

# 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 24/25 25/26 Reviewed annually
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tom Clarke
Pupil premium lead	Marianne Hayes
Governor / Trustee lead	Mark Liddiard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£46,495
<b>Total budget for this academic year</b> <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>	£46,495

# 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 97%
Results of phonics screening test to be above national results	Disadvantaged pupils meet the same outcomes as non-disadvantaged pupils

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £28,000

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

## Targeted academic support

Budgeted cost: £42,500

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>Assessment packages: NFER and Insight</i>	Updated assessment packages to monitor progress, data informed teaching/ targeted intervention for disadvantaged pupils.	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>Making Me 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. Targeted intervention and support provided.	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>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>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>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: £ 115,500**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils in 2025

### EYFS GLD Results:

\*Please note that pupils marked as 'A' have been discounted

**2025 Early Years Foundation Stage Profile Results Sheets (Unvalidated)**  
**School Name: St Christophers Academy**

EYFSP	No. of Pupils <sup>1</sup>	Good Level of Development	Prime Goals			Specific Goals				Average no. of early learning goals at expected level per child <sup>2</sup>
			Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design	
<b>% of pupils achieving Expected**</b>										
<b>Overall Results</b>										
School	51	71	76	76	90	73	84	84	90	14.1
LA 2025		68	81	83	86	71	79	84	87	14.4
Nat 2024		68	79	83	85	70	77	80	85	14.1
<b>FSM</b>										
Non FSM	49	73	78	78	90	76	86	88	90	14.3
FSM	1	0	100	100	100	0	0	0	100	9.0
LA Non FSM 2025		71	83	85	88	74	82	85	88	14.6
LA FSM 2025		43	66	71	73	44	51	68	76	11.8

### Phonics:

**2025 Year 1 Phonics Results Sheets (Unvalidated)**  
**School Name: St Christophers Academy**

Year 1 Phonics	No. of Pupils	Breakdown of Phonics 'Outcome'		Percentage at Working At
		Number of Children Working Towards	Number of Children Working At	
<b>Overall Results</b>				
School	57	15	42	74
LA 2025		-	-	79
Nat 2024		-	-	80
<b>FSM</b>				
Non FSM	56	15	41	73
FSM	-	-	-	-
LA Non FSM 2025		-	-	82
LA FSM 2025		-	-	57

### Year 4 MTC:

Whole year group: 25/25 = 28.57%

PP children 25/25 = 0%

### PP children results:

- a - 23/25
- b - 16/25
- c - 23/25
- d - 7/25
- e - 11/25
- f - 6/25

# KS2 SATs Results:

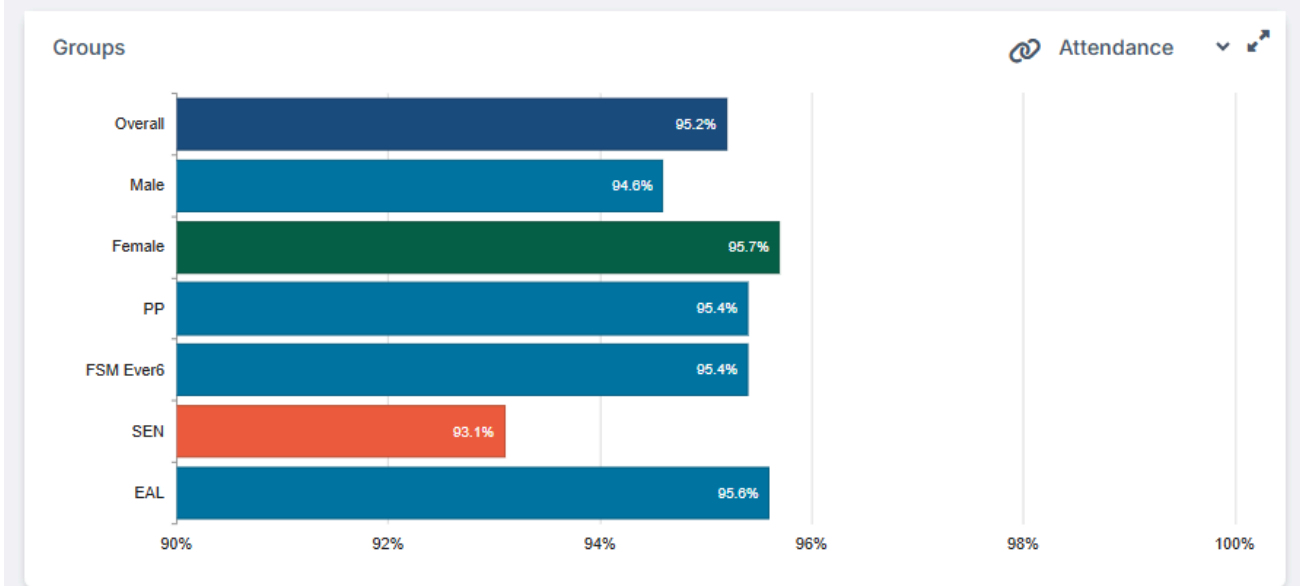
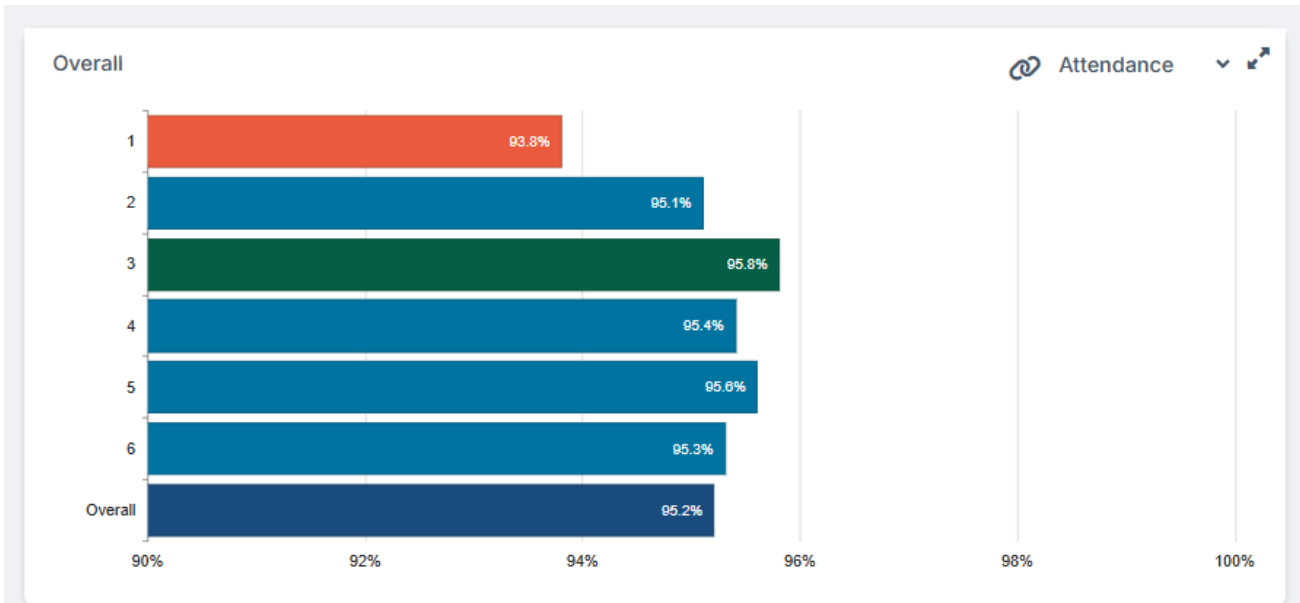
2025 Key Stage 2 Results Sheets (Unvalidated)  
School Name: St Christophers Academy

