

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
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	13 th September 2021
Date on which it will be reviewed	13 th September 2022
Statement authorised by	Kyna Adkins
Pupil premium lead	Kyna Adkins
Governor / Trustee lead	Richard Barwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,610
Recovery premium funding allocation this academic year	£29,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,013
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	£132,623

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all of our students, regardless of: age, disability, gender preference, race, religion and financial background all have equal opportunities to access a curriculum that meets their individual needs and prepared them for adulthood.

We aim to provide a functional, skill based curriculum that allows all students to reach their potential and to have opportunities to have life relevant learning experiences.

We aim to ensure that all students have a clear plan towards the world of work and/or to gain appropriate accreditation for their next stage of education.

We are committed to ensuring that all of our students are able to keep themselves happy, safe and make positive contribution to society.

We aim to have negligible difference in progress between our pupil premium students and non-pupil premium students.

Challenges

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

Challenge number	Detail of challenge
1	Communication: Many of our students have challenges with receptive and expressive communication therefore require a wide range of communication systems and strategies to support appropriate interactions
2	Cognition: There is already an gap in attainment compared to their chronological age due to their additional needs and their requirement to attend a special school for more specialist support.
3	Social, emotional and mental health: Our students are vulnerable due to their additional needs meaning that there is a higher risk of safeguarding concerns/students making unsafe choices. Many of our students have associated disorders of anxiety which can have an impact on their ability to access learning opportunities.
4	Sensory and physical: Many of our students require specific adult support to prepare them for adulthood including supporting with care needs and other independent tasks. Many of our students present with sensory seeking behaviours which can become a barrier to them when they trying to access learning.
5	Students often have limited out of school opportunities due to financial challenges but also families challenges to get their child accessing appropriate provisions.

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
To ensure students provide life relevant learning within a skills based curriculum	<ul style="list-style-type: none"> • Students have out of the classroom opportunities to practice the skills they have been taught. • Students are able to practice generalising any new school in different environments. • Lessons are planned with consideration of a student's starting point and individual targets. • Identified students will be trained in being able to travel independently.
To develop students understanding of the world of work and associated personal and interpersonal skills.	<ul style="list-style-type: none"> • Students in year 9 and above have access to specific world of work learning and qualifications. • Students below year 9 continue developing their understanding of different types of employment and the roles and responsibilities of a range of professions and careers. • Identified students are supported on to further education, apprenticeships, supported internships and work experience. • Parents and students have a good understanding of the next steps towards adulthood and have been sign posted to make decisions about further education, training or employment.
To develop students skills and knowledge in keeping themselves and others safe	<ul style="list-style-type: none"> • All students will have had appropriate level of relationship and sex education. • So Safe program will have been rolled out to all classes that would benefit from the adapted curriculum. • Parents have had opportunities to attend workshops that support keeping their child safe. • Students have an appropriate level of understanding about how to keep themselves safe online. • Students have an appropriate level of understanding about how to keep themselves safe in the local community e.g. stranger danger, road and water safety,
To ensure that all students make good or better progress against their academic and EHCP targets.	<ul style="list-style-type: none"> • At least 80% of students are making good or better progress against their personalised targets. • Any students who are not making expected progress have had a robust intervention plan that closes the progress gap. • All students will have had their annual review which will outline any changes to targets.

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	Budget cost £	Evidence that supports this approach	Challenge number(s) addressed
Provide additional T&L workshops for Teaching assistants to improve their skill and knowledge in areas they are less confident in	£7,000	Where staff feel less confident in a skill they benefit from smaller group training programs that are action research based.	1- 4
Increase the number of staff who are trained in administration of medication, first aid, minibus drivers so that more classes are able to access the community with the correct level of staff skill	MIDAs - £784 Admin of Meds? First Aid?	Our risk assessment for out of school learning requires at least one administrator of medication, one first aider and a minibus driver.	1 and 2
Increase number of staff who are rebound trained	£2,458	Students with sensory seeking behaviours benefit from regular gross motor activities to help them self-regulate. This is recommended by sensory occupational therapists	4
Train middle leader to be a 'Train the trainer' in positive behaviour strategy' training.	£3,125	Previously using Team Teach we have moved to NAPPI training which focuses more on the psychological effect of children in crisis.	3
Employ a sensory and physical practitioner to provide students with dance and music opportunities	£28,604	Students benefit from expressing their creative sides and enjoy and engage in music and dance.	3 & 4
Employ practitioner who support the development of communication through PEC and AAC systems.	£27,714	Students benefit from an expert who can implement recommendations from SALT and support other staff with communication needs	1
Employ an art practitioner who supports students to be expressive through art.	£26,617	Students benefit from expressing their creative sides including traditional art techniques and sensory based expression.	3 & 4

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

Activity	Budget cost £	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ intervention lead to deliver out of the classroom intervention for reading</i>	£10,638	Students benefit from being listened to reading out loud and to have targeted reading strategies when phonics doesn't work.	2
<i>Employ intervention lead to deliver GCSE Maths for the most able</i>	£27,714	Students who are gifted should be given the same amount of opportunities and those in mainstream if they are able to access the learning.	2
<i>Employ post 16 SALT lead to deliver intervention for those with communication difficulties</i>	£23,513	Students preparing for adulthood in post 16 need intensive support in communication and care needs prior to accessing adult social care.	1
<i>Employ senior TA who supports students in EYFS as they start their career in schools</i>	£21,929	Students in EYFS require high level of support to prepare them for accessing a full time provision	1 - 4

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

Activity	Budget cost £	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ non-teaching wellbeing leads to support students in staying safe.</i>	£47,426	Students required additional support when they are having difficulties. Schools should have the capacity to ensure all students are safe and that schools are working with other professional to keep safe.	3 -5
<i>Each class receives a small amount of reward money to personalise for their class</i>	£2,100	Students benefit from personalised rewards that are motivating to them.	3
<i>Sensory resources to improve sensory integration within classes</i>	£1,000	Student require a wide range of robust motivating resources that help them self-regulate throughout the school day.	4

<i>Commission educational psychologists and sensory occupational therapist to provide recommendations</i>	£7,000	Schools benefit from expertise from external professionals to ensure that the quality of education matches the needs of the students.	2
<i>Employ additional midday supervisors to support students at lunch time</i>	£21,720	Lunch is a key learning period of the school day and sufficient staff are required to provide care, support and supervision at these times.	1 & 3

Total budgeted cost: £

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Due to the nature of the school we do not have any external standardised data.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider