



Learning and growing together

Pupil premium strategy statement 2019-2021

taking account of the impact of Covid 19

School overview

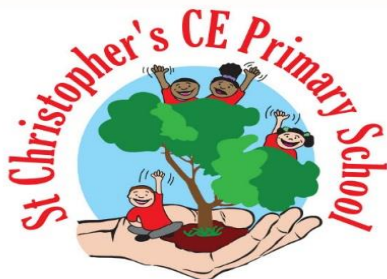
Metric	Data
School name	St Christopher's C.E. Primary School
Pupils in school	349
Proportion of disadvantaged pupils	35.3% 2019 ASP 25.8% Nov 2020
Pupil premium allocation academic year 19/20	£160,729
Pupil Premium allocation for academic year 20/21	£178,200 (+ £3790.16 carry over)
Academic year or years covered by statement	2019-21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Katie Screaton
Pupil premium lead	Susie Davies
Governor lead	

Disadvantaged pupil progress scores for academic year 2018 – 2019

Measure	Score
Reading	-2.38 (national -0.62)
Writing	-0.93 (national -0.50)
Maths	-3.47 (national -0.71)

Disadvantaged pupil performance overview for the academic year 2018 – 2019

Measure	Score
Meeting expected standard at KS2	24%
Achieving high standard at KS2	3%



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Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Pupils eligible for PPG in the EYFS make rapid progress by the end of the year so that at least 69% of pupils eligible for PP meet age related expectations.</p> <p>Develop a positive attitude to school work and ensure there is excellent behaviour for learning across the school. Resulting in raised standards of attainment across the curriculum</p>
Priority 2	<p>Focus on quality first teaching to ensure that the gap continues to narrow between PP and non PP children across all subjects and year groups with a particular emphasis on Years 4 & 5 (2019/20)</p>
Priority 3	<p>There continues to be no or virtually no gap between attendance of PP children and non-PP children.</p>
Barriers to learning these priorities address	<p>Low baseline on entry to the early years for a large percentage of our children.</p> <p>Progress for our PP children is lower than NA by the end of KS2 in all areas</p> <p>Attendance has improved but needs to be maintained</p>
Projected spending for 2019/20	<p>£160,729 of which an underspend of £3790.16 due to Covid 19)</p>

Teaching priorities for current academic year

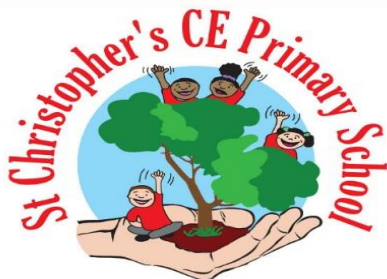
Aim	Target	Target date
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Progress in Reading	Achieve national average progress scores in KS2 Reading (0.32)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0.27)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0.37)	September 2021
Phonics	Achieve national average expected standard in Phonics Screening Test	September 2021
Other	Attendance of disadvantaged children in line with that of non-disadvantaged	September 2021

Measure	Activity
Priority 1	<p>Pupils eligible for PPG in the EYFS make rapid progress by the end of the year so that at least 69% of pupils eligible for PP meet age related expectations.</p> <ul style="list-style-type: none"> • Talk Boost for all children across the Foundation Stage • Support staff training – apprenticeships • High adult child ratio <p>Develop a positive attitude to school work and ensure there is excellent behaviour for learning across the school. Resulting in raised standards of attainment across the curriculum</p>



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	<ul style="list-style-type: none"> • Nurture and positive mental health have a raised profile across the school • Development of team of adults to support children in class when they are struggling behaviourally
<p>Priority 2</p>	<p>Focus on quality first teaching to ensure that the gap continues to narrow between PP and non PP children across all subjects and year groups with a particular emphasis on Years 4 & 5 (2019/20)</p> <ul style="list-style-type: none"> • Focused pupil progress meetings and development of Class Profiles to analyse needs and address forensically • Continue with maths fluency and mastery focus • Develop whole class reading teaching across the school • Phonics to be taught as a whole class in Year 1 and 2 with focused groups for additional input/sessions as required • Develop our writing teaching to teach from more high quality texts and evolve from Talk for Writing, a writing curriculum that addresses the learning needs of St Christopher's • New PIRA assessment every term (reading tests) • TA and teacher training
<p>Priority 3</p>	<p>There continues to be no or virtually no gap between attendance of PP children and non-PP children.</p> <ul style="list-style-type: none"> • Attendance officer monitoring • Attendance a key aspect of our nurture group meetings • HSLWs supporting families
<p>Barriers to learning these priorities address</p>	<p>Low baseline on entry to the early years for a large percentage of our children.</p>



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	<p>Progress for our PP children is lower than NA by the end of KS2 in all areas</p> <p>Attendance has improved but needs to be maintained.</p>
Projected spending for 2020/21	£178,200 + carry forward of £3790.16 = total £181,990.16

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Small group interventions for disadvantaged children falling behind age-related expectations • Learning Mentor to support off target children in class with SEMH needs
Priority 2	<ul style="list-style-type: none"> • Targeted 1:1 or group tuition in reading, writing and maths Focus Years 5 & 6 (2020/21) • Reading Quest in Year 2 • Phonics catch up/1:1 and group sessions • Easter school
Priority 3	<ul style="list-style-type: none"> • Attendance plans for individuals with support from HSLWs
Barriers to learning these priorities address	<p>Low baseline on entry to the early years for a large percentage of our children.</p> <p>Progress for our PP children is lower than NA by the end of KS2 in all areas</p> <p>Attendance has improved but needs to be maintained</p>
Projected spending	

Wider strategies for current academic year

Measure	Activity
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Priority 1	<p>Continued positive progress for children with SEMH needs</p> <ul style="list-style-type: none"> • Forest School for classes and nurture groups • Learning Mentor support for individuals and support at lunchtime
Priority 2	<p>Ensuring that all children entitled to PP are registered</p> <ul style="list-style-type: none"> • All new admissions are checked • Reminders to parents to let the school know if their situation has changed are sent out on Parentmail <p>Foodbank for families who may be struggling financially</p> <ul style="list-style-type: none"> • HSLWs manage the foodbank to ensure that all families who need it are accessing it
Barriers to learning these priorities address	Improve attendance, resilience and confidence for disadvantaged children.
Projected spend for 19/20	£160,729 of which an underspend of £3790.16 due to Covid 19)
Projected spend for 20/21	£178,200 + carry forward of £3790.16 = total £181,990.16

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is allocated to provided appropriate and targeted professional development for teachers and teaching assistants without impacting on learning and progress and staff wellbeing	Use of INSET days, additional cover being provided by appropriate qualified staff
Targeted support	Targeted support may take children away from quality first teaching	The targeted support must be exceptionally high quality and impact monitored soon enough to make a difference



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Wider strategies	Engage with the families facing significant challenge	Home School Link Workers Multi -agency working Supervision for Home School workers Attendance and engagement team Nurture Team
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