

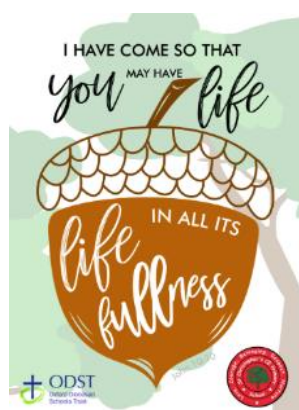


Pupil premium strategy statement: St Christopher's School, Cowley 2024 - 2027

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	317 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Katie Screation
Pupil premium lead	Jess Broome
Governor / Trustee lead	Mary Bayliss



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <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>	£151,400

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objectives for Disadvantaged Pupils:

At St Christopher's Primary School, our vision is to 'have the courage to live life in all its fullness, to belong within our community, respect and love those around us.' We do this through nurture, learning and growing together.

Our ultimate objective for our disadvantaged pupils is to ensure that they have equitable access to high-quality education and the necessary support to thrive academically, socially, and emotionally. We aim to close the attainment gap between disadvantaged pupils and their peers, foster a love for learning, and enhance their overall well-being. Specifically, we aspire for our disadvantaged pupils to achieve academic outcomes that are in line with or exceed national expectations, develop resilience and confidence, and actively engage in their communities, thereby empowering them to "Live life in all its fullness."

Current Pupil Premium Strategy Plan:

Our current pupil premium strategy plan is designed to address the unique barriers faced by our disadvantaged pupils through a tiered approach that focuses on high-quality teaching, targeted academic support, and wider strategies for community engagement and well-being.

Tier 1- High-Quality Teaching: We prioritise explicit instruction and scaffolding techniques, ensuring that all pupils, especially those from disadvantaged backgrounds, benefit from robust formative assessments and flexible grouping strategies. This foundational work in the classroom is essential for improving understanding and retention in core subjects such as reading, writing, and mathematics.

Tier 2- Targeted Academic Support: We provide high-quality one-to-one and small group work, alongside an inclusion team, to support the specific learning needs of disadvantaged pupils. Our structured reading intervention programmes in early years and Key Stage 1 focuses on building strong foundational literacy skills, which is critical for long-term academic success. These children are identified through FFT Reading Assessment Programme (RAP) three times a year.

Tier 3 - Wider Strategies: We enhance community engagement by offering subsidised extracurricular activities and establishing partnerships with local organisations to support families facing food, health and hygiene poverty. Additionally, our well-being programme incorporates mental health support and emotional regulation strategies, which are vital for fostering a supportive environment where all pupils can thrive. We build on children's cultural capital by focussing on high quality enrichment and opportunities, as well as focussing on protected characteristics.

Key Principles of Our Strategy Plan:

1. **Evidence-Informed Approach:** Our strategy is grounded in research and evidence from the Education Endowment Foundation (EEF) and other reputable sources. We continuously use data to identify challenges faced by disadvantaged pupils and to inform our decision-making processes.
2. **Whole-School Commitment:** Addressing disadvantage is a priority that permeates every aspect of our school culture. We engage all stakeholders—including governors, staff, and external partners—in the development and implementation of our strategy to ensure a collective approach.
3. **Ambitious and Realistic Goals:** We set high expectations for our disadvantaged pupils while ensuring that our targets are achievable. We believe that every pupil can succeed with the right support, and our strategy reflects this belief.
4. **Continuous Monitoring and Evaluation:** We are committed to regularly reviewing the impact of our strategies on pupil outcomes. This includes collecting and analysing data to assess progress, making necessary adjustments to ensure that we are effectively meeting the needs of our disadvantaged pupils.
5. **Holistic Support:** Our strategy recognises that academic success is intertwined with emotional and social well-being. Therefore, we provide a comprehensive support system that addresses both academic and non-academic barriers to learning.

By adhering to these principles and implementing our current pupil premium strategy plan, we are confident that we will make significant strides in supporting our disadvantaged pupils, enabling them to live life in all its fullness and reach their full potential over the next three years.

