

# Pupil premium strategy statement – St Christophers Academy

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  | 407  |
| Proportion (%) of pupil premium eligible pupils   | 12.5%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 23/24<br>24/25<br>25/26<br>Reviewed annually |
| Date this statement was published   | July 2025                                    |
| Date on which it will be reviewed   | July 2026                                    |
| Statement authorised by   | Tom Clarke                                   |
| Pupil premium lead  | Marianne Hayes                               |
| Governor / Trustee lead   | C Smith                                      |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year 24/25   | £54,760 |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><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      |
| <b>Total budget for this academic year</b><br><br><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>  | £54,760 |

# Part A: Pupil premium strategy plan

## Statement of intent

St Christophers Academy is a growing primary school that sits on the border of Luton and Dunstable. As the school has grown over the recent years there are an increasing number of pupils that join us from Luton, Houghton Regis, Leighton Buzzard and Dunstable. In the academic year of 2025 and 2026 St Christophers Academy intend to target the use of our funds towards ensuring our disadvantaged and vulnerable learners receive the best education possible. In doing so we hope that our pupils become active, responsible, and considerate members of the local community and society.

We recognise that our disadvantaged learners can face a number of challenges which negatively impact on their education.

Our objectives are to:

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

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 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 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                | Poor language, communication and number skills on entry to the Early Years Foundation Stage   |
| 2                | Low attainment on entry to the Early Years Foundation Stage   |
| 3                | Poor emotional resilience, limited aspirations and difficulty self-regulating behaviour; impacting on pupils' ability to work collaboratively |
| 4                | Socio pupils have a limited experience of enrichment activities and experiences outside of school due to the additional costs                 |
| 5                | Rising number of pupils with difficult home lives who have been negatively impacted by the cost of living crisis                              |

## 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 averages by the end of KS2 |
| Improved attendance  | Ensure attendance of disadvantaged pupils is at least 95%                   |
| Results of phonics screening test to be above national results | Achieve at least 90% of pupils pass the phonics screening check             |

## 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

Budgeted cost: £25,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Work with Enigma Maths Hub for programme of Maths CPD</i>  | Early career teachers have reported improved level knowledge skills and understanding. Qualitative data shows teachers have implemented strategies taught from the sessions into their own teaching practice.   | 1, 2                          |
| <i>Implementation of new phonics scheme and the further development of the new early reading scheme</i> | EEF research shows that phonics approaches add an additional 5 months' progress over the course of a year. These will be embedded alongside a 'rich literacy environment' using Talk 4 Writing approaches to help support language acquisition and the teaching of English. | 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, 3                        |

## Targeted academic support

Budgeted cost: £47,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Small group reading interventions</i>                        | Studies shown in primary schools have a positive impact of 5/6mths progress.   | 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. | 1,2,3                         |
| <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 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Stormbreak well-being and Mindfulness programme</i>       | Helps children recognise, respond and regulate their emotions. Improves children's well-being, resilience, relationships, self-care, self-worth and hope and optimism.   | 5,3                           |
| <i>Learning support assistants for YR x1, KS1 x1, KS2 x2</i> | Learning support assistants help to adapt the lesson content further to support the learning of pupils on a 1:1 and small group basis. Catch up and pre-teaching sessions are able to take place for those pupils who are further away from their targets as well as those pupils who need to be further challenged to deepen their knowledge. | 1, 3                          |
| <i>Wellcomm intervention for Reception and Year 1</i>        | Language acquisition is imperative to pupils making progress in all subjects. Over the years this programme has been of benefit to both pupils, who have English as an additional language and those that do not.  | 1, 2                          |
| <i>Music provision from the Inspiring Music service</i>      | Pupil engagement and enjoyment in this subject, continues to rise. Vocal ability in LKS2 also continues to rise. Improved pupil confidence when performing   | 5, 4                          |
| <i>Rocksteady music provision</i>                            | Improved confidence in performing and improved ability and skill with the instrument. Confidence has translated into other lessons and they are willing to contribute in class.  | 3, 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, 5                          |
| <i>Desti well-being programme</i>                            | Builds behaviour and social skills for pupils. There are improvements in their ability to process when they are faced with challenges and difficult situations. Improvements in articulating feelings. Studies show that 80% of pupils who use the programme, improve their behaviour.   | 3, 5                          |

|  |   |         |
|--|---|---------|
| <i>Family worker to support families and pupils 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 helps to bridge the gap between school and home. | 3,4,5   |
| <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 pupils who use the programme improve their behaviour.  | 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, 3 |

**Total budgeted cost: £ 95,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils in 2025

Targeted interventions have been implemented and small group work to remove specific barriers to learning.

Attainment at the end of 2025 showed that disadvantaged pupils in KS2 outperformed their peers in writing, were broadly in line for reading, but underachieved by 32% in maths. The cohort size was 5 out of 30 pupils.

There was only one child who was disadvantaged in Reception.

There has been regular monitoring and fine tuning of interventions.

Vulnerable pupils have had access to clubs and activities. This has given children a sense of belonging. Children have the equipment to fully engage in lessons. Music lessons have encouraged self-esteem and independence. Attendance has increased as children have been able to attend pre and afterschool provision. There is daily attendance monitoring. Pre-school club allowed parents to drop off earlier to help with employment needs and breakfast costs. There have been home visits, penalty notices, EWO, attendance monitoring and chasing up.

PP funding has helped fund the implementation and training of Insight and NFER assessments. This will help closer tracking for disadvantaged pupils, allowing the school to implement more targeted intervention.