

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Catholic Primary Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	6% (12 pupils)
Academic year that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	February 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Karl Babarczy Headteacher
Pupil premium lead	Karl Babarczy Headteacher
Governor / Trustee lead	Carol Rodrigues Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,275
Recovery premium funding allocation this academic year	£8,000
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	£32,275

Part A: Pupil premium strategy plan

Statement of intent

All pupils should be able to achieve their personal best at school – regardless of being considered to be disadvantaged. This includes all pupils who are disadvantaged from high to low ability.

Our approach will be responsive to common challenges and individual needs, rooted in individual and factual diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Support from home does not always encourage children to discuss what they have learned or complete homework, leading to skills and knowledge not being retained, creating gaps with their peers.
2	Assessments sometimes suggest disadvantaged pupils have greater difficulties with phonics than their peers. This can negatively impacts their development as readers and writers.
3	Our assessments and observations indicate that the education and well-being of some 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 further behind age-related expectations, especially in maths and writing ability.

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
Disadvantaged children achieve as well as non-disadvantaged of a similar ability in reading.	Assessments and observations indicate little/no difference in outcomes between disadvantaged pupils and their peers. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2022 show that the numbers of disadvantaged children achieving the expected standard in writing is the same as their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022 show that the numbers of disadvantaged children achieving the expected standard in writing is the same as their non-disadvantaged peers.
Pupils are resilient learners with the desire to succeed.	Disadvantaged children demonstrate the same level of enthusiasm for learning as their peers – evidenced by learning behaviour in class and engagement with home/ online learning.

Activity in this academic year

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme 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>	1,2
<p>Purchasing of online teaching and learning resources for reading and maths that are bespoke and tailored to a child's individual ability.</p>	<p>Qualitative comments from parents and teachers have highlighted the positive impact of the online resources purchased on the outcomes and attitudes of their children.</p>	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adult support in school utilised to provide precision teaching to children.</p>	<p>Children in small groups or individuals make faster progress than as part of a whole class – particularly children whose learning behaviours do not let them seek assistance for themselves.</p>	1,2,3

Total budgeted cost: £32,275

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. However, there was no significant difference when compared the achievement of their non-disadvantaged peers, and numbers within each cohort are often too small to be statistically significant.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

