

Pupil premium strategy statement - St Christopher's School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	306
Proportion (%) of pupil premium eligible pupils	31.4%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	16th September 2024
Date on which it will be reviewed	16th September 2025
Statement authorised by	Janette Kennedy
Pupil premium lead	Niall McCordick and Helen Reed
Governor / Trustee lead	Tracy Bowman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,710
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£46,727
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,507
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>	£164.944

Part A: Pupil premium strategy plan

Statement of intent

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

We aim to provide a functional curriculum that allows all students to learn and remember more and reach their potential, and for them 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 our pupils are able to keep themselves happy, safe, and make a positive contribution to society.

We aim to have a 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	Communcation The majority of our pupils have challenges with receptive and expressive communication and therefore require a whole range of communication systems and strategies to support appropriate interactions.
2	Cognition There is already an developmental gap in attainment for our pupils in relation to their chronological age. This is the reason they are attending Specialist School Provision and require additional Specialist support to make progress.
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	Access to provision Students often have limited out of school opportunities due to financial challenges but also families challenge 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 well sequenced and organised curriculum	<ul style="list-style-type: none"> • Students have out of the classroom opportunities to practice the skills they have been taught. • Students can learn, remember and apply their knowledge in school and 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 have access to specific world of work learning and qualifications where appropriate. • Students develop 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 and Sex Factor provision are accessed as appropriate within the adapted curriculum. • Parents have had opportunities to attend workshops that support keeping their child safe.

	<ul style="list-style-type: none"> • 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,
<p>To ensure that all students make good or better progress against their academic and EHCP targets.</p>	<ul style="list-style-type: none"> • Pupils are attending regularly and accessing a provision that meets their needs. • Pupils 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 or changes in diagnosis and presentation.

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)

Budgeted cost: £72067

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Enable more pupils to access community learning by Increasing the number of staff who are trained in administration of medication, first aid, minibus drivers	Pupils will generalise their learning. Range of curriculum opportunities and experiences will be met. Progress in all aspects as evidenced in EHCP.	1, 5	Admin of Meds £300 per person- 10=£3000 First Aid £60 per person- 10- £600 Midas £140 per person x3 £420
Enable more pupils to access Rebound Therapy by increasing the number of staff who are rebound trained	Pupils with sensory seeking behaviours benefit from regular gross motor activities to help them self-regulate. This is recommended by sensory occupational therapists. Better progress made in all areas due to improved core strength.	1,4	£2,813
Enable pupils to access swimming and Hydrotherapy programmes by employing a Hydropool TA2 to provide students with access to hydrotherapy and water skills activities.	Progress in skills due to improved strength and co-ordination. Pupils develop their coordination, core strength, speed, stamina and confidence. EHCP	1,4,5	£27,581
Enable pupils to participate in personalised work experience activities by employing a senior TA to provide personalised work experience	Pupils have access internal and external work experience as well as opportunities to develop their knowledge of world of work, this is reflected in EHCP.	1-3 &5	£34,210
Pupils feel secure in the setting and supported when they are struggling to emotionally regulate by ensuring staff have Team Teach Level 1.	Pupils PBS charts Reduction in RPI's , increase in Positive engagement	4	Training - £2,304 Training materials - £480 Membership - £140 Internal training staff cost - £520 per day

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

Budgeted cost: £6178

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
1:1 Tutoring towards GCSE	Progress in GCSE results, studying at a higher level than remaining cohort.	2	£6178

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

Budgeted cost: £80368

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Ensure pupils to be safe and have their emotional wellbeing and mental health needs met by employing 2 Pastoral Leads – one Primary and one Secondary.	Well-being and Safeguarding logs evidence that needs are being well met. Pastoral Leads support intervention and signpost families, so they are able to support their child. Progress in school and EHCPs, reduction in incidents and worries.	3	£76,368
Ensure pupils have their individual sensory needs met by the resourcing of bespoke sensory diets.	Improved focus and concentration leading to improved engagement and progress and decrease in dysregulation. Evident in pupil profiles and EHCP.	1, 4	£4000
Increase positive engagement, social interaction and play	Higher level of social interaction and engagement	1, 4	£6330

skills at lunchtime by employing additional midday supervisors to support students at lunch time	over lunchtime, positive progress reflected in EHCP		
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Total budgeted cost: £ 164,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the year 2023-24 Primary school increased it's numbers by 81 new pupils, and 25 new staff members at 3 points throughout the year. In September 2024 Secondary Site admitted 47 new pupils and 16 new staff.

Due to the on-going expansion of the school during 2023-24 additional new staff have been trained in the key areas of rebound, life-saving, medical support, Team Teach, Emotional Regulation, Communication and interaction,.

Pastoral Leaders delivered individual transition packages to all new pupils that were bespoke to their needs,

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

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.

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

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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 or recovery premium funding.