Challenges

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

Challenge number	Detail of challenge
1	Limited Access to Cultural Capital: Some children may have fewer social assets that can enhance their chances of success in life, such as knowledge, life experiences, or tangible resources like adequate clothing to participate in specific activities. This limited access can hinder their broader educational experiences and opportunities.
2	Academic Attainment Gap: Some children may enter school with lower starting points in English and Maths, leading to an achievement gap compared to their peers. Social inequalities in vocabulary and the role of reading contribute to this gap.
3	Emotional and Mental Health Needs: Some children may experience emotional and mental health challenges, impacting their ability to engage in learning and social situations.

4	Parental Engagement: Some families may face barriers to engaging with the school, including language, time constraints, or lack of understanding of the education system, which can affect their child's academic progress.
5	Attendance and Punctuality Issues: Some children may experience higher rates of absence and lateness due to various factors, which can negatively impact their learning and social development.
6	Limited Access to Resources: Many families may not have access to essential educational resources, such as books, technology, and internet connectivity, which can hinder learning at home.
7	Low Aspirations and Confidence: Some children may have lower self-esteem and aspirations due to their circumstances, affecting their motivation to achieve and engage with their education.
8	Transition Challenges: Children may face difficulties during key transitions (e.g., from primary to secondary school), impacting their ability to adjust and thrive in new environments.

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
Children will have increased access to cultural experiences and resources, leading to a broader understanding of the world and enhanced learning opportunities.	Children participate in at least three cultural events or activities per year, and demonstrate an understanding of these experiences through discussions or reflective writing.
Children will demonstrate improvement in English and Numeracy skills, closing the attainment gap with their peers.	Children will show progress in standardised assessments, with targeted interventions resulting in measurable gains in key subject areas.
Children will be exposed to a language and book rich curriculum to ensure that the socio-economic differences in language development are addressed	Children will have access to a diverse range of culturally relevant books and participate in daily storytime sessions to enhance their vocabulary. By the end of the year, many pupils are expected to show measurable improvements in their language skills, supported by families engaging in home reading activities.
Children will develop emotional resilience and improved mental health, enabling better engagement in learning.	Children will be more confident in managing their emotions, as measured by surveys, and show improved participation in classroom activities by the end of the academic year.
Families will feel more connected to the school community and actively participate in their child's education.	There will be an uptake in school events, and feedback from parents indicates increased satisfaction with communication and involvement in their child's learning.
Children will have improved attendance and punctuality, leading to enhanced learning and social interactions.	Attendance rates improve to 95% or higher, with a reduction in late arrivals to school by the end of the academic year.
Children will have access to necessary resources, supporting their learning both at school and home.	Children are provided with essential resources, such as books and technology, and show

	increased engagement in homework and independent study activities.
Children will develop higher aspirations, greater confidence in their abilities, and resilience to pursue their goals despite obstacles.	Staff and pupil voice will reflect an improvement in resilience and confidence with children's learning
Children will successfully navigate transitions, feeling supported and prepared for new educational settings.	Children will report feeling confident about their transition experiences, parent and teacher feedback will support this

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 118,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use adaptive teaching as an approach so that the teacher will continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. - Staff training - CPD courses	EEF - High Quality Teaching	2
Develop a series of structured CPD sessions focused on subject-specific pedagogy and content knowledge. Link to ODST subject networks. Share best practice in coaching groups. - Staff meeting time - Release time for subject leaders	Research indicates that targeted professional development enhances teacher effectiveness and, consequently, student outcomes. Education Endowment Foundation (EEF) - Putting Evidence to Work .	2
Implement a coaching system where teachers and TAs support one another through peer observations and feedback. Release time for staff	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Effective Professional Development	2
Maths Mastery specialist to work with teachers and TAs to embed the mastery approach to maths Education	Maths Mastery specialist to work with teachers and TAs to embed the mastery approach to maths Education	2

