



Pupil Premium Strategy - St Christopher's CE Primary School

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	130
Proportion (%) of pupil premium eligible pupils	21 – 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2022, 2024-2025
Date this statement was published	July 2022
Date on which it will be reviewed	February 2022
Statement authorised by	FGB
Pupil premium lead	Rachel Veeder
Governor / Trustee lead	Lucy Chesher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 350
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	–

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 ~ Happy with respect and honesty ~ Independent and courageous ~ Nurtured with compassion ~ Excited 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	Varied needs of pupil premium children, including families receiving additional support and children with Special Educational Needs
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	To improve the attendance of the pupil premium children
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
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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop maths in KS1 – both teachers to attend the mastering number training £1,000 to cover attendance of course £1,500 to cover release time to monitor and support mathematics teaching across KS1 Leadership time for monitoring and evaluation	EEF effective professional development EEF improving mathematics in the Early Years and Key Stage 1 BBO – Mastering number	4
Develop the role of the reading subject lead £1,500 to cover 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

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

Budgeted cost: £ 14, 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 the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3, 4, 6

including those who are high attainers. £7000		
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 £7000	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 £1000	EEF making best use of teaching assistants EEF phonics Using approved systematic synthetic phonics programme	1,4, 3, 6

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

Budgeted cost: £3,835

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 £250 Continue to develop use of Jigsaw PSHCE £995	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
Embedding principles of good practice set out in DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6

<p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance – assistant headteacher £2440</p>		
<p>Ensure that all children have access to trips and clubs and that cost is not a barrier £4000</p>	<p>Pupil premium, using the pupil premium for learning outside of the classroom Council for Learning Outside the Classroom</p>	<p>2, 4</p>
<p>Well-being day planned during anti-bullying week £1420</p>	<p>Mentally healthy schools - transitions</p>	<p>1,2,3</p>
<p>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</p>	<p>Service pupil premium: examples of best practice</p>	<p>1,3</p>

Total budgeted cost: £40, 350

PP £27700

LAC £2410

Forces £10240

T. Farley
18.7.22

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

New Headteacher in 2020 – lockdown and COVID have prevented data being accurate

There were no external results for 20-21

