

## Pupil Premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our Academy

### School overview

Detail	Data
School name	Churchill Academy & Sixth Form
Number of pupils in school	1285 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	15 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Pupil Premium lead	Katie O'Malley
Governor	Andy Titerickx

### Funding overview

Detail	Amount		
	2022-23	2023-24	2024-25
Pupil premium funding allocation this academic year	£138,885	£147,402.50	£157,893
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0

## Part A: Pupil premium strategy plan

### Statement of intent

Churchill Academy works in partnership with the Lighthouse School Partnership to deliver the Trust Strategic Plan for Disadvantaged Students. These objects are an essential part of our whole school development plan. We recognise that our young people come to Churchill Academy from very
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different contexts and that their readiness for the school day can be varied. Our duty is to ensure that school systems and support are in place to address the barriers that our pupils face. Over the next three years, our aim is to ensure that Churchill Academy is inclusive, provides a welcoming environment and creates a culture where everyone enjoys coming to school.

We want to improve outcomes for our priority pupils through excellent teaching, improving outcomes changes lives and increases the opportunities that our young people have in the future.

The needs of our pupil premium students at Churchill are varied and a one size fits all approach would not be appropriate. The strategy outlined encompasses a range of support we have developed in response to the needs identified here at the academy. We communicate openly with our families about the use of our funding and the support we can offer. We work closely with our families to ensure the funding reflects their individual needs.

## Challenges

This details the key challenges to attainment that we have identified among our pupil premium pupils.

Challenge number	Detail of challenge
1	<p><b>Attendance and Punctuality</b></p> <p>The attendance gap between disadvantaged students and their peers can be a difference of 6%. It is essential that PP attendance is supported and addressed to ensure that students are in the classroom as often as possible</p>
2	<p><b>Raising Achievement</b></p> <p>On entry to the school the key stage 2 prior attainment data for our pupil premium cohort is always lower than their peers. Historically some higher attaining pupil premium students have made less progress than other high attaining students.</p>
3	<p><b>Whole School Culture</b></p> <p>Our behaviour data shows that a disproportionate number of PP students receive behaviour points or entries to refocus in comparison to their non-PP peers. The number of pupil premium students accessing refocus last academic year at least twice was 26.26%. It is essential that our PP students are supported in understanding how to positively manage their emotions and how to effectively self-regulate.</p>
4	<p><b>Transition</b></p> <p>Churchill Academy needs to ensure we gather all relevant information and data from Primary School and previous school to support the identification, early intervention and effective transition process. Churchill Academy needs to consider the</p>

	additional support required by some Pupil premium students starting Key Stage 4 and 5.
5	<p><b>Language of Aspiration</b></p> <p>Through our student voice activities, we have learnt that some of our disadvantaged students do not set themselves a high bar in terms of pathways through their educational landscape - sometimes this can be through limited exposure to those opportunities.</p>
6	<p><b>Engagement in wider opportunities</b></p> <p>The data we gather from our enrichment registers shows that take-up of enrichment activities does not proportionally represent our PP cohort. This can be due to perceived limits to access or being unaware of the opportunities that are available. Some children in receipt of Pupil Premium may have fewer life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).</p>

### 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
1	<p><b>Attendance and Punctuality</b></p> <p>Pupil premium students attend school at the same rate as their peers.</p>	<ul style="list-style-type: none"> <li>- Attendance policy being used effectively to support decrease in absence.</li> <li>- Increase in whole Trust attendance to above 95%.</li> <li>- Decrease Persistent Absenteeism to below 15% as a Trust (below 12% for Primaries).</li> <li>- Attendance for vulnerable groups grows to and remains above 92%.</li> </ul>
2	<p><b>Gaps in Academic Attainment</b></p> <p>To reduce the attainment gap between disadvantaged and non disadvantaged across all subjects, with particular focus on Pupil Premium learners achieving at least in line with, or above national progress measures in Maths and English at KS4.</p>	<ul style="list-style-type: none"> <li>- Narrowing of the gap in all metrics with upward convergence</li> <li>- A systematic approach to improving outcomes by focusing on the quality of teaching.</li> <li>- Developmental Drop ins in place and effective in improving teaching as indicated through school visits and</li> </ul>

