

At Christ Church Academy, we strive to ensure that every pupil realises their potential by supporting the whole child pastorally, socially and academically. We aim to gather a detailed picture of our students in terms of who they are and what they want to achieve in addition to the information we hold about their academic ability. We use this to support them in their journey through the school.

The Pupil Premium funding provides additional funding based on the number of pupils within the school who are currently entitled to free school meals as well as those who have received this support in the past six years; looked after children; those who have been looked after but are now adopted since 2005 and students of parents in the armed forces.

Through our detailed data tracking systems, we can carefully monitor the progress of all our pupils. At Christ Church, the Pupil Premium is used to fund interventions which narrow the gap and secure skills needed to succeed in life. Many of these are centred around literacy and numeracy, but we do not stop at these skills as we understand the need to support the whole child. We employ a wide variety of strategies from small group interventions through to nurture groups focusing on resilience and anger management as well as offering a counselling service through Younger Mind.

We believe strongly that pupils most basic needs should be addressed at the outset. It is for this reason that we ensure that all pupils in receipt of this funding have full school uniform and the correct equipment to access all areas of the curriculum. By meeting these physiological needs, we can eliminate any perceived differences between our pupils, allowing them to focus on their learning.

At Christ Church we provide many opportunities to learn outside the classroom and enrich pupils' experiences. All trips are funded for pupils in receipt of Pupil Premium and they have first refusal of places allocated to each trip. We also run trips specifically for Pupil Premium pupils. We work with Higher Horizons to provide access to Higher Education establishments to increase awareness of the options they will have in the future.

Providing for the talents and interests of young people is a vital part of their learning journey. We use Pupil Premium to fund music tuition in schools for those pupils who request them.

Regular reading is essential for success so we offer greater time within the school day to develop their confidence and interest. Through Pupil Premium we have also purchased books for students, magazine subscriptions and offered access to quality literature through our library and reading corner. We have also invested in Accelerated Reader, Read, Write Inc. phonics and spelling programmes and we offer small group intervention with an experienced teacher for which priority is always given to Pupil Premium pupils (where needed.)

All pupils in receipt of this additional funding are allocated a mentor from the staff body. The role of the mentor is to identify the needs of each individual pupil so that we can ensure that each and every pupil receives access to the wide variety of support and enrichment opportunities we offer.

Christ Church Academy received £99,538 of Pupil Premium funding in the year 2015-2016.

This money has been used to provide additional support to those eligible pupils including:

- Study Support/Intervention for English and Mathematics students to ensure pupils make expected progress.
- Provision of pre-SATs intervention groups in the Spring Term which target groups of pupils who were just below expected standards to ensure they were successful in their SATs tests.
- Funding of additional teacher hours to lower pupil group numbers in across the school to facilitate greater teacher contact and feedback opportunities for pupils in lessons, specifically those in receipt of Pupil Premium.
- Funding additional learning support hours to provide greater in class support and develop extra learning capacity.
- The appointment of Intervention Teacher and allow for extra capacity to "target teach" literacy skills, track and monitor progress in order to close gaps and improve progress. Appointment of Pupil Premium Lead Teacher to oversee strategy.
- Provide academic mentoring for individual and small groups of FSM pupils to secure understanding and secure further progress in learning.
- Staff mentors for pupils - mixed ability, mixed age and supports any difficulties in literacy/numeracy skills identified by individual pupils starting January 2015.
- Identification of pupils' individual needs through mentoring – purchase of specific equipment to support learning inside and outside of school.
- 100% Funding Music lessons for PP pupils and
- Fully funded residential trips – Stanley Head and North Wales
- Through mentoring, we have ensured all pupils have the basic equipment needed to participate in all areas of the curriculum (stationery, uniform, PE kit, etc.)
- Financial support for families with school uniform needs.
- Trips organised for PP pupils in KS3 – Keele University Science Hub and MMU Choices Day to broaden pupils' horizons and make higher education more accessible.
- Trip organised for PP pupils in Y6 to Birmingham – visiting book shops and theatre to enrich studies in school and enjoyment of reading for pleasure.

## **IMPACT**

Disadvantaged children KS2 attainment 2016 was high compared to national figures:

- In reading, writing and maths the gap between FSM and non FSM value added has narrowed from 2.1 to 0.3
- In 2015 reading FSM VA measure was 100.4 compared to 99.1 for non FSM
- Average point scores (APS) gaps between disadvantaged and other pupils have narrowed from -2.5 in 2014 to +0.3 in 2015 in combined maths, reading and writing
- Gaps in maths, reading, writing and grammar, punctuation and spelling have all narrowed. From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading and writing.
- The proportion of disadvantaged KS2 pupils who attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS2 pupils who attained at least Level 5 was equal to or above the national figure for other pupils in reading.