



# **Pupil Premium 2021-24 Strategy Statement**

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St Christopher's Church of England High School

# Pupil Premium Strategy Statement

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This statement details the school's use of pupil premium (2021-24) and recovery premium funding (2021-22) to help improve the educational outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2021-22) and the effect that last year's spending of pupil premium had within our school.

## School Overview

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<b>Number of pupils in school</b>	1 000 (11-16) + 299 (Sixth form)
<b>Proportion (%) of pupil premium eligible pupils</b>	13.8% (11-16)
<b>Academic years covered by this plan</b>	2021-24
<b>Date this statement was published</b>	15th December 2021
<b>Date on which it will be reviewed</b>	December 2022
<b>Statement authorised by</b>	R Jones (headmaster)
<b>Pupil premium lead</b>	R O'Doherty (AHT)
<b>Governor lead</b>	F Whitehead (chair)

## Funding Overview

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<b>Pupil premium funding allocation this academic year</b>	£ 105,575
<b>Recovery premium funding allocation this academic year</b>	£ 10,983
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£ 0.00
<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	£ 116,558

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## A. Pupil premium strategy plan

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### Statement of purpose

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The work of this school is defined and shaped by our church school status. Our approach to education builds from our foundation Scripture.

**“That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither – whatever they do prospers.”**

Psalm 1, verse 3

A promise to enable all pupils to prosper presents teachers and teaching assistants with an onerous responsibility, and one made even more challenging as we seek to prioritise the flourishing and success of those young people who are most vulnerable and disadvantaged, pupils who may well ‘with-er’ in another educational setting. We seek to place hope, security and success at the centre of their lives.

We welcome the pupil premium as an opportunity to help to address educational inequality, aid social mobility and contribute to better educational outcomes.

The pupil premium has been made available since 2011 and we have learned valuable lessons during this time which have helped to shape our current response. What is clear is that reducing the attainment gap presents all schools with the most stubborn of challenges and one not simply addressed by diverting additional funds to the problem, although this does help. Likewise, we now understand that there are no quick fixes and that gimmicks, if they work at all, have all too short a shelf life. What is needed is an acknowledgement that the happiness and success of disadvantaged pupils lies with us all and must not be left to one designated champion or tsar, and that improvements that benefit the neediest also invariably help all other pupils.

The causes of the attainment gap are complex and entrenched and many fall beyond the remit of St Christopher’s. However, our school has played a significant and sometimes critical role in improving the outcomes for children in our care. There are young adults today studying at the most prestigious universities who were eligible for PP funding and who benefitted from the school’s approach of support and care; in this way the pupil premium has changed lives for the better.

We are not so naive as to think that success of this sort is the dominant outcome - we are all too aware of our failings. The comparatively high and rising number of looked after children as a proportion of the total eligible for the pupil premium does mean that we are having to tackle complex and seemingly intractable challenges and that ‘success’ in these situations may not always be measured by exam results and hard data.

One final lesson learned lies in the type of intervention chosen. We now appreciate that a plan over a three-year period is more appropriate than the rush to achieve in twelve months and that we are better concentrating on a relatively small number of initiatives and doing this well rather than jump-ing on every bandwagon or following every fad.

Our approach is evidence based and we are grateful to the Education Endowment Foundation for guiding us in organising intervention in three tiers:

- i) **Teaching**
- ii) **Targeted Academic Support**
- iii) **Wider Strategies**

## Challenges

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

1	The progress and attainment of disadvantaged pupils at GCSE remains lower than that of their peers. This gap is apparent from year 7 but typically widens during pupils' time at the school and is evident to varying degrees in all subjects and amongst all abilities.
2	Assessments (including pupil voice) and observations indicate that disadvantaged pupils are less likely to participate in extra-curricular/enrichment activities than their peers. This is not the case for all clubs and societies but it is for most, thus depriving disadvantaged pupils from the cultural capital needed in order to thrive and flourish.
3	Assessments, observations and discussions with pupils and families suggest that the academic education of a number of disadvantaged pupils have been adversely impacted by the periods of school closure. These findings are supported by several national studies.  These knowledge gaps result in the prospect of pupils falling further behind age-related expectations, especially in mathematics and science.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils such as anxiety and low self-esteem. This is partly driven by an absence of family support or stability and concerns about future prospects.
5	Our overall attendance data is strong and has been for many years but the attendance among disadvantaged pupils has been typically 3% lower than for non-disadvantaged pupils in our school.  A similar gap is evident for those classed as being 'persistently absent'. Observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## Intended Outcomes

Intended outcomes **by the end** of our current strategy plan (2024).

