



## Pupil Premium Report 2019/20

### Pupil premium strategy:

Pupil Premium funding targets additional money at pupils who are entitled to free school meals as well as looked after children.

Schools have the freedom to spend the Premium, which is additional to the underlying school's budget, in a way they think will best support the raising of attainment for the pupils in this category.

Within St Christopher's we have the following number of students eligible:

Number of pupils and pupil premium grant (PPG) received	Number
Total number of pupils on role	232
Total number of pupils eligible for free school meals	105
Total number of service children	8
Total number of Looked after children	7
Total number of Adopted from care	6
Total number of students eligible for pupil premium	126

As a school we recognise that there is not a one size fits all strategy that will ensure that all children flourish.

However, we also know that certain whole school strategies will benefit all children – especially those eligible for pupil premium students.

Type of pupil premium	Allocation per student
Deprivation Pupil Premium (DPP)- Primary	£1320
Deprivation Pupil Premium (DPP)- Secondary	£935
Service Child Premium (SCP)	£300
Adopted from Care Premium (ACP)	£1900
Looked after children(LAC)	£ 1900

In 2019 – 2020 St Christopher's were allocated the following funding

Pupil premium government grant	Amount
Total amount of PPG received	£ 186,208
Pupil premium Looked after	£ 7000
Pupil premium Year 7 catch up	£ 23,726
Pupil premium Service children	£ 2,400
Pupil premium post looked after children	£ 11,500
Pupil premium sports grant	£ 31,362

### 2019 – 2020 Keys aims from the whole school development plan:

- 1a Continue to provide small staff to student ratio for ARC and SLD classes
- 1b Develop the quality of sensory resources to reduce anxiety and increase engagement.
- 1c Develop the enrichment based programs of study with a focus on independence and life skills.
- 1d Develop the quality of support for social, emotional and mental health provision.
- 1e Develop reflective practice to improve the quality of teaching and learning

2019 – 2020 action plan

Pupil premium

Objective	Success criteria	Cost	Lead	Impact
1a. To provide more vulnerable classes with additional staff to support small group work.	<ul style="list-style-type: none"> <li>Every SLD class will have an additional adult so that the staff to student ratio is 3.3:1 rather than the expected 5:1 ratio in a typical class size of 10 students.</li> </ul>	£73,621.48	KA	<p>Of the 21 classes, 6 SLD classes were provided with an additional TA who focused on developing independence skills through targeted personal learning intentions which were tracked and monitor through MAPP. Students who previously were not toilet trained were able to have the time dedicated to them to teach those key skills rather than just support with intimate care, this couldn't have been achieved with the funded two adults in an SLD class.</p> <p>In addition students accessed the cooking room where they were provided with small group intervention to teach them key life skill's along with more opportunities to visit the local community such as café's and shops where they were able to put in to practice their communication and problem solving skills. By providing and additional adult students were safely able to be supervised in these experiences.</p>
1b. Develop the quality of sensory resources to reduce anxiety and increase engagement for the most complex students.	<ul style="list-style-type: none"> <li>Students will have access to a wider range of sensory circuits and integration programs with associated consumable resources.</li> </ul>	£6,093.37	GT	<p>Throughout the year students who presented with sensory seeking behaviours were provided with additional resources to help them self-regulate, this included items such as chew buddies, weighted blankets and other sensory integration resources. As a result the level of incident of crisis were reduced compared to previous years with these identified students.</p>
1d. Develop the enrichment based programs of study with a focus on independence and life skills.	<ul style="list-style-type: none"> <li>All KS4 students will be travel trained and develop their independence in using public transport.</li> <li>A TA2 will lead on Music for 3 days in a week to the semi and pre formal pathway using the Equals scheme of learning.</li> <li>KS4 students will access hair and beauty workshops as one of their options.</li> <li>Identified KS4 students will be accredited in becoming a sports leader and will have access to regular opportunities to use their skills in and out of school.</li> </ul>	<p>£300</p> <p>£15,118</p> <p>£200</p> <p>£500</p>	NM	<p>12 children were travel trained and the remaining students were encouraged to access public transport as a group however due to COVID this was not able to be continued from March onwards.</p> <p>Students in 11 out of the 21 classes accessed personalised music lessons which supported their attention and engagement. Students began to tolerate sound in these lessons and participation rates increased through the year.</p> <p>9 KS4 students chose hair and beauty where they were able to visit St Francis with staff and access their workshops. Additional resources were bought for the group so that they were able to practice their skills.</p> <p>Food tech and enrichment provisions</p> <p>Due to the coronavirus sports leader's accreditation was incomplete however in the first half of the year students were able to plan and deliver sports lessons to younger students.</p>

	<ul style="list-style-type: none"> <li>All students will have access to life skills experiences including developing cooking skills</li> </ul>	2,651.78		<p>Students across the pathways were able to access cooking lessons with additional microwaves and other equipment being ordered to allow more general cooking in the classrooms as well as more specific cooking lessons in the cooking room. Unfortunately due to Covid students were unable to complete the cooking modules to secure accreditation.</p>
1e. Develop the quality of support for social emotional and mental health provision.	<ul style="list-style-type: none"> <li>A wellbeing lead will support identified students to develop strategies to manage emotions and develop social and emotional skills.</li> <li>Specific commissioned professional involvement accessed for identified students.</li> </ul>	<p>£23,607</p> <p>1,200.00</p>	HR	<p>With the addition of a second wellbeing lead, the school has been able to respond swiftly to safeguarding concerns particular with our more vulnerable families. During the pandemic, the wellbeing leads were able to reach out to vulnerable families and ensure wellbeing checks were through and that support was provided. Working with magic breakfast we were able to offer 28 families with additional breakfast. Wellbeing leads were able to attend important child in need meetings and provide wrap around support to vulnerable students and families ensuring that student's attendance was high with a 94% average attendance and no gap between PP and non pp attendance.</p> <p>Identified vulnerable student accessed private Occupational Therapy Assessments and Educational Psychologist assessments who were able to provide recommendations to staff so that the student's needs were being met. These recommendations often came with associated costs to gain specific resources which were also achieved through pupil premium grant e.g. sensory equipment. As a result the level of student crisis was lower and less frequent. This can be tracked through behaviour watch.</p>
1g. Develop reflective practice to improve the quality of teaching and learning	<ul style="list-style-type: none"> <li>The quality of teaching and learning will be further developed to ensure consistently good practice across the school with staff having the opportunity to reflecting on their practice using a video system.</li> <li>There will be an increase in staffs ability to analysis student responses and identify potential triggers for challenging behaviour.</li> </ul>	<p>15,096.65</p> <p>£3,300.00</p>	KA	<p>IRIS is a camera facility that allows staff to review a lesson or behaviour and work with a coach to reflect and improve on practice therefore improving the quality of learning and engagement. The quality of good or better teaching and learning is at 85% with staff now able to pin point and area of development and reflect on improvements.</p> <p>Leaders were initially provided with coaching training so that they were able to proactively support teachers in their reflective practice with the use of IRIS. Unfortunately due to the pandemic the training was unable to be completed however this is being continued into the new academic year.</p>

Additional small items were purchased through the grant including:

Coach hire for a school trip

E-learning provision for a child working from home

Christmas play license

Leavers books

Leavers resources for prom

And other related learning resources