

Pupil Premium Strategy: St. Christopher's

Pupil premium is additional funding St. Christopher's receives to support students that are economically disadvantaged. St. Christopher's uses the money to allow these students to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At St. Christopher's we track student progress alongside their behaviour and attendance as they impact upon one another.

We currently have **9** eligible students for pupil premium funding of which **2** are CIC and **9** have EHCPs. This equates to a fund of **£13,840**

1. Summary					
School	St. Christopher's	Number of pupils eligible for PP in total	9	Review planning for expenditure	November 2019
Academic Year	2019-2020	CIC eligible for PP	2		March 2020
Total roll	11	Total PP funding	£13,840		July 2020

* Funding can change termly due to individual circumstances and change in the cohort

2a. Attainment 2018-19 <i>St. Christopher's figures for pupils eligible for PP</i>			
	PPG	Whole cohort	Gap
% achieving expectations progress in Maths	38%	45%	-7%
% achieving expectations progress in SPaG	0%	0%	0%
% achieving expectations progress in Writing	13%	22%	-9%
% achieving expectations progress in Reading	13%	22%	-9%
% achieving expectations progress in YARC	55%	55%	0%
% achieving expectations progress in Sandwell	45%	40%	5%
% achieving expectations progress in BPVS	56%	60%	-4%

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2b. Attendance							
September	PPG	Whole cohort	Gap	January	PPG	Whole Cohort	Gap
	97%	97%	0		86%	86%	0

3. Barriers to learning (for pupils eligible for PP)	
In-school barriers	
<i>A</i>	Below average literacy skills
<i>B</i>	Weak numeracy skills
<i>C</i>	Poor learning skills including organisation and resilience
<i>D</i>	Pupils not being 'ready to learn'
<i>E</i>	Gaps in prior learning
External barriers	
<i>F</i>	Low attendance
<i>G</i>	SEND
<i>H</i>	Low aspirations
<i>I</i>	Limited access to positive role models
<i>J</i>	Parental engagement

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4. Desired outcomes (Please match your desired outcomes to the barriers identified above; below are examples that could be used)		
	Desired outcomes and will they be measured	Success criteria
(i)	Attendance of PPG students increases as they value the offer. Increased participation.	The target is to ensure that PPG student's attendance matches and/or exceeds non-PPG students. Increase in positive feedback from staff as recorded on school pod.
(ii)	Gaps are identified and interventions are in place to teach gaps	-1-2-1 intervention strategies are in place to support the needs of PPG learners that have specific needs. - Quality First teaching evidenced through lesson observation and work scrutiny - Progress data will be regularly reviewed and demonstrate progress. - Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.
(iii)	Pupils are ready to learn	Food and drink available before, after and during break. All equipment ready in lessons for use.
(iv)	Pupils reading levels improve and have access to books and reading materials.	- Ability based literacy groups - Daily reading included in offer - Lexia Literacy intervention - 1-2-1 to support those with low level reading. - Students actively using the library
(v)	Pupils to confident using a range of mathematical processes in line with their ability	- Ability based numeracy groups - Evidence of students using maths skills based upon targets across the curriculum. - Broad range of numeracy resources
(vi)	Pupils are exposed to a wide range of enrichment/TPP experiences/opportunities.	- Pupils attend/participate in sessions they would not usually be exposed to. - Positive feedback evidenced in pupil/parent questionnaires. - Improve the community of the school by increased positive relationships with learners and staff.
(vii)	Support vulnerable disadvantaged pupils	- Broad and balanced curriculum offered. - EHCP's regularly reviewed by whole staff team

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		<ul style="list-style-type: none"> - FLO supporting parents where needed - All pupils given the opportunity for enrichment and off-site activities. - Pupils offered support to address additional mental health, medical and SEMH needs.
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5. Planned expenditure 2019 2020						
Quality of teaching						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
PP students to narrow gaps in learning across core subjects	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects.	High quality, small group teaching is shown to narrow the gap of disadvantaged pupils.	Teacher assessments/Pupil progress Positive engagement within sessions Higher attendance rate in lessons	TB	Termly	£3000
Increase in staff awareness and understanding of effective delivery within Phonics	Whole staff training from external mainstream phonics lead provided	All staff will be confident in delivering a consistent approach to develop pupils reading confidence	Teacher assessment CPD feedback Lesson observations Book/work scrutiny Pupil engagement in reading	TB/CFair	Termly	£250
Targeted support						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing

