



St Christopher's CE Primary School

Pupil Premium Strategy Statement



This statement details our St Christopher's CE Primary 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 Primary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026- 2027
Date this statement was published	14 th October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chloe Brown Headteacher
Pupil premium lead	Anita Warren, Assistant Headteacher
Governor / Trustee lead	Hilary Quincey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Services Pupil Premium Funding allocation this academic year	£7,700
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	£101,630

Part A: Pupil premium strategy plan

Statement of intent

St Christopher's CE Primary School is committed to providing the best possible education for all our pupils through a knowledge rich curriculum that is accessible for all. We have high aspirations and expectations for our pupils and are determined to ensure that all pupils are given every opportunity to realise their full potential to flourish.

The purpose of the pupil premium is that it is deployed by schools to narrow the attainment gap between disadvantaged pupils and their peers. Pupils included are those from low income families, children adopted and in care and young people with parents in the armed forces. We recognise that disadvantaged children can face a wide range of barriers that may impact on their learning including: being less supported at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance issues.

Within this Pupil Premium Strategy, we will identify key challenges for our disadvantaged pupils and outline strategies we will be using to meet our ultimate objectives which are:

- To narrow the attainment gap between Pupil Premium pupils and Non-Pupil Premium pupils.
- For all Pupil Premium pupils in school to meet or exceed age related expectations in attainment.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this and achieve our objectives through:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all pupils is improved.
- All our work through pupil premium be aimed at accelerating progress, moving children to at least age related expectations.
- Providing small group work focussed on overcoming and reducing gaps in learning.
- Additional learning support
- Behaviour support
- Support payment for educational visits and After School Clubs – therefore enabling children to have first-hand experiences to use in their learning.
- Provisions in place to improve attendance and punctuality.

Challenges

This details the key challenges to achievement that St Christopher's CE Primary School have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrowing the attainment gap between Pupil Premium pupils and their peers.
2	Attendance and punctuality issues.
3	Low starting points, particularly in communication.
4	Social and Emotional difficulties for many pupils, and a lack of enrichment opportunities.

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
To ensure Pupil Premium pupils' attainment is equal to or greater than their non – Pupil Premium peers.	<p>The attainment gap between Pupil Premium pupils and their peers is narrowed in all year groups in reading, writing and maths. Using comparative data from 2024-25.</p> <p>The gaps in learning for Pupil Premium pupils are identified and addressed.</p> <p>All staff know who their Pupil Premium learners are and their individual needs.</p> <p>Pupil Premium pupils to be prioritised for Y5 & Y6 homework club.</p>
To ensure that Pupil Premium pupils have the same access/opportunities for learning as the rest of the school.	<p>All staff know all their Pupil Premium learners and their individual needs.</p> <p>All staff have a clear understanding of the work to be planned for Pupil Premium pupils in order to address any gaps in their learning.</p> <p>A broad and balanced, knowledge rich curriculum is planned for all learners.</p> <p>Pupil Premium pupils receive the same aspirational type of learning as their peers.</p> <p>Monitoring shows that provision for Pupil Premium pupils is meeting their needs.</p> <p>Enrichment is a focus of the school ADP.</p> <p>All subject leaders have planned activities for enrichment across their subject area.</p>

<p>To continue to establish good attitudes to attendance and punctuality, so that all year groups have attendance at or above national average.</p>	<p>Overall attendance for Pupil Premium pupils is at/ greater than 96%.</p> <p>Families called if a child is absent without a reason.</p> <p>Extremely poor attendance (below 90%) will be challenged with communication (in the form of:</p> <ol style="list-style-type: none"> 1. An Early awareness email 2. An Informal Meeting with the HT – exploring barriers – look to put in support 3. Follow up with the Education Welfare Officer (EWO) involvement <p>Attendance will be monitored on a weekly basis to ensure poor attendance is addressed in a timely manner.</p> <p>New whole school attendance focus which rewards high attendance (Classopoly). Celebrated in weekly assembly to promote attendance.</p>
<p>To continue to provide enrichment experiences for learning that Pupil Premium pupils would not usually experience including through quality first teaching of a knowledge rich curriculum; outdoor learning, trips and extra-curricular activities.</p>	<p>Maintained and increased access participation in wider curriculum activities.</p> <p>Educational school trips are funded by school for children in receipt of Free School Meals.</p> <p>The attendance of Pupil Premium pupils on educational school trips is 100%.</p> <p>An increased number of Pupil Premium pupils attend extra-curricular clubs.</p> <p>Knowledge rich curriculum has been developed to give all pupils opportunity to experience a breadth of knowledge across the foundation subjects.</p>

