



St Christopher's Pupil Premium Strategy Statement 2021-2022

1. Summary information					
School					
Academic Year	2021-22	Total PP budget	£35, 545	Date of most recent PP Review	July 2021
Total number of pupils	118	Number of pupils eligible for PP	20 (PP) 27 (Service children)	Date for next internal review of this strategy	February 2022

2. Current attainment					
<p>Current Autumn attainment for 17 pupil premium children The data shows that around 80% of pupil premium children are at risk or below in reading/writing and maths The data also shows that NO PP children are working above ARE in any subject.</p>					
17 pupils	Below	Risk	At	Above	Significantly Above
Reading	10 (58.8%)	4 (23.5%)	3 (17.6%)	0 (0%)	0 (0%)
Writing	11 (64.7%)	5 (29.4%)	1 (5.9%)	0 (0%)	0 (0%)
Mathematics	10 (58.8%)	3 (17.6%)	4 (23.5%)	0 (0%)	0 (0%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Some PP pupils are not making as much progress in writing as their non PP peers. Spellings – linked to phonics.	
B.	Some PP pupils need to make accelerated progress to reach ARE in reading and writing	
C.	For some PP pupils reading needs to be prioritised so these pupils make accelerated progress and are on track to reach ARE	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance by some PP pupils	
E.	Access to trips/clubs and other experiences	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>Improve the accurate application of spelling, punctuation and grammar in writing in order to support better progress and attainment across all year groups.</i>	<ul style="list-style-type: none"> • Writing assessments show an increased application of accurate Spelling, Punctuation and grammar. • Target Tracker data shows an improvement in progress in SPAG for PP pupils
B.	<i>Improve progress in reading and writing so children make at least expected progress from their starting points but also make accelerated progress where gaps in learning have occurred.</i>	<ul style="list-style-type: none"> • PP pupils identified have made accelerated progress in maths to close the gap and move them in line to reach ARE
C.	<i>Further close the gap in reading outcomes for PP pupils and non PP pupils by increasing the percentage of PP pupils working at or above ARE.</i>	<ul style="list-style-type: none"> • Reading journals show PP pupils are reading at home • Reading progress for PP pupils continues to be strong with identified children making accelerated progress. • KS1 Phonic outcomes are improved for PP pupils.
D.	<i>Attendance improves for specific PP pupils</i>	<ul style="list-style-type: none"> • Termly attendance checks show attendance for PP pupils remains at 95% or higher. • Poor attendance is quickly followed up and actions implemented improve attendance.
E.	<i>Number of PP children attending clubs and trips will increase</i>	<ul style="list-style-type: none"> • Number of children attending clubs improves – school to fund 2 x clubs each year for each PP child • School to fund all school trips for PP children
F.	<i>Service children gain the emotional support they require</i>	<ul style="list-style-type: none"> • Establish forces club • Service children to engage with other service children in locality • % of service children achieve ARE combined

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all including Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Monitoring and Impact.	Staff lead	When will you review implementation?
A. Improve the accurate application of spelling in order to support better progress and attainment across all year groups.	<p>Teacher to provide additional/ targeted teaching time for identified pupils – including quality feedback 1:1</p> <p>Spellings to be set in class using the new planned resource we have purchased. Showing clear progression and application.</p> <p>Marking and Feedback will be specific and move learning forward – include 1:1 verbal feedback</p> <p>Teaching of spelling planned into English short term planning and provided as part of long and medium term over views to ensure robust coverage.</p> <p>Support/CPD to be provided for less experienced staff to ensure high expectations and consistency across each year group.</p> <p>In EYFS and KS1 high expectations, clear planning and effective delivery of high quality phonic lessons</p>	<p>Based on research and reading about closing the vocabulary gap and the explicit teaching of spellings.</p> <p>Embedding effective practise from CPD last year.</p> <p>EEF</p>	<p>Monitoring by English lead, SLT and link governors.</p> <p>ODST visits</p>	English lead	<p>Jan 2022</p> <p>April 2022</p> <p>July 2022</p>
B. Improve progress in reading so children make at least expected progress from their starting points but also make accelerated progress where gaps in learning have occurred.	<p>Implement revised long term plan following advice from Julie Sargent after recent training.</p> <p>Ensure whole class guided reading sessions are well planned for with a focus on vocabulary.</p> <p>English lead to closely monitor whole class reading approach.</p> <p>Identified children to be given teacher led booster sessions to address key gaps in learning. These booster sessions will happen first thing in the morning</p> <p>Ensure all children are on the correct book band – audit the books</p>	<p>Based on review of reading this year</p>	<p>Monitoring of reading and book band levels by lead, SLT and link governors</p> <p>ODST visits</p>	English lead	<p>Jan 2022</p> <p>April 2022</p> <p>July 2022</p>

<p>C. Further close the gap in reading outcomes for PP pupils by increasing the percentage of PP pupils working at or above ARE.</p>	<p>Reading Interventions to be run to support under attaining readers across KS1 and LKS2</p> <p>Focus on teaching reading to plan for addressing fluency and accuracy strands.</p> <p>Specific teaching of vocabulary within English lessons</p> <p>Provide guidance, support and training for new volunteer readers in order to enable them to better support the children they hear read.</p> <p>In EYFS and KS1 high expectations, clear planning and effective delivery of high quality phonic lessons</p> <p>Daily phonic interventions to support those children in year 1/2 for the phonics screening check</p>	<p>Incorporating ideas from Julie Sargent</p>	<p>Monitoring by English lead, SLT and link governors</p> <p>ODST visits</p>	<p>English lead</p>	<p>Jan 2022 April 2022 July 2022</p>
Total budgeted cost					<p>£19,400</p>
<p>ii. Other approaches/ Wider Strategies</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D. Attendance improves for specific PP pupils</p>	<p>TA time to liaise follow up absence with child, including work missed. Class teachers and senior leaders to work with parents to ensure high attendance is maintained and barriers removed. Head to work closely with families who are absent regularly.</p>	<p>To allow time and support to address missed learning and to create an ethos of better attendance.</p>	<p>Reports to FGB Support from Attendance Team</p>	<p>HT</p>	<p>6 x per year –Termly</p>
<p>E.Access to trips and experiences</p>	<p>PP children offered 2 x clubs in the year (Breakfast club, Football club)– and all trips/ experiences paid this will enable equal opportunities for all. One after school club a week offered to PP children.</p>	<p>EEF – Tiered approach - emotional/social support</p>	<p>% of PP children attending clubs increases % of PP children attending trips and</p>	<p>HT/AHT</p>	<p>3 x year – termly</p>

			experiences is equal to non-pp		
Establish forces club for service children	A member of staff to lead on forces club to establish key links with service children and their families. Children are given the tools and strategies they need to succeed.	Scipalliance – evidence research paper	Monitoring – feedback – pupil and parent voice	HT/ LK/LS	Termly
Total budgeted cost					£16. 145