		<p>visit notes.</p> <ul style="list-style-type: none"> <li>- Book looks, moderation and student voice indicate that the curriculum is being implemented successfully.</li> <li>- Staff use strategies from their T&amp;L toolkits and are responsive to feedback.</li> <li>- Priority Pupils are discussed in all interactions with school leaders and impact is noted through records of school visits.</li> </ul>
3	<p><b>Whole School Culture</b></p> <ul style="list-style-type: none"> <li>- Implementation of Nurture UK strategies</li> <li>- Reduction in suspension/ PEX for Priority Learners</li> <li>- All schools to consider what makes them welcoming and inclusive through student voice</li> </ul>	<ul style="list-style-type: none"> <li>- Student voice will indicate that pupils are happier in schools. This will be through the annual survey and through the Impact Ed evaluations.</li> <li>- Suspensions reduce amongst vulnerable groups</li> <li>- PEX reductions for vulnerable groups</li> </ul>
4	<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>- Boxall profiles created for some year 7 who are considered vulnerable.</li> <li>- Data collect from primary schools so that interventions can begin early in Year 7</li> <li>- Data collection scheduled over the year to measure impact.</li> <li>- Systems in place for admitting pupils into school mid-year which support successful transition. Regular check-ins for new pupils to mitigate issues which can arise.</li> </ul>	<ul style="list-style-type: none"> <li>- Interventions in place by the end of September</li> <li>- Nurture Groups running to support with tailored interventions.</li> <li>- Student voice for Year 7 demonstrates that the transition has been smooth</li> </ul>
5	<p><b>Language of Aspiration</b></p> <ul style="list-style-type: none"> <li>- CPD for all teachers on how to support Priority Learners as a tutor and subject teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will regularly use language of high expectations for all pupils.</li> </ul>

	- Use of the school and Trust inset day in February to focus on Priority Pupils	- All staff know the expectations of how we discuss pupils so that we are not making excuses
6	<p><b>Engagement in wider opportunities</b></p> <p>-Prioritise disadvantaged pupils for all extra-curricular opportunities, including trips, visiting speakers, leadership opportunities and student voice.</p> <p>- Develop our extra-curricular offer to include a broad variety of experiences</p>	- Student voice will indicate that pupils have opportunities to take part in a range of activities.

### Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Activity		Outline of Role	Link to Strategic Plan 2023-26
<p><b>Staffing Expenditure</b></p> <p>(80% of pupil premium Budget)</p> <p>£136,080.00</p>	Pupil premium Administrator (2 days)	Liaise with pupil premium students and families about provisions. Organise provision and resources for pupil premium students.	Leadership and Management Personal Development
	Safeguarding Pastoral Support Officer & Year 9 Pastoral Support	Monitor and support Safeguarding concerns of vulnerable learners including pupil premium.	Behaviour and Attitudes
	Year 7 & 8 Pastoral Support Worker (3 days) x2	Provide pastoral support to vulnerable learners including pupil premium.	Behaviour and Attitudes
	Wellbeing Pastoral Support Worker x2	Provide wellbeing support to vulnerable learners including pupil premium.	Behaviour and Attitudes
	Assistant Headteacher-inclusion	Oversee provision and strategy. Provided support for families and students throughout the year	Leadership and Management

	CLA worker (1 days)	Support CLA and PLAC students by setting regular targets, monitoring their progress and liaising closely with home.	Behaviour and Attitudes Leadership and Management
<b>Inclusive Curriculum</b>	Community Pathway  Small Group English Tutoring	Pre-ASDAN (Year 9) and Community (KS4) Small Group English Tutoring	Behaviour and Attitudes

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

The number of students accessing these provisions is available [here](#).