Activity in this academic year

This details how St Christopher's CE Primary School intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to access continued professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils.</p> <ul style="list-style-type: none"> • Reading Reconsidered • Sounds Write – Phonics Training • Writing – Writing Revolution • Maths Mastery • Foundation Subject Leadership • SALT – Language Link • ECT – Ambition Institute <p>Use of the school's behaviour curriculum for learning.</p>	<p>Education Endowment Foundation (EEF) Guide to Pupil Premium - tiered approach – Improving the quality of teaching – both planning and implementation – is almost always supported by high quality professional development.</p> <p>Good teaching is the most effective tool a school has to improving the outcomes of disadvantaged pupils. Using the Pupil Premium Grant to improve teaching quality benefits all children and has a particularly positive effect on those pupils eligible for Pupil Premium.</p> <p>Ensuring that an effective teacher is teaching the pupils in their class, and that they are supported through quality CPD to ensure that their practice is current and of a high quality.</p> <p>This is the key to ensuring that all pupils, especially those eligible for Pupil Premium have the greatest chance of success.</p>	1, 2, 3 and 4
<p>High Quality teaching through Mastery Learning.</p>	<p>EEF – Teaching and Learning Toolkit (TLT) Impact +5 Months in Primary Schools</p> <p>Mastery Learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. Mastery approaches give additional time to support pupils who may have missed or not understood the learning first time round, it supports pupils who take longer to master and fully acquire new knowledge and skills.</p>	1,2 and 4

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

Budgeted cost: £51,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions with Teaching Assistant Catch up – Keep Up.</p> <p>Sounds Write 'Keep up' 'Catch up' interventions taught daily by the Phonics Lead</p>	<p>EEF - TLT Impact +4 Months in Primary Schools</p> <p>Through targeted and structured Teaching Assistant Interventions for academic support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's Pupil Premium Strategy.</p> <p>Small group tuition approaches can support pupils to make effective progress and attainment by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of pupils and ensures that the teaching is closely matched to the pupil understanding. Small group tuition allows for greater opportunities to interact and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Catch Up – Keep Up Tutor to work with small groups of pupils, identified to make effective progress and attainment by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	3 and 4
<p>Provision Language Link Intervention.</p> <p>Early detection and planned intervention strategies.</p>	<p>EEF- TLT Impact +4 Months in Primary Schools</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	3 and 4
<p>Social and Emotional Learning (SEL) Targeted 1:1 and small group support.</p>	<p>EEF – TLT Impact +4 Months in Primary Schools</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence</p>	2 and 4

	a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	
--	--	--

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

Budgeted cost: £20,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 & 6 Homework Club in place where Pupil Premium children are prioritised.	EEF-TLT Impact +5 Months in Primary Schools Some pupils may not have a quiet space for home learning – it is therefore important for schools to consider how home learning can be supported. Pupils receiving free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have a suitable device for learning, are less likely to have stable internet connection, have less parental support and so not develop effective learning habits. These difficulties increase the attainment gap for disadvantaged pupils.	1 and 4
Exciting educational trips and visits will be planned to enhance the curriculum across the school alongside	EEF – Tiered Approach – Wider strategies to support children attending school. Children who are exposed to these have an enhanced knowledge and understanding of the world.	1 and 4
Personalised behaviour Interventions in place for identified pupils in order to help pupils manage their self-regulation and emotional skills. Use of the school's behaviour for learning.	EEF-TLT Impact +4 Months in Primary Schools According to figures from the department of Education (DfE) pupils who receive Free School Meals are more likely to receive a permanent or fixed term exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management strategies. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Targeted interventions using tailored support is where the highest impact seen focuses on self-management or role-play and rehearsal.	1 and 4

<p>Attendance data will be analysed on a fortnightly basis by Office staff member and the Head fortnightly.</p> <p>Families will be contacted if a pupil is consistently not in school and support offered.</p> <p>Support to be given to families to raise attendance/ punctuality through support from our in school Early Help Offer.</p> <p>Head and Office staff member to work together to identify pupils attending below 95% and to follow protocols.</p>	<p>EEF – Tiered Approach – Wider strategies to support children attending school.</p> <p>Attendance data (Last academic year: 89.3% for Pupil Premium pupils.)</p> <p>Data shows that pupils with the highest attendance make the most academic progress, due to increased opportunities for over learning and access to a broad and balanced curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is the most effective at ensuring good pupil attendance.</p>	2
---	---	---

Total budgeted cost: £101,620

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 2024 to 2025 academic year.

