

Pupil Premium Strategy Statement – St Christopher Primary School

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	426
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Clair Robinson, Headteacher
Pupil premium lead	Andrea Harrison, Assistant Headteacher
Governor / Trustee lead	Pam Smitham, Governor lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61360
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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
Total budget for this academic year	£61360

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Christopher Primary School, our intention is for all children to achieve their potential across the curriculum, regardless of their background or the challenges they may face. Our overarching aim is to empower pupils to achieve their potential, make informed choices and positively contribute to society. We have high expectations for our pupils and our education aims to exceed the national benchmarks for academic achievement, whilst also ensuring pupils develop a thirst for learning.

The focus of our pupil premium strategy is to support disadvantaged pupils (DP) to achieve our aim by narrowing gaps and accelerating the progress for children of all abilities. Robust self-evaluation, pupil progress and assessment cycles are in place to effectively identify areas in which disadvantaged pupils require the most support. In order to reach their potential, consideration is also shown to the challenges faced by disadvantaged pupils, enabling us to identify and address barriers to learning.

At St Christopher, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Quality first teaching is of the highest importance within our approach and this, along with focused intervention, has the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This pupil premium strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils, including non-disadvantaged pupils, whose education has been worst affected during the COVID-19 pandemic.

Our Disadvantaged Pupil profile shows that 30% of children entitled to Pupil Premium have a special educational need. This places an additional barrier to pupils' achievement in particular attaining expected standards at milestones. Disadvantaged pupils with SEN also have interventions and strategies to support their additional needs. In order to track their progress smaller steps of progress are identified.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, Speech and language acquisition for disadvantaged pupils is lower than their peers. Language and vocabulary are less developed for some disadvantaged pupils in KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations.
6	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Parent and teacher referrals for support have markedly increased during the pandemic with more children currently requiring additional support with social and emotional needs.
7	A proportion of disadvantaged children are not ready to access learning due to external factors such as parenting skills, finance, housing and food.
8	Analysis of participation in home learning, including remote learning during lockdowns, shows that some disadvantaged pupils did not access home learning, including reading and spelling practise, despite being provided with devices and Internet data by school. Pupil feedback has shown that some children had limited parental support, which impacted on their ability to access and complete remote learning and homework.
9	Attendance, for disadvantaged children, is typically lower than that of their peers.

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
Improved speech and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2024/25 show that disadvantaged pupils, without SEN, have made accelerated progress.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 show that disadvantaged pupils, without SEN, have made accelerated progress.
Improved maths attainment among disadvantaged pupils.	Maths outcomes in 2024/25 show that disadvantaged pupils, without SEN, have made accelerated progress.
To adopt a whole school approach to supporting Disadvantaged Pupils to make accelerated progress.	All staff are aware of disadvantaged pupils in their cohort and any known barriers so that they can take class action.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • evidence of improved self-esteem, resilience, and aspiration.
For Disadvantaged families to receive support with finance, parenting, food banks, housing and referrals.	Disadvantaged families are well supported PE kit and uniform will be provided for DP children who need it. Early Help is well evidenced Disadvantaged pupils invited to and attend HAF (Holiday activities and food) programme Disadvantaged pupils provided with cold weather clothing

<p>For Disadvantaged Pupils to access home learning.</p>	<p>Disadvantaged pupils' families with no technology will be provided with a device and the Internet at home.</p> <p>Evidence of increased parental engagement from reading records, Google classroom, parents evening.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • increased overall absence rate for all pupils • reduced attendance gap between disadvantaged pupils and their non-disadvantaged peers

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: £40,000

As part of our approach we deliver various cpd for all staff. This cpd draws from a range of well evidenced, local and national research and initiatives some of which are listed below.		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are moderated, interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1, 2, 3, 4, 5
<p>Continued implementation of dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 5
<p>Continued implementation of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 5
<p>Enhancement of our Literacy teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF has produced guidance to improve Literacy and is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 2 Improving Literacy in Key Stage 1</p>	1,2, 3, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4, 5

