



CHILDWALL SPORTS & SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Pupil premium strategy and recovery fund plan 2023-24

Pupil premium strategy statement – Childwall Sports and Science Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery 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	1086
Proportion (%) of pupil premium eligible pupils	44.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Janette Vincent
Pupil premium lead	Katherine Holme
Governor / Trustee lead	Sophie Priest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£480,240
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£480,240

Part A: Pupil premium strategy plan

Statement of intent

Childwall Sports and Science Academy has the duty to ensure every child, regardless of ability or background, is given the equal opportunity to progress and achieve their full potential. This duty reflects the Lydiate Learning Trust values of Engage Enable and Empower underpinning every aspect of the education we provide for our students. We intend to use the Pupil Premium funding to further existing provisions and to introduce new strategies for students entitled to this support. These interventions aim to reduce the gap between the attainment made by Pupil Premium students and their peers.

The current strategy is evidence driven using EEF and Research Schools guidance all elements of spend are proven to have impact.

All aspects of spending are directed towards target groups of pupils.

The plan is directed towards improving the quality of teaching therefore impacts on all students, the focus is to develop the individual learner using Adaptive Practices throughout lessons.

Achievement data is always used to ensure intervention strategies are directed and impact specific cohorts.

The Senior Leader responsible for PP has a clear overview of the allocation of funding and this information is frequently shared with wider Senior Leadership Team and whole staff.

The funding is targeted to improve areas of attendance, SEMH, culture, parental engagement, key groups progress and support, literacy and EAL support.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy
2	Attendance
3	Social, Emotional and Mental Health
4	Students who are new to country and/or EAL
5	Engaging families
6	Raising ambition and aspiration

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
To ensure quality first teaching in all classrooms that includes appropriate adaptations for all students.	Measuring progress and attainment vs national. Attainment and progress data throughout the school year.
To support the closing of the literacy and numeracy gaps.	Improvement in AP data Improvement in 5+ Eng and Maths Increased levels of disciplinary literacy. Improvement in reading ages/comprehension skills. Students performing in line with chronological age.
To support those with EAL and to increase their fluency in English. To enable families to fully support EAL students	Increased progress and attainment for students with EAL. Increased attendance at parental events from EAL parents/families. Access and attendance at ESOL programmes. Feedback from parents.
To raise ambition and aspiration for all PP students.	Increased students attending Sixth Form Attendance at co-curricular clubs. Engagement with the Childwall Experience Programme. Destinations data.
To continue to support students with SEMH.	Improved attendance of this cohort Improved attitude to learning grades. Students are happy in school and feel they supported in all aspects of learning and school
To continue to improve levels of parental and family engagement with education.	Increased sign up to the parental engagement education programme. Parents feel involved and well informed. Increased attendance at parents, evenings and coffee mornings.
To continue to support students to have the highest levels of attendance and to reduce the numbers of persistent absentees/severe persistent absentees.	Closing the gap to at least national average Improvement in attendance data throughout the year.

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: £34,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support all School Improvement Priorities, improvement of ambition, quality first teaching, numeracy and literacy through quality first teaching.	EEF PP Guide to EPP. "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for spending."	1, 4, 6
To ensure that all staff have the confidence and resources to adapt their teaching to support all students. Strategies to include enhancing the current SLAs with OSSME and ADHD foundation, providing a sensory box and training for all staff	Specialist support for students, teachers, LSAs and families increases awareness. Improves the use of effective adaptations to engage our students with particular needs.	1, 3, 4, 6
To ensure that all staff receive training on how to support pupil premium students and are confident in providing quality first teaching to all pupil premium students	EEF research shows that developing staff through targeted CPD will improve the effectiveness of the teaching of all groups of students.	1, 6
To allow the teaching of a broad, balanced and ambitious curriculum that allows all students to succeed. Specific	The evidence based Mastery curriculum ensures a strong basis for teaching and learning within Science lessons. The curriculum is clearly sequenced and chunked	1, 2, 3, 6

support offered to Science through the development of STEM and implementation of the Ark Mastery curriculum at KS3 and KS4, the introduction of a GCSE Photography course and the purchase of DT, Catering and Music equipment to allow more successful teaching of the courses	which will support EPP students. It directly addresses misconceptions. EEF research shows there is an impact on other areas of the curriculum when students participate and succeed in Arts activities and can lead to up to 3 months of extra progress	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To utilise NTP funding to support students who are working below target in core subject areas.	EEF research shows that small group tuition has an average impact of 4 months progress over an academic year. This is more likely to be impactful if it is clearly linked with timetabled lessons.	1, 6
To support the closing of the literacy and numeracy gap	Lexonik supports phonics and language development/reading comprehension for those with a reading age below their chronological age. National Literacy Trust research shows that Lexonik and Lexonik Advance provide a sustained improvement in decoding skills, long after the programme is completed. The percentage of students decoding below national average at the beginning of the programme was 23.7% compared to 6.9% at the end.	1, 6

