



Pupil Premium Strategy Statement

St Christopher's Church of England High School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	997 (11-16) and 284 (Post-16)
Proportion (%) of pupil premium eligible pupils	16.3% (11-16)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	12/25
Date on which it will be reviewed	01/12/26
Statement authorised by	R. Jones (Headmaster)
Pupil premium lea	A. Spence (DHT)
Governor / Trustee lead	D. Arnold (Chair)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,275

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Statement of purpose

Aims: to implement a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school.

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 ‘wither’ in another educational setting. We seek to place hope, security and success at the centre of their lives.

Taking an evidence-based approach, we know that a robust, ambitious and well-sequenced curriculum, delivered through high quality teaching and learning on a daily basis, has the biggest impact on the lives and outcomes of disadvantaged children. Taking care to ensure that pupils keep up on entry from primary school, but are also enabled to better catch-up when their starting points are lower, is our core priority. However, we also know that needs which must be met for this high-quality academic experience are often unknown and that an active engagement in the extra-curricular and spiritual life of school also leads to enhanced outcomes (EEF). Therefore, building on our well-informed whole-school improvement priorities, for our disadvantaged pupils, we must do more in a routine, inclusive, compassionate and ambitious way. As such, our interventions will be organised into the following three tiers:

- **High-quality teaching**
- **Targeted academic support**
- **Wider strategies**

Challenges

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

Challenge number	Detail of Challenge
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	Our disadvantaged pupils typically present with lower KS2 Reading scores and reading ages. Challenges include weaknesses in decoding, comprehension and vocabulary acquisition.
3	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.
4	Observations and discussions with pupils and families have identified social, emotional and mental health challenges for many pupils such as anxiety and low self-esteem. This is partly driven by an absence of family support or stability, concerns about future prospects and often generational low-aspiration for academic achievement and future employment.
5	<p>Our overall attendance data is strong (in comparison with both national averages but more significantly in comparison with similar schools) 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, albeit much stronger than that of disadvantaged pupils nationally.</p> <p>A similar gap is evident for those classed as being 'persistently absent'. Observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	While the behaviour of all pupils is a strength of the school, rates of exclusion for disadvantaged pupils at our school is statistically and proportionally higher than for their non-disadvantaged peers.

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
Disadvantaged pupils receive frequent verbal feedback in class from teachers and their peers, and precise written feedback from teachers from assessed work which makes it clear for them their strengths and next steps.	Disadvantaged pupils are better enabled to catch-up and keep-up in terms of knowledge, understanding and achievement across Key Stages 3 and 4.
Teachers make reasonable adjustments and in class interventions for disadvantaged pupils informed by assessment data across KS3 and KS4.	Leaders and teachers observing lessons report evidence of focussed support for and checking for understanding of disadvantaged pupils.
Improve reading age and ability of targeted pupils so that they are better able to access the broad and ambitious curriculum offered.	Intervention tracking data indicates increased rates of progress and reading age and comprehension attainment.
Teachers, form teachers and pastoral leads have a more acute knowledge of the academic and social needs of disadvantaged pupils so that they are better able to make reasonable adjustments.	Disadvantaged pupils are known well by teachers, form teachers and pastoral leaders and their experiences are enhanced as a result of this.
Timely well-being support, using both in house provision and external agency support, is provided to disadvantaged pupils experiencing social and emotional mental health issues	Pupils and parents report that they are well supported and this may therefore lead to enhanced attendance, engagement and achievement in school.
Attendance tracking of disadvantaged pupils and appropriate swift early intervention is prioritised in our robust and effective attendance systems.	Barriers to attendance are identified and swiftly removed where possible to reduce persistent absenteeism or the risk of it arising.
Increased engagement and participation rates for disadvantaged pupils across the full range of extra-curricular opportunities we offer.	Disadvantaged pupils make up at least 18% of all extra-curricular opportunities.
Increased use of internal suspensions and enhanced support to prevent multiple suspensions for the same behaviours for disadvantaged pupils.	A reduction in the use of external suspensions for disadvantaged pupils.
Disadvantaged pupils in Years 10 and 11 will work towards grades which represent higher attainment outcomes than disadvantaged pupils nationally.	Gaps between disadvantaged pupils and non-disadvantaged pupils will reduce due to the increased rate of progress and attainment of disadvantaged pupils.
Disadvantaged pupils will acquire the knowledge, understanding and skills required to attain well in their milestone assessments and end of year exams.	KS3 disadvantaged pupils' end of year quintiles will be in line with their KS2 prior attainment quintiles