Endowment Foundation on Mastery Learning ○ Release time for staff	Endowment Foundation on Mastery Learning	
Wellcomm Language Screening, staff training and staff resource time in EYFS ○ Training on Wellcomm ○ Adult to lead intervention	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 1
Refine Whole Class Reading (WCR) and Guided Reading (GR). ○ Resources, staff training and Reading Lead resource time. ○ Purchase of new books after audit of resources	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF: Reading Comprehension Strategies	2
Assistant head to work with teaching staff to improve and enhance the curriculum within all subjects. ○ Release times Whole school training through ODST subject leadership meetings and then training disseminated by curriculum leaders to all staff ○ Subject leadership release time	A progressive and sequenced curriculum will ensure the children's learning will be remembered and embedded overtime Ofsted Framework	2
Purchase of standardised assessments to use to close gaps in knowledge and inform next steps in learning	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: Standardised tests	2,
Continue to train and support staff in the correct administration of these		
Embedding Oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. ○ Purchase resources and fund ongoing teacher training and	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: Oral language interventions Teaching and Learning Toolkit EEF	1,2,6,7, 8

release time. (English speaking and listening)		
Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme , FFT to secure stronger phonics teaching for all pupils including those in our Enhanced provision	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2,6,7, 8

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

Budgeted cost: £76,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading through Quest for Learning, Trinity College, ARCh Readers and community partners - Training - DBS	Small group 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:	2, 4, 6
Offer additional support through one-to-one or small group tutoring sessions focused on literacy and numeracy, tailored to the needs of disadvantaged pupils. Allocation of TAs per phase	One to one tuition - Teaching and Learning Toolkit - EEF And in small groups:	
Tailored reading intervention to develop fluency Y1-6 with FFT Tutoring with the Lightning Squad (2:1) One TA per year group allocated	Small group tuition - Teaching and Learning Toolkit - EEF	
Reading Quest KS2 phonics catch up Y3-6 (small group) One TA per year group allocated		
Reciprocal readers Y4-6 reading intervention with a focus on vocabulary and reading skills - One TA per year group allocated - Training of class teacher and TA training time - Cost of purchasing reciprocal readers through FFT		
Dedicated EAL teacher daily teaching with small groups of children with EAL.	English as an Additional Language (EAL) and educational achievement in England - EEF	2, 6, 7

	EAL Guidance – The Bell Foundation	
Use vision screening to identify undiagnosed conditions which may affect literacy Allocation of adult to screen children	EEF blog	1, 2, 6

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

Budgeted cost: £98,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning through a refresh of our behaviour policy, values and vision. - Staff CPD - Relational Schools training – Head of School - Restorative Practice training with Phase Leader	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF Improving Social and Emotional Learning in Primary Schools Blo	3, 5,7,8
Expansion of our nurture provision and resources to support children with social and emotional needs. - Train staff on EBSA - Train staff on specific needs in the provision e.g. ADHD, ASD - Emotional Learning Support Assistant and Home School Link Worker to support children and families.		3, 5,7,8
Work alongside secondary schools to ensure that transition to Y6-7 is smooth. - Time with teachers - Peer observations - Handovers	Transitions are pivotal for children, and the research suggests there are many factors that can impact this. In this blog, a 'trio of challenges' are addressed which we would be able to work on with a transition model with our feeder schools	3,7, 8, 2
To ensure that transitions to new year groups do not cause un-due stress and anxiety. - Move up stay up activities to be funded e.g. teacher for 'y7', outdoor learning day - Planning time with new teams - Nurture schools training for staff	Transitions require purposeful planning to be successful. This blog covers how we can do this.	3,7, 8, 2