Activity	Evidence that supports this approach	Challenge number(s) addressed	Link to Strategic Plan 2023-26
English Tutor: Provide academic and pastoral support to vulnerable learners including pupil premium.	<a href="#">Small Group tutoring</a> – EEF	1,3,5,6	Quality of education
Community Group: Students in Year 8 & 9 who have been identified with significant literacy needs by teaching staff in liaison with the SENCO and parents will have an adaptation to their curriculum to ensure additional time can be spent boosting key literacy skills.	<a href="#">EEF Life Skills</a> - EEF	1,2	Quality of education
<a href="#">IDL</a> : Students identified with literacy needs have the opportunity to follow an online literacy package to boost spelling. SPAG, reading and typing skills.	<a href="#">IDL</a>	1	Quality of education
<a href="#">Rapid Reading</a> : Students identified within Years 7-10 have the opportunity to spend a series of sessions working to break down understanding of short stories from a word, sentence, and whole text level.	<a href="#">Rapid Reading-EEF</a>	1	Quality of education

Activity	Evidence that supports this approach	Challenge number(s) addressed	Link to Strategic Plan 2023-26
Pupil premium Teacher: To provide support and guidance to class teachers on how to best support pupil premium Students.	<a href="#">Mentoring</a> - EEF	2, 8, 9	Quality of education
Phonics Programme developing Phonological Awareness.	<a href="#">Unlocking Letters and Sounds</a>	1	Quality of Education

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

Activity	Evidence that supports this approach	Challenge addressed	Link to Strategic Plan 2023-26	
Quality First Teaching	Provide easily accessible information to staff about the needs of our pupil premium students to inform their teaching.	<a href="#">Teaching &amp; Learning</a>	1,2,4,5,6	Quality of Education
	Ensure the curriculum vision reflects the needs of our vulnerable learners. Individual faculties to summarise and develop approaches for Priority learners (including pupil premium).	<a href="#">Teaching &amp; Learning</a>	1,2,4,5,6	Quality of Education
EBSA Worker	A new role to support attendance focusing on Emotionally-based school avoidance.	<a href="#">DfE Improving Attendance</a>	2,3,5,8,7,9	Quality of education  Behaviour and Attitudes

Activity		Evidence that supports this approach	Challenge addressed	Link to Strategic Plan 2023-26
Uniform Support	PP families able to claim £50 towards cost of uniform annually Student Services “uniform/PE kit support” available daily.	<a href="#">Uniform-EEF</a>	4,6	Behaviour and Attitudes
Funding Educational Resources	Voucher Scheme includes curriculum materials, Ed trips, texts books, catering ingredients etc.	<a href="#">Revision-EEF</a>	4,5,6	Quality of Education  Personal Development
Enrichment Support (Trips and visits)	Facilitates inclusion and supports engagement with learning.	<a href="#">EEF Life Skills</a>	4,5,6,7	Personal Development
Revision Guides and workbooks	Correct revision materials provided for Year 10 and 11 pupil premium students wishing to take up this offer	<a href="#">Revision-EEF</a>	4,5,6	Quality of Education  Personal Development
Stationery Equipment	PP students able to collect equipment as and when required in low key manner	<a href="#">PP Equipment</a>	4,5,6	Behaviour and Attitudes



Activity		Evidence that supports this approach	Challenge addressed	Link to Strategic Plan 2023-26
Summer School	Supports students with transition from Year 6 building upon skills, knowledge and experience to get PP students "secondary ready"	<a href="#">.Transition</a>	6	Personal Development
<a href="#">Period Poverty</a>	All our PP students (and identified vulnerable students) are contacted directly with how to access this provision.	<a href="#">Department For Education Programme</a>	6	Personal Development
1:1 Counselling/ Clinical supervision	Provided Pastoral Support Worker for Mental Health with required professional supervision.	<a href="#">Mentoring</a> - EEF	3,5,7,9	Personal Development
Counselling qualification	A member of the wellbeing team is working towards qualification in -Advanced Diploma in Integrative Counselling.	<a href="#">Teaching &amp; Learning</a>	3,5,7,9	Personal Development
<a href="#">Service Children Pupil Premium</a>	Our PP Teacher oversees the progress and support for our Service Children.	<a href="#">Service Children</a>	3,4,5,6	Personal Development
<a href="#">Lego therapy</a>	LEGO® Therapy is a social development intervention to help children with social	<a href="#">Lego Therapy</a>	3	Personal Development

