



Pupil Premium Strategy - St Christopher's CE Primary School 2023-2024

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Christopher's CE School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	22 – 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025 2025-2026
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	FGB
Pupil premium lead	Rachel Veeder
Governor / Trustee lead	Natalie Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,005
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£63.01

Statement of intent

At St Christopher's CE School we aim for all individuals to SHINE as children of God, within our ever changing world to be the best we can be for ourselves and for others.

Succeed with perseverance ~ **H**appy with respect and honesty ~ **I**ndependent and courageous ~ **N**urtured with compassion ~ **E**xcited with teamwork

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to 'be the best they can be' We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will ensure we follow a clear feedback policy which will allow all pupil premium children time to respond to feedback

- ensure disadvantaged pupils are challenged in the work that they're set
- identify children who need interventions at the earliest possible stage
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the gap between our PP and non-PP children across reading, writing and maths. Data shows there is a gap across all 3 subjects.
2	Access to wider opportunities
3	Ensuring that children are emotionally ready to learn
4	Developing positive learning behaviours through consistent approaches to teaching
5	Attendance for particular disadvantaged families is low and requires improvement and engagement.
6	To continue to support pupil premium children to develop their love of reading

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
Consistent teaching of Mathematics, writing and reading across the school, including the targeted use of interventions.	Improved outcomes for all children, especially PP children, with progress data being in line, or above, the national average
The gap will be narrowed between the PP children and non-PP children	Pupil premium children achieve in line with all pupils nationally and their peers in school. Their unique and distinct needs are regularly reviewed and practice is adapted to suit.
Children have access to a broad and balanced curriculum with a range of experiences planned both educationally and culturally	Broad and balanced curriculum embedded which ensures that children develop both the knowledge and the skills required through primary education. Monitoring of books and pupil voice will show that children have developed a love of learning.
Children develop a love of reading.	Children will read for pleasure and talk passionately about reading. The number of children passing their phonics screening check and leaving Year 6 at the expected standard will increase, as will the progress which children make.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed quality- first teaching strategies to support progress in all subjects and all levels – <ul style="list-style-type: none"> Quality feedback Whole class reading journals. Scaffolding Teachers to embrace the growing great teacher approach to improving teaching Writing training 	Quality first teaching is the single most important aspect of narrowing the gap between PP and Non-pp children. CPD opportunities and priorities will evolve throughout the year and grow from the teachers CPD and growing great teachers' approach.	1,3,4,6
Develop the role of the reading subject lead Release time to monitor and support the teaching of reading across the school	EEF effective professional development EEF improving literacy in Key Stage 1 EEF improving literacy in Key Stage 2	4 and 6
Further develop the wider curriculum, providing learning opportunities across a broad and balanced curriculum	Continue to develop the curriculum through regular focus and CPD – continue to develop the KS2 4 year cycle and ensure knowledge is sequenced and progressive.	1,3,4,6

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

Budgeted cost: £ 12, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,3, 4, 6

the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £5000	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Use of Teaching Assistants known to children to deliver immediate one to one and small group interventions based on teachers assessment of learning and to support class teaching with teachers give feedback £5000	EEF making best use of teaching assistants EEF research on feedback EEF teacher feedback to improve pupil learning	1,3,6 4
Ensuring we have sufficient trained Teaching Assistants to run phonics interventions - bug club £500	EEF making best use of teaching assistants EEF phonics Using approved systematic synthetic phonics programme	1,4, 3, 6
Communications training for all staff to support children across the PP cohorts £500	Due to overlap with SEN. We have many children in our PP cohort who will benefit from these developments.	1,2,3,4,5,6

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

Budgeted cost: £5,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. £2000	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	3, 4
Utilise Boxhall profile to monitor social emotional and behaviour difficulties and to provide suggested interventions	Mentally healthy schools – transitions EEF school transition tool EEF improving social and emotional learning in primary school EEF working with parents to support children’s learning	3, 1

£150 Continue to develop use of Jigsaw PSHCE £995		
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance – assistant headteacher £2340	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Ensure that all children have access to trips and clubs and that cost is not a barrier £4000	Pupil premium, using the pupil premium for learning outside of the classroom Council for Learning Outside the Classroom	2, 4
Well-being day planned during anti-bullying week £1280	Mentally healthy schools - transitions	1,2,3
ELSA Qualification and support £2000	1 ELSA tp be trained throughout the academic year. 1:1 sessions to be offered on emotional literacy. Aim is to increase self confidence, self- belief and metacognition.	3,4,5
Forces club – weekly 2 x liason offices to work the key worker role. 2 x hours a week + 1:1 work for children that require it Time to plan and contact families. Virtual workshops and theme days for families £10, 240	Service pupil premium: examples of best practice	1,3

Total budgeted cost: £41, 005

PP £30,765

Forces £10240

Part B: Review of outcomes in the previous academic year

Review of expenditure 22-23			
Desired Outcome	Chosen action/approach	Impact	Cost
<p>Training, CPD and leadership time to improve the quality of teaching</p> <p>Providing learning across the broad and balanced curriculum</p>	<p>Quality teaching</p> <ul style="list-style-type: none"> - High quality in the moment feedback <p>Careful planning of the curriculum and given leadership time weekly to ensure coverage and breath.</p>	<p>In the moment feedback showed through book scrutinise showed that children were taking the feedback on board and acting on it.</p> <p>Broad and balanced curriculum was provided including a range of trips and experiences.</p>	<p>£9500 + Subject release time £1500</p>
PP Contributions to clubs/trips/ASP/Breakfast/swimming	All PP children to have 1 x club a week and access to breakfast club and all trips to be covered	All PP children experience the same clubs and experiences as non-PP children	£3272.70
Service children to have access to a weekly meeting at forces club delivered by the forces liaison officer	Weekly meetings with children, events with parents, trips and experiences. Liaison officer to contact parents	Childrens emotional and social needs met through the weekly meetings and follow up action. Parents to have a contact for forces.	£10, 240
KS1 Maths BBO Training Maths outcomes to improve in KS1	2 members of staff from KS1 to attend the BBO mastery maths training	Children in KS1 will improve results in 2023 – 68% of children attained ARE. Teachers learned some new strategies from the training which have been shared with others.	£2500
Staff to receive training around Metacognition	Staff will all receive training around metacognition and the impact this will have on the children	Children will understand the impact of metacognition and how the use of this approach will impact the children's mindset.	£2000
To allocate an attendance support officer	Attendance officer to monitor the attendance for the whole school and to work closely with the families who are persistent absentees.	The school now understand the importance of attendance and letters have been sent regularly and attendance meeting held. Action plan in place.	£2440
2 teachers to complete their NPQLT	Teachers to complete the NPQLT and share	The 2 teachers are due to complete the qualification in October 2023. The teachers have developed	£1143.99

	good practice with all staff	the curriculum, metacognition approach, impact of feedback and have shared this and reviewed with the teaching team.	
Pupil Premium interventions delivered by the National Tutoring programme.	Daily interventions for PP children delivered by a qualified HLTA in order to close the gap.	The PP children taking part in the National tutoring programme will make rapid progress and close the gap in reading, writing and maths.	£6207.00
PSHCE Jigsaw	To embed the PSHCE curriculum focusing on the social and emotional impact on the PP children.	The children will remain resilient and persevere when they find the learning challenging. Focus on the mental health of PP children.	£1194.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.