence proves that helping students clarify how they learn will help them to make accelerated progress. As the sessions are differentiated, this allows for all learners to engage in revision strategies that work for them.</p>	<p>1</p>
<p>Purchase of additional external providers to provide revision to Year 10</p>	<p>This will help target revision in a smaller, group setting. Students are taught strategies by university students. This not only gives them a peer perspective but raises students' aspirations of what they might achieve. In addition, there are individual follow up resources and parent workshops. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/peer-tutoring</a></p>	<p>1 Elevate cost, Keoodle, PHSE, Bedrock, Languagenut,</p>
		<p>Mr Carter Maths, Go Teach Maths, £5729</p>
<p>Use of digital platforms to increase students' completion of work outside the lesson</p>	<p>Increasing student engagement in various platforms will increase student work rates and consequently attainment. The EEF toolkit suggests that homework may have high impact for a comparatively low cost. Involvement of parents to provide the optimum conditions at home for students to complete tasks is very important in ensuring effectiveness  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework</a></p>	<p>1, 4 Educake, Sparks Maths £810</p>

<p>Identify and improve academic under-achievement and skills that need to be strengthened within departments through Quality Assurance cycle and Subject Reviews.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning</a></p> <p>In depth subject reviews allow for evaluation of subject matter to ensure it is broken into blocks or units with predetermined objectives and specified outcomes.</p>	<p>1, 3, 4, 5 DH part salary ½ £39,739</p>
<p>Work Review and internal Quality Assurance procedures to focus on PP students to reduce attainment and progress gaps</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</a></p> <p>Ensuring all students are given timely and effective feedback, which they can act upon, is crucial to learning and progress.</p>	<p>1, 4 DH/AHT/AAHT part salary ½ £103,612</p>
<p>Gather baseline and progress information on students' reading competence through NGRT tests. This will give each student a national benchmark and a standardised reading score. Targeted support will then be planned, delivered and assessed for impact</p>	<p>A range of packages will be delivered by trained Teaching Assistants and the newly appointed 'Reading Champion'. All reading interventions will be evidence based.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a></p>	<p>1, 4 Librarian plus part of TAs  £56,630</p>

<p>Appointment of 'Reading Champion' and TLR Holder for Literacy Across the Curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</a>  The Reading Champion will also provide all year-round reading support to children and their families, helping support the most disadvantaged.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/summer-schools</a></p>	<p>1, 4, 6  EnglishTLR  total £3213</p>
<p>Investment in increasing the stock and equipment in the library</p>	<p>In the UK, almost 1 million children (1 in 12) don't have a book of their own (this goes up to 1 in 8 for children receiving Free School Meals). Over half of children and young people (56%) don't enjoy reading in their free time. Reading for pleasure is at its lowest level since 2005. This is according to the National Literacy Trust, Annual Literacy Survey 2023</p>	<p>1, 4 £14,000</p>
<p>Parental Engagement, in addition to annual Parents' Evening, to include: Parent Information Evenings for all year groups, additional Targetted Parents' Evenings for identified students and Y7 Induction Evening</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	<p>2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in the Brilliant Club for 14 selected students with Free School Meals (FSM) to complete an academic course whilst also increasing students' awareness of post16 options	Early work conducted by the Brilliant Club has suggested that students make at least 4 additional months of progress compared with students in the control group of schools. The programme focuses on three elements: canonical texts, grammatical concepts and reading for pleasure. English Mastery   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 5, 6 Brilliant Club cost. Thrive approach £1200

<p>Identify underperforming Y11 PP students and focus intervention and support on this target group. Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8</p>	<p>Data tracking of these students to show the impact of the programme. Ensuring all pupils have access to an appropriate curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils__briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils__briefing_for_school_leaders.pdf</a></p>	<p>1, 2, 3  Cost of paying English and Maths markers  £2000</p>
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Budgeted cost: £

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of independent Careers' Advisor to work one to one with students and their families to ensure the correct pathways' choices and correct post16 destination.	<a href="https://www.gatsbybenchmarks.org.uk/news/quick-read-guide-to-the-gatsby-benchmarks-updateslaunches/">https://www.gatsbybenchmarks.org.uk/news/quick-read-guide-to-the-gatsby-benchmarks-updateslaunches/</a>	6 Annual cost of Independent careers advisor £4000
Attendance officer to work to increase attendance rates pupil premium students.	<p>Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement</a>	2 Attendance officer £32239

<p>Utilise Alternative Provision and Work-Related Learning to ensure most appropriate provision for PP students</p>	<p>Working to find what might help pupils make the next step in their learning and the focus on targeted support  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	<p>1, 6  AP provision cost  £215,000</p>
<p>Monitor behaviour of PP students across the curriculum, through analysis of points, awards of rewards and sanctions and attendance (via Arbor and Class Charts)</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a></p>	<p>1, 2, 3, 4, 5, 6  Rewards budget  £500</p>

<p>Increase rewards, trips and enrichment opportunities for disadvantaged students</p>	<p>Evidence that increasing opportunities for students to widen their cultural capital and give them lived experiences will increase student wellbeing and social and academic development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/artsparticipation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/artsparticipation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions</a></p>	<p>AHT salary part ¼ £15953</p>
<p>Provide students with essential resources, in order to optimise engagement with school (e.g. uniform items, revision guides, text books, specialist subject equipment, and financial support towards school trips).</p>	<p>PP students will be provided with various support material, including revision guides, uniform, equipment for lessons, and given guidance in making optimum use of resources. This will support their learning and reduce perceived differences between PP students and those who are more advantaged.</p>	<p>1, 6 £2000</p>

<p>Pastoral and behaviour team to focus on the root causes of misbehaviour through dedicated pastoral support. Flexible interventions and reasonable adjustments used to support students to improve behaviour and emotional wellbeing.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</a></p>	<p>2,3 DH pastoral, AHT pastoral x2, AHOY and HOY ½ £140,140</p>
<p>Development and implementation of student leadership opportunities (Student council, library mentors, peer readers etc) in order to positively contribute to Academy life.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p>	<p>1, 4, 6 AAHT for HPA and Independent Careers Officer salary part £15953</p>