

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Christophers Academy
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	January 2022
Date on which it will be reviewed	October 22
Statement authorised by	Pam Jones
Pupil premium lead	Ashleigh Ferdinand
Governor / Trustee lead	Sam Stredder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£22,000
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	£70,420

Part A: Pupil premium strategy plan

Statement of intent

At St Christophers Academy we target the use of our funds towards ensuring our disadvantaged and vulnerable learners to receive the best education possible. In doing so we hope that our pupils will become responsible, active and ? members of society.

We recognise our disadvantaged learners can face a number of challenges which negatively impact of their education. We also recognise, that within this group of learners that is a diverse range of needs- both existent and emerging.

Our school serves a broad socio-economic area, with pupils coming from areas with higher levels of deprivation and others from more affluent areas. Whilst this is the case, it is our intention that there is no difference between the progress of our disadvantaged pupils and their non-disadvantaged peers.

Our ultimate objectives are to:

- ✓ Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Reduce or remove barriers to learning created by poverty, family circumstance and background
- ✓ Access a range of opportunities to develop pupils' knowledge and understanding of the world.
- ✓ Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils

In order to achieve our objectives and overcome the challenges identified to learning we will:

- ✓ Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work and 1:1 tuition.
- ✓ Target funding to ensure that all pupils have access to trips, visits, residential trips and first hand learning experiences.
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- ✓ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- ✓ Provide all teachers with high quality CPD to ensure pupils access effective quality first teaching.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage in all areas
2	Poor language, communication and number skills
3	Pupils as young carers with difficult home lives
4	Poor emotional resilience, limited aspirations and difficulty self-regulating behaviour, impacting on pupils' ability to work collaboratively
5	Many disadvantaged pupils have a limited experience of enrichment activities and experiences outside of school because of the additional costs

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above national average by the end of KS2
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Phonics	Achieve at least 90% of pupils pass the PSC

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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing</i>	The fundamentals for this programme are quality first teaching following a clear sequence for writing, working to close the vocabulary gap and clear modelling.	1, 2
<i>New reading scheme for KS1 and reception pupils</i>	New reading material motivates readers for longer. Phonetically decodable reading materials from a government approved provider will improve pupils reading ability and ensure the switch from learning to read to reading to learn.	1, 2, 3
<i>MAST Programme</i>	Further improvement of teaching, learning and assessment across the school. Colleagues new to the school are	1, 2
<i>Bespoke school CPD programme</i>	Early career teachers have reported a deeper level of pedagogical understanding from these sessions. Qualitative data shows teachers have implemented strategies taught from the sessions into their own teaching practice.	1, 2
<i>Mastering number programme</i>	Further develop a consistent approach to the teaching and learning of maths in Reception and KS1. Results with reasoning have improved year on year. Skills audits have shown higher levels of teacher confidence in the subject.	1, 2

Targeted academic support

Budgeted cost: £ 44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Small group reading interventions with qualified teacher</i>	Studies shown in primary schools have a positive impact of 5/6mths progress.	3
<i>Reduction in class size for Y3 and Y5</i>	Tailored support for pupils which focuses exclusively on the needs of the learners. Greater levels of interaction with these pupils who are more reluctant to participate in previous lessons and classes.	2, 3
<i>Learning support assistants for YR x1, KS1 x2 and KS2 x1</i>	The last 2 years have seen many pupils enter the school with low language and communication skills. Learning support assistants in these years allows the school to tailor phonics lessons and small group sessions to pupil needs in order to catch up.	2
<i>Wellcomm intervention for Reception and Year 1</i>	Development of language acquisition is crucial to making progress in all other subjects. The school has seen the benefit of this programme for all pupils not just EAL learners.	1, 2

Wider strategies

Budgeted cost: £ 33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music provision for the school</i>	Pupil engagement and enjoyment in the subject has risen. Improved vocal ability in year 3 and year 4. Raised profile of the subject within the school. Pupil confidence to perform has improved.	5, 4
<i>Rocksteady music provision</i>	Pupils have gained confidence, are more articulate in their lessons, are able to regulate their behaviour and have an outlet for their energy. Pupils are confident to perform in front of their peers and enjoy sharing their knowledge and skills with others.	5, 4
<i>ELSA well-being programme</i>	The EEF suggests that following a clear, sequential programme for supporting pupil's SEL can improve progress by +4 months.	3, 4
<i>Desti well-being programme</i>	Builds behaviour and social skills for pupils, pupils are able to think through their situations and articulate their feelings. Studies show that 80% of	3, 4

	pupils who use the programme improve their behaviour.	
<i>Family worker to support family in need</i>	Family worker works with the local community and agencies to support and strengthen families, removing and minimising barriers which in turn support pupils in school and their learning. Pastoral support in school with attendance, behaviour and social and emotional needs help to bridge the gap between school and home.	3, 4, 5
<i>To enhance pupils cultural capital by providing a breadth of activities</i>	Research shows that participation in arts have a positive impact on other areas of the curriculum. Pupils are able to develop a social network and have something to look forward to. Access to these activities have benefitted pupils over the years and	5, 4

Total budgeted cost: £88,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome
To close the gap in academic performance	No phonics data for 2020. However the pupils that sat the Phonics Screening in 2021 saw a 92% pass rate.
To monitor attendance and behaviour to ensure all students are in school and learning effectively	Attendance improved after Covid-19
To ensure that all students can benefit from a wider range of experiences beyond the curriculum	Limited experiences in the past year due to Covid-19 however more planned for the new academic year. Increased staffing for Before and After School club allowed additional pupils to have access to the provision and develop social skills and have new experiences.
To provide effective support for students who may be experiencing challenges	Family worker support imperative to the school with increased levels of support needed.