	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Extra teachers employed to teach reduce size of teaching groups.</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2, 3, 4, 5
<p>Teachers to deploy support staff to fill gaps in home learning eg: reading</p>	<p>The average impact of homework is positive across both primary and secondary school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	8
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a programme to improve speaking, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 5
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
Establish homework club for pupils in school to gain access to adult support and time and resources to complete home learning	The average impact of homework is positive across both primary and secondary school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	8
Deploy additional TA support where needed to support where remote learning was minimal and lack of pupil and parental engagement impacted on progress	When deployed strategically, Teaching assistants can provide a large positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 4, 5, 8

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

Budgeted cost: £10,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium lead and Family Support Worker to support families with finance, parenting, food banks, housing and referrals.</p> <p>Purchase P.E Kit, uniform and cold weather clothing.</p> <p>Signpost HAF programs for FSM families</p>	<p>Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017).</p> <p>https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention</p>	5, 6, 7, 8, 9
<p>Ensure DP pupils have full access to extra-curricular clubs through promotion, individual approach and parent phone calls</p>	<p>Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills. Socioeconomic status is a significant factor determining participation in extra-curricular activities.</p> <p>An unequal playing field.</p>	6
<p>Identify pupils for, and deliver, 'boomerang group' to improve self-esteem, resilience and aspiration.</p>	<p>Social and emotional learning approaches have a positive impact, on academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5, 6
<p>Conduct structured conversations with families to improve parental engagement and attendance.</p>	<p>Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5, 6, 7, 8, 9
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	9

Total budgeted cost: £61,360

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 2023-2024 academic year.

On a regular basis we reviewed the achievement of disadvantaged pupils throughout the academic year. We also analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using national data and our internal data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

In 2018, 2019, 2022, 2023 and 2024 (excluding covid years) our attainment gap for disadvantaged pupils and non-disadvantaged pupils has been less than the local and national picture. This suggests that we are consistently more effective than most schools at ensuring disadvantaged pupils do as well as their peers and demonstrates the impact of our strategy in addressing the additional impact of COVID-19 on disadvantaged pupils.

Data Headlines:

End of KS2 data: 71.4% of disadvantaged pupils were working at age related expectations in Reading, Writing and Maths compared to 74% of non-disadvantaged pupils. This means that the attainment gap was 2.6%, compared to 21.5% nationally and 19.7% in Coventry.

End of KS1 data: KS1 assessment is no longer statutory from 2023/24.

Year 1 Phonics data: (only 4 pupils) Disadvantaged Pupils 75% (National 68.3%, Local 68.3%)

Reception Phonics data:

Target 1: 75% of Disadvantaged Pupils in Reception will know 10 set 1 sounds

(2 children) Data Collection Point 1 – Dec 2023: 50% of Disadvantaged Pupils in Reception know 10 set 1 sounds.

Target 2: 75% of Disadvantaged Pupils in Reception will know 20 set 1 sounds

(2 children) Data Collection Point 2 – April 2024: 50% of Disadvantaged Pupils in Reception know 20 set 1 sounds.

Target 3: 75% of Disadvantaged Pupils in Reception will know 31 set 1 sounds

(3 children) Data Collection Point 3 – July 2024: 33% of Disadvantaged Pupils in Reception know 31 set 1 sounds.

Internal Data: We expect our pupils to make 6 points progress per year. In Writing and Maths, disadvantaged pupils made more than expected progress. In reading, progress is slightly less than expected, due mainly to specific learning difficulties in children with SEN.

Reading progress: Disadvantaged pupils 5.7, non-disadvantaged pupils 6.1.

Writing progress: Disadvantaged pupils 6.1, non-disadvantaged pupils 6.6.

Maths progress: Disadvantaged pupils 6.4, non-disadvantaged pupils 6.6.

Attendance: Disadvantaged pupils 95.8%, non-disadvantaged pupils 94.2%.

The attendance gap is significantly lower than the national and local picture. The gap in school reduced over the course of the year. Although the gap is small we acknowledge the difference and continue to diminish this.