

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year funding to help improve the attainment of our disadvantaged pupils. There is also an explanation of the three-year strategy towards the end of this document.

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	226
Proportion (%) of pupil premium eligible pupils	56%
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	£117,610.00
Recovery premium funding allocation this academic year	£33,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,013.000
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	£132,623.00

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"> <input type="checkbox"/> Students have out of the classroom opportunities to practice the skills they have been taught. <input type="checkbox"/> Students are able to practice generalising any new school in different environments. <input type="checkbox"/> Lessons are planned with consideration of a student's starting point and individual targets. <input type="checkbox"/> 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"> <input type="checkbox"/> Students in year 9 and above have access to specific world of work learning and qualifications. <input type="checkbox"/> 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. <input type="checkbox"/> Identified students are supported on to further education, apprenticeships, supported internships and work experience. <input type="checkbox"/> 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"> <input type="checkbox"/> All students will have had appropriate level of relationship and sex education. <input type="checkbox"/> So Safe program will have been rolled out to all classes that would benefit from the adapted curriculum. <input type="checkbox"/> Parents have had opportunities to attend workshops that support keeping their child safe. <input type="checkbox"/> Students have an appropriate level of understanding about how to keep themselves safe online. <input type="checkbox"/> 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"> <input type="checkbox"/> At least 80% of students are making good or better progress against their personalised targets. <input type="checkbox"/> Any students who are not making expected progress have had a robust intervention plan that closes the progress gap. <input type="checkbox"/> 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
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	£3,000	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	Pupils with sensory seeking behaviours benefit from regular gross motor activities to help them self-regulate. This is recommended by sensory occupational therapists	4
Employ a sensory and physical practitioner to provide students with dance and music opportunities	£28,604	Pupils 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	Pupils 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	Pupils benefit from expressing their creative sides including traditional art techniques and sensory based expression.	3 & 4
Employ a senior TA to develop and embed an alternative provision program for pupils who struggle to access the classroom	£28,500	Pupils have access to the community to enrich their curriculum experiences including swimming, rock climbing, horse therapy, soft play etc.	1-5

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

Activity	Budget cost £	Evidence that supports this approach	Challenge number(s) addressed
Employ senior TA who supports students in EYFS as they start their career in schools	£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
Employ non-teaching wellbeing leads to support students in staying safe.	£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
Each class receives a small amount of reward money to personalise for their class	£2,100	Students benefit from personalised rewards that are motivating to them.	3
Sensory resources to improve sensory integration within classes	£4,000	Student require a wide range of robust motivating resources that help them self-regulate throughout the school day.	4
Commission educational psychologists and sensory occupational therapist to provide recommendations	£7,000	Schools benefit from expertise from external professionals to ensure that the quality of education matches the needs of the students.	2
Employ additional midday supervisors to support students at lunch time	£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

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 2021 to 2022 academic year.

16 pupils were able to access regular rebound to provide them with necessary sensory integration program.

Outdoor education provision purchased for pupils to develop skills such as horticulture, bush craft, creative outdoor experiences.

All year 6 and middle school pupils had access to 8-week swimming sessions that support their physical and sensory needs. They also used public transport to transition to and from the swimming pool which has developed their independent skills.

All pupils have a weekly opportunity to explore and develop their creative knowledge and skills through the creative curriculum taught by specialist staff.

Pupils who require the most support at lunch times received a high level of personal care.

Every area of school now has a minimum of 3 administrators of medication, first aiders and minibus trained staff ensuring that pupils are able to access school and the local community with appropriate levels of skilled staff supporting.

15 pupils/families have had access to educational psychologist recommendations to support them in being able to access learning and their home safely.

1 wellbeing leader is now qualified as a mental health lead, able to provide support and guidance to staff and pupils around their mental health and wellbeing.

All key stage 4 pupils have now got a bus pass to be able to be supported in to the community.

Assistant head teacher has been trained to deliver Sex Factor training and two staff have been trained to deliver So Safe training so that all staff have the knowledge and skill to deliver high quality relationship and sex education to pupils of all needs.