KS2	Number of Pupils	Reading, Writing and Maths - expected standard or greater depth (%)	Reading			Writing		Maths		
			% of pupils working at expected standard or greater depth	% of pupils working at greater depth than expected	Average scaled score	% of pupils working at expected standard or greater depth	% of pupils working at greater depth than expected	% of pupils working at expected standard or greater depth	% of pupils working at greater depth than expected	Average scaled score
<b>Overall Results</b>										
School	30	33	63	23	102	57	0	47	27	101
LA 2025		50	70	28	104	61	6	66	20	103
National 2025		61	75	33	106	71	13	74	26	105
<b>Ever 6</b>										
Non Ever 6	25	36	64	24	102	56	0	52	32	103
Ever 6	5	20	60	20	102	60	0	20	0	93
LA Non Ever 6 2025		55	74	32	105	66	6	71	23	104
LA Ever 6 2025		26	50	12	100	40	2	44	8	99

2025 Key Stage 2 Results Sheets (Unvalidated)  
School Name: St Christophers Academy

KS2	Number of Pupils	Reading, Writing and Maths - expected standard or greater depth (%)	Reading			Writing		Maths		
			% of pupils working at expected standard or greater depth	% of pupils working at greater depth than expected	Average scaled score	% of pupils working at expected standard or greater depth	% of pupils working at greater depth than expected	% of pupils working at expected standard or greater depth	% of pupils working at greater depth than expected	Average scaled score
<b>Overall Results</b>										
0 - 10 % most deprived	1	0	100	0	101	0	0	0	0	86
10 - 20 % most deprived	1	0	0	0	-	0	0	0	0	82
20 - 30 % most deprived	1	0	100	100	111	100	0	0	0	99
30 - 40 % most deprived	1	0	0	0	95	0	0	0	0	88
40 - 50 %	6	33	67	0	100	67	0	50	17	102
50 - 40 %	1	100	100	100	111	100	0	100	100	111
30 - 40 % least deprived	6	33	67	50	107	50	0	50	50	104
20 - 30 % least deprived	2	0	0	0	88	0	0	50	50	103
10-20% least deprived	-	-	-	-	-	-	-	-	-	-
0 - 10 % least deprived	11	45	73	18	103	73	0	55	18	102
<b>Overall Results LA</b>										
0 - 10 % most deprived		45	64	9	102	64	9	64	9	102
10 - 20 % most deprived		42	55	20	102	58	4	53	18	101
20 - 30 % most deprived		47	66	26	104	59	5	61	18	102
30 - 40 % most deprived		49	66	25	103	61	4	63	16	102
40 - 50 %		49	71	27	105	58	7	71	21	104
50 - 40 %		45	65	22	103	60	5	60	16	101
30 - 40 % least deprived		52	70	31	104	64	6	65	20	102
20 - 30 % least deprived		47	69	26	104	58	5	68	21	103
10-20% least deprived		50	73	29	105	61	5	70	18	103
0 - 10 % least deprived		56	72	34	105	69	7	68	26	104

## Attendance data - compared to other children



## Number of behaviour incidents 2025 to 2026

Incidents by Student's Pupil Premium (excluding those with no associated student's pupil premium)