To support of families and the wider community through community coffee mornings and events. • Develop a series of workshops focusing on topics such as understanding the curriculum, effective homework strategies, and supporting literacy and numeracy at home. • Partner with local organisations to provide resources and expertise – cost of hub coordinator • Create a welcoming environment that encourages questions and discussions. (additional cost) • Provide resources to support families e.g. chrome book library, maths manipulatives (additional cost)	Research from Siraj-Blatchford et al. (2013) indicates that parents who understand the educational landscape and how to support their children's learning at home are more likely to foster academic success. Workshops can demystify the curriculum and provide practical strategies for supporting learning at home. EEF – Parental Engagement	4, 5, 6, 7
Training for staff and Attendance lead to be able to: • Use attendance data to identify pupils with emerging patterns of absence or lateness. • Contact parents promptly to discuss concerns and explore potential barriers to attendance. • Offer support services, such as counselling or mentoring, to address underlying issues. • Host workshops and information sessions for parents on the importance of attendance and punctuality. • Provide regular updates on their child's attendance and any concerns that may arise. Use of Parentmail so parents can easily communicate with the school regarding attendance issues.	The importance of school attendance is underscored by various authoritative sources, including the Department for Education (DfE), which emphasises the need for a supportive environment to enhance attendance, the Education Endowment Foundation (EEF), which highlights the role of parental engagement in fostering attendance, and the National Institute for Health and Care Excellence (NICE), which advocates for the integration of social and emotional wellbeing strategies in schools to promote consistent attendance.	5, 4
To support families of children joining our Early Years department to ensure that children are best prepared to start their schooling. • Home visits from the Early Years team and the Home School Link Worker • Stay and Play sessions • Move Up Stay Up	School readiness is crucial as it lays the foundation for a child's future academic success and social-emotional development, ensuring they possess the necessary skills and confidence to thrive in a structured learning environment. Latest data shows there's a 19 percentage point gap in school-readiness between disadvantaged children and their peers (EEF)	1,2,3,4,6,7,8
Forest school within school for whole classes as well as small group and	Forest school is shown to have a positive impact on children's confidence, social skills (which have	1,2,3,4,6,7,8

behaviour support. All year groups to have access to Jack Peers.	been hugely impacted during Lockdowns) and communication skills. Children in our school look forward to forest school and attend more frequently when it is their forest school day EEF – behaviour interventions research	
1:1 play therapy sessions for vulnerable learners	Clear-Sky Play therapy	3, 5, 7, 8
Ensure that a wide range of enrichment activities are available to all pupils, both within the school day and after school. ○ Subsidised trips for pupils, including through school fundraising ○ A range of after school enrichment clubs provided by staff	EEF Extending School Time	1, 2, 3, 5, 7

Total budgeted cost: £293,544

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school evaluates outcomes for disadvantaged pupils using statutory assessment data (EYFS GLD, KS1, KS2 SATS, MTC), alongside our internal summative and formative assessments, work scrutiny and pastoral monitoring. This triangulated approach ensures that leaders have a secure understanding of attainment, progress as well as wider barriers to learning.

When considering progress and attainment over time, outcomes are showing an improving trajectory for disadvantaged pupils, particular as pupils move through the school. Leaders recognise that cohorts reflected in this data experienced disruption earlier in their schooling due to COVID-19 and outcomes are therefore reviewed with a strong focus on progress and impact rather than attainment alone.

EYFS

Outcomes at the end of EYFS show that a growing proportion of disadvantaged pupils achieve a good level of development compared with the previous academic year (13%-38%). EYFS outcomes remain a key development priority. However, while differences remain between disadvantaged and non-disadvantaged pupils, assessment information indicates that children are entering KS1 with stronger foundations than in previous cohorts, reflecting the impact of enhanced early language, phonics and number provision.

KS1

Key Stage 1 outcomes demonstrate greater stability and improvement for disadvantaged pupils over time. Attainment in reading and maths has strengthened compared with the previous year, with a higher proportion of pupils reaching the expected standard. Combined attainment data shows that more disadvantaged pupils now achieve at least the expected standard across reading, writing and maths than in the previous academic year.

MTC

Year 4 MTC outcomes show that an increasing number of disadvantaged pupils are approaching or achieving the expected standard compared with the previous year. While fewer pupils currently achieve full marks, leaders are encouraged by improved confidence and recall, reflecting the impact of daily practice and targeted support.

KS2

KS2 outcomes show a positive trajectory for disadvantaged pupils. Last year saw significant improvement in outcomes in Reading, Writing, Maths and combined. Average scaled scores show that disadvantaged pupils continue to make progress through Key Stage 2, with gaps narrowing in some subjects and being prevented from widening in others.

Monitoring of attendance, engagement and wellbeing shows that disadvantaged pupils benefit from strong pastoral support and positive relationships with staff. Where barriers are identified, timely intervention has supported improved engagement and readiness to learn.