	EEF research shows that numeracy interventions can help students to progress by 3 months.	
To provide laptops for EAL students/those new to country who have little or no English.	Lexonik Leap resolves phonics gaps for those who do not have English as their first language. Bell Foundation states: ensure new arrivals and pupils nearing high stakes examinations have the targeted language support they require to catch-up lost language and ensure they have a fair and equitable opportunity to express their subject content knowledge through the medium of English.	1, 4, 5, 6

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

Budgeted cost: £309,666.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue the role of the Careers Co-Ordinator to raise ambition and aspiration for all PP students.	Evidence shows that student ambition is guided by their experiences and the support offered as they progress throughout school. A Careers Co-Ordinator provided effective CIAG for all year groups and allows students to make informed decisions.	2, 3, 4, 5, 6
To continue the role of lead for Personal Development	EEF research shows that by developing the personal development curriculum there can be an increase in 4 months of learning	2, 3, 5, 6
To ensure that no student is disadvantaged due to a lack of equipment in school or poor quality/lack of food at home. Essential	Evidence shows that pupil premium money should be used to remove all barriers to learning.	2, 3, 4, 5, 6

<p>stationary and uniform to be provided for students and Asda vouchers given on a discretionary basis.</p>		
<p>To ensure that no family/child is disadvantaged due to being EAL by providing targeted support to refugee families. To be achieved through: The creation of an EAL co-ordinator role to support families who are new to country and to monitor, track and support students in school. To provide vital translation equipment, home necessities, English language teaching etc to those who are new to country and speak very limited English.</p> <p>3 stages to support families and develop our EAL provision: Year 1 – set up hampers and provide translation equipment (laptops in school and devices to go home) to support families. Develop links to support parents with English language learning and to consider setting up a parent accessible school shop.</p>	<p>Bell Foundation research shows that according to teachers, the family's proficiency in English had a significant impact on the language and learning loss of pupils who use EAL.</p> <p>Bell Foundation states: ensure new arrivals and pupils nearing high stakes examinations have the targeted language support they require to catch-up lost language and ensure they have a fair and equitable opportunity to express their subject content knowledge through the medium of English.</p> <p>Bell Foundation states: Focus in school training on the contribution that multilingual parents can make to their children's education which will help maximise parents' impact. In addition, ensure that parents who do not have English as first language are able to access resources for, and communications about, home learning in order to support their children's education.</p>	<p>2, 3, 4, 5</p>

<p>Year 2: Use facilities within school to provide English language lessons and the ESOL qualification. Year 3: Train parents to act as language teachers for other families.</p>		
<p>To ensure no student is disadvantaged and to increase the cultural capital of EPP students and that PP students have the same access to additional opportunities designed to increase aspiration and ambition. This is achieved through providing equal access to the annual culture week, which provides opportunity for sessions with artists, poets, chefs, performers and other external agencies. To also provide a system where subject leaders are encouraged to bid for additional PPF to support the opportunity, enrichment and progress of EPP learners.</p>	<p>“Cultural capital passed on through families helps children do better in school” If families cannot provide these experiences, we as a school must.</p>	<p>2, 3, 4, 6</p>
<p>To provide SEMH support for students: Deploy a programme of bespoke interventions to</p>	<p>Strong pastoral care is the foundation stone of a successful strategy. It should be seen as any the bedrock of any efforts to tackle education disadvantage. Evidence should be</p>	<p>2, 3, 5, 6</p>