The most significant success of the year was the strong performance of disadvantaged pupils in Year 6 where the majority met the expected standard in reading, writing and mathematics and 63% achieved the combined expected standard. This represents the strongest disadvantaged outcomes for the school in recent years and reflects the impact of high quality teaching and targeted support throughout the key stage.

EYFS outcomes

Disadvantaged children in Reception made steady progress from low starting points particularly in communication and language and early phonics. The gap with non-disadvantaged pupils remains but teachers report improved engagement with vocabulary rich activities and better participation in whole class learning by the end of the year. Several children with identified speech and language needs benefitted from targeted intervention which will need to continue into Year 1.

Year 1 outcomes

Disadvantaged pupils in Year 1 made progress in reading, writing and mathematics. Gaps narrowed in at least one subject due to effective phonics teaching and timely intervention. Some disadvantaged pupils still have weaker oral language and developing phonological awareness which continue to influence reading fluency and writing stamina. Continued focus on early reading and number will be important as this group moves into Year 2.

Year 2 outcomes

Year 2 disadvantaged pupils showed positive progress with stronger outcomes in writing and more variability in reading and mathematics. Targeted small group teaching helped many disadvantaged pupils secure key skills. Reading comprehension and confidence remain focus areas moving forward. Language Link intervention supported development in receptive and expressive language which is expected to strengthen performance across the curriculum.

Year 3 outcomes

Year 3 disadvantaged pupils made good progress in reading, writing and mathematics and the gap with non-disadvantaged pupils narrowed in more than one core subject. Pupils benefitted from structured practice and the mastery approach. Although the reading gap remains for some pupils teachers note increasing independence and willingness to attempt more challenging tasks.

Year 4 outcomes

Disadvantaged pupils in Year 4 made clear improvement in reading, writing and mathematics. Writing and mathematics strengthened significantly for this group through consistent expectations and small group support. Reading improved for several disadvantaged pupils although the overall cohort trend shows a continuing need to develop comprehension skills. A number of pupils have additional needs affecting working memory and processing which will require continued attention.

Year 5 outcomes

Year 5 disadvantaged pupils made secure progress in reading, writing and mathematics. Teachers report better confidence and engagement during lessons. Targeted booster sessions supported consolidation of prior learning and helped reduce specific gaps. Although some disadvantaged pupils continue to face barriers related to attendance or additional needs the overall direction of travel for this group is positive.

Year 6 outcomes

Statutory outcomes for Year 6 show strong attainment for disadvantaged pupils in reading, writing and mathematics.

Reading

75% of disadvantaged pupils achieved the expected standard in the reading test compared with 83% of non-disadvantaged pupils.

Writing

63% of disadvantaged pupils achieved the expected standard or above in writing teacher assessment compared with 83% of their peers.

Mathematics

88% of disadvantaged pupils achieved the expected standard in mathematics compared with 91% of non-disadvantaged pupils.

Combined measure

63% of disadvantaged pupils achieved the combined expected standard in reading, writing and mathematics compared with 83% of non-disadvantaged pupils.

Teachers report that disadvantaged pupils in this cohort responded extremely well to high quality teaching, structured intervention and targeted revision programmes. Several pupils with previously low attainment made marked progress from their starting points and the overall outcomes demonstrate the positive impact of the school's pupil premium strategy.

Behaviour wellbeing and attendance

Disadvantaged pupils benefitted from emotional literacy work, the behaviour curriculum and targeted mentoring. These approaches supported improved self-regulation and resilience. Attendance continues to require close tracking for a small number of disadvantaged pupils but Early Help engagement and regular communication with families have supported improvements for some children. Securing consistent attendance remains a priority for next year.

Wider strategies and enrichment

Disadvantaged pupils accessed a broad offer of enrichment including clubs, outdoor learning and educational visits. Trips were funded for disadvantaged pupils to ensure equal access to experiences. Increased engagement in wider opportunities helped disadvantaged pupils to build confidence, social skills and a stronger connection to school life.

Summary

The 2024 to 2025 review shows improvement for disadvantaged pupils across several year groups with strong outcomes for Year 6 in reading, writing and mathematics. The attainment gaps for this cohort were relatively small with 63% of disadvantaged pupils achieving the combined expected standard. Although some gaps remain in earlier year groups particularly in reading the overall picture is positive. The school will continue to prioritise high quality teaching, targeted intervention and wider support so that disadvantaged pupils achieve well and make sustained progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sounds Write Phonics	Sounds Write Ltd
White Rose Maths	White Rose Education