	Intended outcome	Success criteria
1	A significant closing of the achievement gap (attainment and progress) for pupils studying for public examinations and a closing of the gap for pupils studying at key stage 3.	Data pointing to a narrowing of the gap (A8 and P8) between pupils eligible for PP and non-PP. Data indicating a closing of the gap at KS3 in core subjects with an emphasis on reading age figures as a priority.
2	Pupils eligible for the Pupil Premium grant will represent more than their statistical proportion in the school in terms of participation in extra-curricular and enrichment activities. This means more than 13% (2021 figure) ratio in clubs.	Increased rates of participation leading to broader experiences and increased levels of commitment to school life with consequences for attendance and attainment.
3	Pupils will not fall behind as a consequence of the COVID pandemic. For most this will result from a further improvement in the quality of Teaching stemming from a revised programme of CPD. For some pupils it will be addressed by direct and targeted intervention.	Attainment and progress data pointing to pupils catching up rapidly to pre pandemic levels in order to, at least, maintain parity with their peers.  Teachers' benefit from CPD which will cover the areas of scaffolding, memory retention, metacognition and vocabulary.
4	A decline in the number of disadvantaged pupils experiencing an adverse emotional reaction to the COVID pandemic. Where cases do emerge, these will be managed in a timely and appropriate manner. This will in-turn contribute to improved attainment results and rates of attendance.	A manageable and decreasing number of pupils (and families) accessing specialist additional support. Effective use of triage intervention, managed by reconfigured wellbeing team, for establishing a hierarchy of need.  The removal of any IT barriers to pupils being able to access online work.
5	Attendance to improve to be closer to non-disadvantaged pupils. Increased family engagement with school and support offered, destinations data to remain high and reflect high aspirations.	Reduction in current gap in rates of attendance (including persistent absenteeism). Greater coordination between wellbeing team, pastoral staff and attendance officer. Successful intervention and support for 'hard to reach' families. Securing of appropriate and ambitious destinations.

## B. Activity in this academic year (2021-22)

Activity planned for this academic year in an effort to address the challenges detailed above.

### i) Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £38,852**

Activity	Evidence that supports this approach	Challenge no.
<p>Strengthen Teaching and Learning strategies evident during last few years, specifically on closing the vocabulary gap (oracy), meta-cognition, scaffolding and memory retention.</p> <p>Use of evidence informed practice to set performance management targets to develop teachers' classroom practice.</p> <p>Build relationships with pupils to engage and raise aspirations.</p>	<p>This is to move beyond the homogenous group label of PP and identify individual barriers to learning.</p> <p>Action research by the EEF and research from books such as "Closing the Vocabulary Gap" by Alex Quigley have demonstrated that pupils matching the school's demographic often underachieve through lack of engagement and vocabulary rather than ability. We want to remove this barrier over time.</p> <p>The Guskey model of teacher development: professional development; change in teachers' classroom practice; change in pupil learning outcomes; change in teachers' beliefs and attitudes.</p>	1
<p>Department-specific intervention at KS3 and KS4.</p>	<p>For those pupils who do not engage or do not make the required progress, specific intervention, particularly in the core subjects (taking advantage of catch-up and recovery premium) following EEF evidence based criteria and action.</p> <p>Full use of revised schemes of learning.</p> <p>Use made of quality assured indicators for example, CAT4, Accelerated Reader, ALPS.</p>	1 & 3
<p>Strengthen quality of Teaching strategies developed over recent years, specifically on closing the vocabulary gap, meta-cognition and memory retention through planned CPD and evaluation of classroom practice.</p> <p>Increased use of evidence informed practice to set performance management targets.</p>	<p>This is to move beyond the homogenous group label and identify individual barriers to learning.</p> <p>Action research by the EEF and research from books such as "Closing the Vocabulary Gap" by Alex Quigley have demonstrated that pupils matching our demographic often underachieve through lack of engagement and vocabulary rather than ability. We want to remove this barrier over time.</p>	1 & 3