Activity		Evidence that supports this approach	Challenge addressed	Link to Strategic Plan 2023-26
	communication difficulties.			
<a href="#">Extended Work Experience</a>	Opportunity to work off site and gain lifeskills with a local employer.	<a href="#">EEF Life Skills</a>	6	Personal Development
<a href="#">Social Skills Group</a>	A weekly social skills group for students during tutor time.	<a href="#">Social, Emotional and Learning: Educational Endowment Foundation</a>	3	Personal Development
<a href="#">1:1 Nurture</a>	Staff are ELSA qualified.	<a href="#">Nurture</a>	3	Personal Development
<a href="#">Social Time Support</a>	Structured Sutton Trust support at social time is provided for vulnerable/SEN students at break and lunchtime in Student Services.	<a href="#">EEF Life Skills-</a>	3,6	Personal Development
<a href="#">Young Carers</a>	1:1 and small group sessions delivered during tutor and lunchtime to offer guidance and peer support.	<a href="#">Young Carers Support</a>	3,4,5,6	Personal Development
<a href="#">Wellbeing workshops</a>	Small group sessions based on positive mental health.	<a href="#">Mentoring</a>	3,7	Personal Development
<a href="#">Provision Map</a>	Provision Plans -My Support Plan: -PACE Students -Safety Plan	<a href="#">Provision Map</a>	3	Quality of Education  Personal Development

Activity		Evidence that supports this approach	Challenge addressed	Link to Strategic Plan 2023-26
	-Student Passports			
Homework Club	A weekly Homework club available in L8. This provides space, resources and staff guidance.	<a href="#">Homework Club</a>	4,5	Quality of Education  Personal Development
Phonics 2024-25	A weekly intervention provided by trained staff.	<a href="#">Phonic Intervention-EFF</a>	1	Quality of Education
Afterschool Cooking Club	A fortnightly project running throughout the academic year for targeted students. Focus on students with lower attendance.	<a href="#">EEF Life Skills</a>	4,5,8,9	Personal Development

## Part B: Review of outcomes in the previous academic year (2023-24)

### Pupil premium strategy outcomes

Aim	Outcome	Link to Strategic Plan 2023-26
To implement the Support, Challenge Attendance strategy to improve Priority Learners' attendance above national (%)	Priority Learners' attendance improved slightly from 86.2% in 2023 to 86.3% in 2024.  However we are still below the national average.	Quality of Education
To improve Priority Learners attainment at Churchill Academy & Sixth Form	Priority Learners' attainment improve at KS4: <ul style="list-style-type: none"> <li>GCSE Results August 2023 Progress 8: Pupil Premium -0.61 compared to -0.39 in August 2024</li> </ul>	Quality of Education

Aim	Outcome	Link to Strategic Plan 2023-26
	However, there is still work to be done to further reduce the attainment gap.	
To reduce the number of Pupil Premium students regularly sent to the refocus room	Pupil Premium students continued to attend the refocus room more regularly than peers. Last academic year 26.26% of Pupil premium students were sent to refocus at least twice.	Personal Development
Pupil premium students are not disadvantaged due to resource need and there is improved participation in educational visits and extra-curricular provision supporting attainment and progress.	<p>Example numbers of students accessing funding during 2023-24</p> <ul style="list-style-type: none"> <li>● 779 individual students received support with the cost of uniform</li> <li>● 749 individual students accessed funding for their Educational and Enrichment voucher</li> </ul> <p>Summer School: This summer we ran a 3 day provision to support our year 6 Pupil Premium and SEND students. The programme gave students the opportunity to meet academy staff and familiarise themselves with the school site. The activities included cooking, drama, English and Caving with Mendip Outdoors.</p>	Behaviour and Attitudes
Providing revision resources including stationery and revision books, giving students space to work (homework club).	<ul style="list-style-type: none"> <li>● 84 individual students received support with their Catering Ingredients</li> <li>● 34 individual students received support with Revision Resources</li> </ul>	Behaviour and Attitudes

What are the next steps?

- To implement the Priority Learner Strategy to close the disadvantage gap by improving attendance, attainment and engagement at Churchill Academy.
- Work with Lighthouse Schools Partnership multi-academy trust to raise the profile of vulnerable learners.