Leaders judge that the school is on track to achieve the intended outcomes of its pupil premium strategy. The most consistent impact is seen where strategies have been embedded over time, particularly in writing and early reading. Areas where outcomes are not yet as strong as leaders aspire are clearly identified and directly inform the priorities of the current strategy.

Over the past academic year, St Christopher's Primary School has made significant progress in supporting disadvantaged pupils, aligning closely with the strategic aims set out in this pupil premium plan.

1. Increased Access to Cultural Capital

Pupils participated in multiple cultural events and enrichment activities, broadening their understanding of the world and enhancing their educational experiences. This was reflected in pupils' ability to engage in discussions and reflective writing about these experiences. Experiences have ranged from residencies, University Twinning programmes, links with Magdalen School, Radley College and Headington Rye (music, drama and sporting opportunities). An increased focus on sport and team participation in events has seen a broader take-up of extra-curricular opportunities.

2. Closing the Academic Attainment Gap

Targeted interventions and high-quality teaching led to measurable improvements in KS2 outcomes and ELG. Standardised assessments have helped to show progress, alongside

monitoring of pupils through Insight. The school is successfully implementing a language and book-rich curriculum, supported by daily Storytime sessions and family engagement in home reading activities. This contributed to improvements in pupils' vocabulary and language skills, addressing socio-economic disparities. Oracy CPD and high expectations are also leading to a more vocabulary enriched school

3. Emotional Resilience and Mental Health

Enhanced social and emotional learning, alongside nurture provision and restorative practises, supported pupils' emotional well-being. Well-being approaches are used across the school and the newly formed inclusion team are ensuring that pupils have the right provision at the right time. Our Blossom provision has supported children with significant, complex needs and has been instrumental in ensuring these children make progress both developmentally and emotionally. We continue to invest in professional services such as [play therapy](#).

4. Parental Engagement and Community Involvement

The school strengthened connections with families through workshops, coffee mornings and community partnerships. Feedback from parents showed increased satisfaction with communication and involvement in their children's education. This has included use of EvidenceMe and MCAS as a communication and learning tool. Parent information workshops and open lessons in school for phonics, maths, reading and writing as well as less formal 'open' events for parent and carers to become more involved in school life.

5. Improved Attendance and Punctuality

Attendance rates are improving, with a reduction in late arrivals, contributing to better learning and social development for pupils. We have implemented the "5 Foundations of Effective Attendance Practice". This is a framework for schools to improve student attendance by focusing on building a positive school culture, using strong policies, training expert staff, analysing data, and fostering belonging, moving beyond just punishing absence to proactively addressing barriers with strong home-school links and support systems.

6. Addressing Limited Access to Resources

We have established a loan scheme for chrome books, ensuring pupils without access to technology can continue their learning beyond school hours. We have also installed computers in our hub which families are able to use. We allow children to borrow unlimited amounts of books from our library and also ensure all children have age-appropriate books to take home. We prioritise equipping parents and carers with the knowledge and tools to support their children's learning effectively through information on our website, Tapestry updates and parent workshops.

7. Addressing Low Aspirations and Confidence

We embed our school vision and values throughout daily school life, encouraging pupils to "have the courage to live life in all its fullness." This ethos is reflected in our restorative

practises and nurture provision, which foster strong, supportive relationships and a positive school culture. We have introduced mentoring opportunities where pupils are paired with positive role models from within the school helping to inspire and raise aspirations. Celebrations of achievement, both academic and personal, are regular and visible throughout the school, reinforcing pupils' confidence and sense of accomplishment. Targeted wellbeing support, including counselling and social-emotional learning programmes are available to help pupils build resilience and motivation. Our curriculum also includes age-appropriate teaching on protected characteristics to promote inclusion and self-worth. Family engagement remains a priority, with ongoing communication and community partnerships providing enrichment opportunities that broaden pupils' horizons and support their personal development.

Smooth Transitions

Transition activities and close collaboration with secondary schools ensured pupils felt supported and confident moving between key stages, reducing anxiety and promoting continuity in learning. Our 'move up, stay-up' week continues to be a great success.

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
Play therapy	Clear Sky
Forest School	Jack Peers

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.