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house CPD: Roots CPD programme including Stepped Instruction, Feedback, Oracy and Use of TAs	EEF guidance reports: <ol style="list-style-type: none"> 1. Teacher Feedback to Improve Pupil Learning 2. Deployment of Teaching Assistants 3. Special Educational Needs in Mainstream Schools 4. Effective Professional Development 5. EEF: What does the evidence base tell us about effective oral language practice? 	1, 2, 4, 5
In house CPD: Branches CPD programme, including Metacognition, Building Effective Relationships, Effective Questioning and Trauma Informed Practice	EEF guidance reports: <ol style="list-style-type: none"> 1. Metacognition and Self-Regulation 2. Improving Behaviour in Schools 	1, 4, 5, 6
Enhanced staffing of subject specialists in the English department	Analysis of 'specialist' and 'non-specialist' teaching in England / DfE / 2016	1, 2, 4
Leading Effective Disadvantaged Provision for Secondary Schools ASCL CPD	The EEF Guide to the Pupil Premium	All
Lancs LA Subject Leader and additional CPD for Heads of English, Maths, Science and Literacy Lead	Analysis of 'specialist' and 'non-specialist' teaching in England / DfE / 2016	1, 2
Reading, Writing and Oracy whole-school strategy – culture and classroom practice	EEF: What does the evidence base tell us about effective oral language practice? EEF: The Reading House Alex Quigly – Closing the Gaps series	1, 2
SISRA for assessment tracking at KS3 and KS4	EEF guidance reports: <ol style="list-style-type: none"> 1. Teacher Feedback to Improve Pupil Learning 	1, 2

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

Budgeted cost: £48,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonic	EEF: The Reading House EEF Guidance Report: Improving Literacy in Secondary Schools Alex Quigly – Closing the Gaps series	1, 2
IDSL	EEF: The Reading House EEF Guidance Report: Improving Literacy in Secondary Schools Alex Quigly – Closing the Gaps series	1, 2
Bedrock	EEF: The Reading House EEF Guidance Report: Improving Literacy in Secondary Schools Alex Quigly – Closing the Gaps series	1, 2
After school intervention for core subjects at KS3	EEF - Homework	1, 2, 3
Curricular support materials including Literature texts, revision guides, Art packs, DT and Food provisions	EEF Teaching and Learning Toolkit EEF	1, 2, 4
Psychometric testing processing	EEF Guidance Report: Special Educational Needs in Mainstream Schools	1, 2, 4, 5
Small group support / adapted timetable within Year 10 Options offer	EEF Guidance Report: Special Educational Needs in Mainstream Schools	1, 2
Use of GL / CAT, RA and SA to inform interventions	EEF Guidance Report: Improving Literacy in Secondary Schools	1, 2
Reading for pleasure / reading culture	EEF: The Reading House EEF Guidance Report: Improving Literacy in Secondary Schools Alex Quigly – Closing the Gaps series	1, 2, 3, 4

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

Budgeted cost: £47,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the Pupil Support Room	EEF: Behaviour Interventions	4, 5, 6
Wellbeing support / in-house counselling service	EEF Teaching and Learning Toolkit – Social and Emotional	4, 5, 6
Enhanced attendance monitoring and intervention	EEF: Attendance Interventions: Rapid Evidence Assessment	4, 5, 6
Extra-curricular provision – access to enrichment residential trips	An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility (Social Mobility Commission)	3, 1
Extra-curricular provision – access to instrumental (music) lessons	EEF Teaching and Learning Toolkit – Access to Arts	3, 1

Total budgeted cost: £147,275

Review of outcomes

Outcomes for disadvantaged pupils

Although the attainment of our disadvantaged pupils remains below that of our non-disadvantaged pupils and national non-disadvantaged pupils, the three year trend is a positive one, with gaps narrowing due to increasing rates of progress and attainment across all subject areas and measures. We remain ambitious though and will not be satisfied until our disadvantaged pupils routinely achieve significantly better outcomes than disadvantaged pupils nationally do.

Our internal assessments indicate that our chosen interventions are having a positive impact, particularly on the reading age and ability of pupils provided with additional and bespoke interventions. Moreover, our tracking of current Year 11 pupils indicates that our disadvantaged pupils are attaining significantly better than our similar cohorts across the last three years, suggesting that national averages for disadvantaged pupils will be surpassed in the summer of 2026.

For the whole academic year 2024-2025, the number of disadvantaged pupils suspended from school was significantly below the national-average and this trend continues into 2025-26. However, our disadvantaged pupils are proportionally over-represented in our suspension rates in comparison with their non-disadvantaged peers and the reduction of this rate is a key priority for us moving forwards..

For the Academic year 2024-2025, the attendance rate of our disadvantaged pupils was 92.75%. This is higher than both the national and regional average. The whole school attendance rate for that academic year was 94.15%. Disadvantaged pupils and students had access to support from the school's in-house Wellbeing Team and school counsellors as well as a range of external agencies including the Mental Health Support Team, ELCAS and Child Action North West.

Our previous strategy focussed significantly on helping pupils to cope with and recover from the impact of Covid on academic progress, including recovering from gaps in education and knowledge, and coping with the increased social, emotional and mental health challenges which the pandemic resulted in. The much-improved behaviour, continued improvement in attendance and the reduction in pupils needing alternative provision and reduced timetables indicates considerable success in this respect. Improved academic outcomes, particularly across English, Humanities and Creative subjects suggest, recovery in achievement terms is tangible but challenges (in line with the national picture) remain acute in terms of improving the retention and application of knowledge within maths (and associated subjects) which would lead to greater progress, attainment and achievement over time.

Externally provided programmes

Programme	Provider
Bedrock	Bedrock

Further information

Our Pupil Premium plan is supported internally by a range of specific actions plans, including but not limited to the School Improvement Plan, Curriculum and Assessment Improvement plans and Department Improvement Plans. The experiences and needs of any pupil who faces disadvantage and barriers to learning is central to our Church school work as we seek to mitigate these factors and ensure all pupils who attend our school are enabled to thrive, prosper and experience life in all its fullness.



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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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