<p>address attendance and potential barriers to attending school (Year 7-11)</p> <p>To ensure EPP students are gaining access to the emotional support needed in school via school counselling service.</p> <p>To provide equal access to Mental Health Awareness Week and visiting speakers.</p> <p>Mental Health Lead and development of mental health support across the school</p>	<p>valued in pastoral approaches as much as academic approaches. (Addressing Educational Disadvantage-The Essex Way Marc Rowlands.)</p> <p>Social and emotional interventions can have an overall average impact of 4 months additional progress on attainment. (EEF)</p>	
<p>To ensure that no EPP student is disadvantaged due to not accessing mainstream schooling</p>	<p>Keeping some of the hardest to help students engaged in education. Maintaining guidance and avoiding NEET</p>	2, 6
<p>To continue to support vulnerable families, particularly through the increase in parental engagement</p>	<p>Supporting of vulnerable families and increasing parental engagement can improve those students grades by a whole grade</p>	2, 3, 4, 5, 6
<p>To support engagement and ambition through the development of an impactful rewards system</p>	<p>Research shows that providing impactful and immediate rewards, as well as longer term rewards, motivates students to better progress and achievement</p>	2, 5, 6

Total budgeted cost: £425,266.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 11:

12.9% of PP students attained grades 9-5 in English and Maths

P8 score for PP students was -0.9 and average attainment score was 31.69

Of 100 PP students who completed year 11 in Summer 2023, only 6 have been identified as NEET

Tutoring cohort 1 - 50% of Science, 44% of Maths and 50% of English made progress.

Tutoring cohort 2 - 100% of Science, 50% of Maths

NTP Tutoring Years 7-11:

69 students accessed tutoring October to February (cohort 1). 72% receiving English made progress, 50% receiving Maths made progress, 40% receiving Science made progress. Year 11 only – 50% of Science, 44% of Maths and 50% of English made progress

92 students accessed February to May (cohort 2). 47% receiving English made progress, 44% receiving Maths made progress, 30% receiving Science made progress

Attendance:

PP attendance was:

Year 7: 87.27%

Year 8: 88.49%

Year 9: 84.45%

Year 10: 80.74%

Year 11: 88.88%

The purchase of bus passes improved attendance for the majority of those who received them.

The purchase of uniform and stationary has had a positive impact on attendance

Case studies and more data available

SEND and Reading Support:

47 students received support from OSSME for SEMH and 54 for communication and interaction (101 total).

Of these, 71 improved their attendance at school.

Significant impact of Lexonik on reading ages:

Year 9: +14 months average reading age progress; +7 points average standardised score progress

Year 8: +31 months average reading age progress; +13 points average standardised score progress

Year 7: +52 months average reading age progress; +20 points average standardised score progress.

Case studies and more data available

SEMH and Mental Health Support:

The school counsellor worked with 98 students over the year (in school 3 days per week). 48 completed CORE-YP forms, 26 declined and 18 were unable to due to counsellor's absence. On average, scores reduced from 19-14 showing a move from significant level of distress to mild. For those showing severe distress, the average starting score was 28 and at the end of the service had reduced to 15. Overall, the helpfulness of the service was rated as 8 (out of 10).

Case studies and more data available

Full time careers adviser:

A huge range of activities were offered to each year group, for example 'Meet the Professional', CV design and the Thrive Project. Students from all year groups also had the opportunity to participate in visits to institutions such as the University of Liverpool 100% of PP year 11 students had careers meetings.

Of 100 PP students who completed year 11 in Summer 2023, only 6 have been identified as NEET. Careers adviser is in contact with 3 of these to arrange further support

Case studies and more data available

Family Support Worker:

Significant engagement with previously difficult to engage parents. Working with 12-15 families on a regular basis – this includes liaising with social workers and outside agencies.

Organised the uniform swap shop and personally washed and ironed donated items. She works with asylum seekers, supporting them with benefits application and other information such as purchasing bus passes and registering with a gp. She also supports with the creche at parents evenings, organises food vouchers, clothing banks, toy banks etc

Case studies and more data available

Co-Curricular Opportunities and Personal Development:

c£20,000 of bids have been approved for enrichment activities such as the Chester Zoo trip, purchasing essential equipment for DT and academic reading texts for Geography. At least 500 PP students benefitted from the pupil premium money being used to support these opportunities. £3000 was also given to Summer school – 145 year6/7 students attended and this significantly supported them in their transition to CSSA.

Feedback from WIOS week and the Culture Day has been overwhelmingly positive.

Childwall Experiences has been launched with 89 year 7 experiences, 274 year 8 experiences, 285 year 9 experiences and 14 year 10 experiences completed.

50 co-curricular clubs ran 2022-23

Brilliant Club:

5 students submitted their final essays and attended an in person graduation even. CSSA is now running our own Academic Society which will replace the Brilliant Club.

Music Enrichment:

Instruments have been purchased loaned to students. Music students achieved 2 D*, 1D, 3M and 5P in Summer 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Brilliant Club	Manchester University
Ark	Ark Mastery Curriculum for Science

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.