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

Budgeted cost: £38,852

Activity	Evidence that supports this approach	Challenge no.
Department-specific intervention at KS3 and KS4.	For those pupils who do not engage or do not make the required progress, specific intervention, particularly in the core subjects (taking advantage of catch-up and recovery premium) following EEF evidence based criteria and action.  Full use of revised schemes of learning.  Use made of quality assured indicators for example, CAT4, Accelerated Reader, ALPS.	1 & 3
Accelerated Reader (AR) for rolled out to all KS3, including baseline testing.  Star Reading Tests.	AR is a widely used and respected product. The evidence from other schools is that this improves rates of progress in terms of reading age and, consequently, ability to access questions and secure stronger academic outcomes.	4
Third Space Learning – maths intervention package.	Third Space Learning is an increasingly popular, evidence based programme. An example of targeted intervention when whole class teaching proves to be insufficient in closing gaps.	1 & 3
Department-specific intervention at KS3 and KS4.  Intervention apparent in all departments with withdrawal classes organised for English, maths and science.	For those pupils who do not engage or do not make the required progress, specific intervention may be offered. Our own impact analysis shows that certain individuals need different approaches.  EEF informed small group intervention and support for core subjects.	1 & 3

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

Budgeted cost: £38, 852

Activity	Evidence that supports this approach	Challenge no.
Ensuring disadvantaged pupils have the appropriate pastoral care. This means relationships with home are re-established and strengthened and specific issues are such as mental health and sexual harassment are dealt with adequately.	These all demonstrate key interventions with various groups of pupils, including disadvantaged.	4 & 5
PP Passports and Synergy strategies; rarely exclude approach; increase in extra-curricular through QUEST Award.  Registers of attendance to clubs.	The EEF's "Improving Behaviour in Schools" report recommends supporting and encouraging good behaviour through the knowledge and understanding of our pupils and what influences them. Making the most of their time at school is a key message that we need to communicate to our disadvantaged pupils in order to promote good behaviour for learning. We need to address home learning concerns.	4

Total budgeted cost: £116,558



## C. Review of outcomes in 2020-21

### Pupil premium strategy outcomes

**Due to COVID19, performance measures have not been published for 2020-21, and 2020-21 results will not be used to hold schools to account.**

Internal data indicates that COVID-19 disrupted all subject areas, although to varying degrees. Disadvantaged pupils were not able to benefit from pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

However, we were able to put a number of plans in place to mitigate the adverse impact of the pandemic on disadvantaged pupils.

Once the school was instructed to close (January to March 2021), we prioritised the SEND and vulnerable pupils for education on site. This enabled us to follow the largely stay at home order as well as supporting pupils and their families in school if this was deemed the best course of action for each child. We set up our systems to monitor the engagement of key groups through Synergy and Microsoft Teams (tracking data available in school).

SEND pupils engaged well, primarily due to their regular attendance at school but also due to the work of Teaching Assistants in supporting specific pupils. Form teachers and Heads of Year, along with the Wellbeing Team reported to SLT on the engagement and welfare of all pupils, with a particular focus on the more vulnerable. The tracking and monitoring of this showed that some pockets of disadvantaged pupils were engaging as well as their peers, however with the systems in place we ensured that any gaps were kept to a minimum.

Food vouchers were sent to our more vulnerable families and we ran a food bank in school with members of staff delivering packages to the doorsteps of families. We also provided 'Grow to Eat' seeds with compost, growing pots and instructions. This was specifically for FSM children with other families included through the guidance of our Wellbeing Team. Our pre-loved uniform stall was another initiative to help families to meet the cost of purchasing new uniform. Many items had not been worn much due to lockdown and families were having to purchase new uniform for the return to school. This swap-shop idea along with donations if preferred proved tremendously helpful to lots of families. On the return to school, FSM pupils were given an additional £1 a day on their dinner cards to encourage better eating habits and allow for positive attitudes to learning when in the classroom.

The QUEST Award was another way of staying in touch with all pupils, disadvantaged in particular. They were encouraged to complete a range of activities, some community-based, in order to achieve the award. This helped with mental well-being as well as encouraging physical activity.

The Summer School provided an opportunity to get to know the pupils arriving in September as well as being able to identify any gaps in the curriculum. The majority of disadvantaged pupils now have pupil passports/strategies within our Synergy system so that teaching staff can understand the pupils and their needs.

### Externally provided programmes

Programme	Provider
Curriculum support (all subjects)	Oak Academy
Worship	Church of England Education Office
Support for mathematics	Third Wave
Support for reading	Accelerated Reading







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which yields its fruit in season and whose leaf does not wither-  
whatever they do prospers.**

Psalm 1:3



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