Grant	Income		Expenditure
PE and sports grant	C/F 20/21	£450.00	Spent: £9,703.55
	Received	£16,875.34	C/F: £7,621.79
			<i>Equipment & Materials: £361.55</i>
			<i>Staffing: £9,000.00</i>
			<i>Educational Visits: £342.00</i>
Pupil premium	C/F 20/21	£15,013.00	Spent £113,532.16
	Received	£117,610.00	C/F £19,090.84
			Equipment & Materials: £191.50
			Staffing: £107,900.00
			Computer Software: £4,495.00
Pupil Premium (Service)	C/F 20/21	£1,811.00	Spent £2,700.00
	Received	£2,790.00	C/F £1,901.00
			Staffing: £2,700.00
Pupil premium Post LAC	C/F 20/21	£3,764.00	Spent £22,328.87
	Received	£21,105.00	C/F £2,540.13
			Equipment & Materials: £3,363.12
			Furniture: £572.55
			Staffing: £9,900.00
			Computer Services: £4,339.50
			Consultancy: £3,840.00
Covid Catch up	C/F 20/21	£32,643.00	Spent £41,181.53
	Received	£23,700.00	C/F £15,161.47
			Equipment & Materials: £6,512.81
			Educational Visits: £69.00
			Staffing: £31,347.00

		Computer Hardware: £3,237.72 Vouchers: £15.00
Recovery curriculum	Received £16,675.00	Spent £6,858.00 C/F £9,817.00 Equipment & Materials: £15.00 Educational Visits: £168.00 Staffing: £6,675.00
Tutor led funding	Received £20,973.76	Spent £20,973.76

Total budgeted cost: £217,277.87

3-year pupil premium strategy

SUMMARY INFORMATION			
Pupil premium strategy			
CURRENT PUPIL INFORMATION 2021 - 2022			
Total number of pupils:	226	Total pupil premium budget:	£132,623.00
Number of pupils eligible for pupil premium:	127	Amount of pupil premium received per child:	£1,300 (primary) £900 (secondary)

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Total number of pupil premium	127	100%
Boys	92	72%
Girls	35	28%
Primary	35	28%
Secondary	92	72%
EHC plan	127	100%
EAL	0	0%

Assessment data

EYFS						
	Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
				2020/21	2021/22	2022/23
Good level of development (GLD)	NA	0	Not available	0	0	
Pre key stage standards	NA	2	Not available	3	2	
Engagement scales	NA	1	Not available	0	1	

YEAR 1 PHONICS SCREENING CHECK						
Pupils eligible for pupil premium	All pupils	National average	Data from previous years			
			2020/21	2021/22	2022/23	
None	3	Not available				

END OF KS1						
	Pupils eligible for pupil premium - 11	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2020/21	2021/22	2022/23
% achieving expected standard or above in reading, writing and maths	11/11 KS1 students are pre key stage standards	All students are working below KS1 standards				
% making expected progress in reading						

% making expected progress in writing						
% making expected progress in maths						

END OF KS2						
	Pupils eligible for pupil premium 21	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2020/21	2021/22	2022/23
% achieving expected standard or above in reading, writing and maths	KS2 students are pre key stage standards	KS2 students are pre key stage standards				
% making expected progress in reading						
% making expected progress in writing						
% making expected progress in maths						

CURRENT PROGRESS AND ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for pupil premium - 102	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2020/21	2021/22	2022/23
Progress 8 score average	N/A all students do not access full exam offer	N/A all students do not access full exam offer				
Attainment 8 score average						

OTHER DATA			
	Overall data	Strengths	Weaknesses
Attendance	School average is 94% Of the 127 students 20 (PP) have less than 90% attendance, this is out of a total of 44 students within the school. The majority of these are due to covid isolation.	Attendance procedures are rigorous within the school and overall attendance is good. 50% of the students who have low attendance (90% or less) are PP with the other 50% non pupil premium. This indicated that there is no disadvantage gap for attendance	Of the 20 PP low attendance students 1 is a full time school refuser due to anxiety. 1 student is accessing the EBSA support system.
Behaviour data	Of the 127 students who are PP, 6 are within our top 15 highest challenge.	The vast majority of pupil premium students have good behaviour and attitude to school.	Of the 4 exclusions this academic year, 2 were for one PP students and the other 2 was for another PP student. Intervention is at its highest level for both students.
Safeguarding	Of the 127 PP students, 1 has a child protection plan, 2 are Looked after students, 14 are in child in need (CWD team), 2 are Child in Need (FASST team)	The vast majority of PP students do not have any safeguarding concerns. The majority of social care involvement is through the learning disability social care team	A challenge in getting the right support for some of our more disadvantaged families.