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Improvements in reading scores	<ul style="list-style-type: none"> - development of library space - organising and levelling reading books - access to Lexia literacy programme - ability based literacy groups - daily reading session 	School data identifies areas of development within writing, and low reading ability led to targeted reading support to promote pupil progress	<ul style="list-style-type: none"> - positive re-engagement with Lexia programme - increase use of library - pupil awareness of reading ability - daily recording/feedback provided through reading logs 	TB/CFair	Termly	£600
Improvement in staff understanding of SEND which increases confidence and application of strategies/interventions to support our pupils	<ul style="list-style-type: none"> - Trust funding 2 x SENDCo accreditation - Access to CPD for all staff and to become a champion of an area of SEND 	Staff identified areas of SEND to develop professionally through staff feedback questionnaires and PRD target setting	<ul style="list-style-type: none"> - Regular feedback from trainee SENDCo's and staff who have undertaken relevant CPD - SEND training delivered Trust wide - Positive engagement and outcomes of pupils 	Central Team	Termly	£1800
Enrichment and experiences						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
For pupils to experience a range of activities to target SEMH needs of cohort	Swimming (Hire of Fore Street Swimming Pool)	Students learn/develop a key life skill as well as encouraging fitness and exercise.	<ul style="list-style-type: none"> -Student feedback -Attendance - Developing swimming and water safety skills - Parental feedback 	TB	Termly	£350
	Therapeutic Horse riding (RDA)	It provides the pupils with valuable therapeutic exercise,	<ul style="list-style-type: none"> -Student feedback -Attendance 	TB	Termly	£600

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		an opportunity to develop their social skills and a chance to build relationships with horses and ponies.	-Feedback from provider - weekly progress within sessions			
	Brainy Dogs (Headway Suffolk)	Pupils will gain work experience and learn new life skills by training rescue dogs to provide life-changing support and become companion dogs to adults with a brain injury or a neurological condition.	-Student feedback -Attendance -Feedback from provider - Transferable skills used in home setting - Progress with turn taking skills	TB	Termly	£400
	P.E (Positive Futures)	Encouraging fitness and exercise. Developing team building skills. Encouraging respect and resilience through a range of sports and physical activities.	-Student feedback -Attendance - Evaluation from staff - developing multi-sport skills - Development of team building and communication skills	TB/LQ	Termly	£850
	Cooking	Pupils will work in small groups to develop the key life skill of cooking, focussing on preparing pupils for independent living	-Student feedback -Attendance -Feedback from staff - Parents feedback	CFair	Termly	£150

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	Forest Schools (Suffolk Wildlife Trust)	Learning about the local environment and animals and their habitats. Focus on conservation of local area	<ul style="list-style-type: none"> - Student feedback - Attendance - Feedback from staff - Attendance to school holidays activities. 	TB/LQ	Termly	£1000
	Music	Access to a range of musical instruments and experiences with the focus on digital music. Encouraging learning new skills and improving self-esteem with performing in front and alongside peers.	<ul style="list-style-type: none"> -Student feedback -Attendance -Feedback from trust colleague - parental feedback - Learning Logs 	TB/GW	Termly	n/a
	Art Therapy (Suffolk Art Therapy)	Pupils expressing thoughts and feelings through Art	<ul style="list-style-type: none"> - student feedback - attendance - feedback from Art Therapist - Reports from Art Therapist - SEMH progress for pupils involved 	TB	Termly	£1850
	Deben Care Farm	Learning about animal care and skills used to maintain a working farm	<ul style="list-style-type: none"> - Student feedback - Attendance - Feedback from staff 	TB	Termly	£1560
Other approaches						

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Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Choice of breakfast available on arrival at school. Varied snacks available during morning break.	The EEF found that food on arrival and throughout the day can boost reading, writing and maths.	-Student feedback to ensure that food meets the needs of students and a variety of food is on offer. - feedback from student council on varying the food options during breakfast and break time	CF	Termly	£600
Sensory Room	Development on the 'quiet room' into a sensory room. FLO to visit other local specialist settings with sensory rooms. EHCP review highlighted need and importance for a sensory room	To create a relaxing and calming yet stimulating environment that works to develop each users' individual sensory needs.	- Pupil feedback - positive and appropriate use on sensory room - staff feedback	TB/CFair	Termly	£100
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)					£13,110