LONG-TERM PLAN (3-YEAR TIMESCALE):

Decide on 3 to 5 priorities for your school.

For each of these, explain:

- Why it's a priority
 - How it links to other school improvement priorities (if relevant)
1. To ensure that students have a broad and balanced curriculum that provides life relevant learning in and out of the classroom. The combination of Covid lockdowns and the challenges many families have in providing appropriate access to the community means that we are keen to teach students that will make a difference to their independence and their ability to keep themselves safe. This directly links to our curriculum whole school development priority and the development of our bespoke alternative provision curriculum offer.
 2. To ensure that early intervention is in place to support any gaps in learning or engagement. This is a priority for an number of areas including those students who are struggling with return to school from Covid as well as for students who have had regression in any area of their functional curriculum. In addition, it is supporting the students in having strategies to identify and manage their emotions.
 3. To ensure students have access to specialist staff who can support with any need including rebound, medical, accessing the community e.g., swimming, positive intervention strategies. As we increase our number of students and move to a split site, we need to ensure that we have the sustainability to continue producing high level and specialist support for those that need it.

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
1. Develop skill builder curriculum	Students are accessing a skill's-based curriculum that provides breadth and challenge across all pathways	Launch and imbed skill builders within curriculum planning	SMT	Review Jan 22 Review July 22	Time to meet with staff	
2. Develop world of work opportunities	Students in middle and upper school are accessing internal/external work experience and/or visiting workplaces.	Map out Gatsby benchmark across curriculum maps and school calendar	NM/YA	July 22	Work experience coordinator Minibus access	
3. Develop learning outside of the classroom opportunities	Students are putting in to practice their core skills in real life situations.	Calendar opportunities within the curriculum and map out.	SMT	July 22	Money for local trips. Minibus access Student bus passes	

Objectives	Success criteria	Actions to be taken	By whom	By when	Resource needed	Progress indicators
1. Develop academic intervention team to identify, support and review.	Students are accessing all of their professional recommendations e.g., SALT, phonics, Level 2 Math's and English	Establish, identify and track through ISM/USM Identify key person to work with students	SMT MK/PCT	Review Jan 23 Review Sept 23	Rebound trained staff Intervention lead Intervention TA	

2. Develop sensory and physical intervention	Students are accessing all of their professional recommendations e.g., rebound, sensory circuits	Establish, identify and track through ISM/USM Identify key person to work with students	Wellbeing team	Review Sept 23	2 x wellbeing leads	
3. Develop social, emotional mental health intervention and alternative provision curriculum	Identified students are accessing an alternative or adapted curriculum. These students will be re-engage in learning and school. There will be a reduction in incidents.	Establish, identify and track through ISM/USM Identify key person to work with students	Alternative provision lead	Review July 23	1 x alternative provision lead Funds and minibus to take students into community.	

Objectives	Success criteria	Actions to be taken	By whom	By when	Resource needed	Progress indicators
1. Ensure that staff have the right type and level of training for the students they work with	All staff are confident and skilled in working with a wide range of additional needs. There is sufficient trained staff to be able to support students.	CPD audit and analysis	GT	Sept 23	Training time/cover to release staff to train	
2. Ensure that there are sufficient resources and facilities to support staff.	Students will have equal access to the available resources to broaded their experiences.	Timetable and purchase items needed	KA	April 2023	Cost of Minibuses Cost of training staff	
3. Ensure that the risk assessments are appropriate for the activities	All staff are clear on how to ensure students are safe whilst in the community	Work with Evolve to ensure compliant and discuss with staff and parents for accurate information sharing	NM	Oct 2022	Cost of Evolve consultancy.	