The St. Christopher School
Pupil Premium Strategy Statement 2025-2028

"Lighting the way for everyone to thrive"

School Overview

Detail	Information
School name	The St. Christopher School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	42.5% (114 pupils)
Academic years covered by this strategy	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Headteacher Dan Woodman
Pupil premium lead	Deputy Headteacher Elspeth Kirk
Governor lead	Stephen Budge

Funding Overview

Funding Stream	Amount
Pupil premium funding allocation 2025/26	£146,655
Recovery premium funding allocation	£0
Pupil premium funding carried forward	£0
Total budget for this academic year	**£146,655**

Part A: Pupil Premium Strategy Plan

Statement of Intent
The St. Christopher School is a special school serving children aged 3-19 years with a range of learning difficulties including autism, ADHD, communication and interaction difficulties, cognition and learning difficulties, and social, emotional and mental health difficulties. All pupils have an Education, Health and Care Plan (EHCP).

Our pupil premium strategy is rooted in evidence-based practice and EEF guidance, focusing on:

1. High-quality teaching for all - the most important factor in closing disadvantage gaps
2. Targeted academic support - structured interventions for pupils who need additional support
3. Wider strategies - addressing non-academic barriers to success

Our approach recognises that:
- Many of our pupils face multiple disadvantages beyond just economic deprivation
- There is often no significant attainment gap between disadvantaged and non-disadvantaged pupils due to the nature of SEN
- Whole-school approaches benefit all pupils while particularly supporting our most vulnerable learners
- Family engagement and pastoral support are crucial for pupils with SEND

Our Strategic Priorities (Based on EEF Evidence)

Priority 1: High-Quality Reading and Literacy Curriculum
EEF Evidence: Reading comprehension strategies (+6 months) | Phonics (+5 months)
- Dedicated whole-school literacy TLR lead
- Evidence-based reading interventions
- Universal literacy practices across all subjects

Priority 2: Universal Speech, Language and Communication Support
EEF Evidence: Communication and language approaches (+6 months)
- Specialist SALT team delivering universal provision
- Communication-friendly whole-school environment
- Staff training in communication strategies

Priority 3: Strong Pastoral Support and Attendance
EEF Evidence: Social and emotional learning (+4 months) | Parental engagement (+4 months)
- Dedicated pastoral team supporting families
- Early intervention for attendance concerns
- Mental health and wellbeing support

Priority 4: Access and Equity to Enrichment
EEF Evidence: Physical activity (+1 month) | Arts participation (+3 months)
- Financial support for activities and experiences
- Residential trips and outdoor learning opportunities
- Cultural capital development

Priority 5: Family Engagement and Partnership
EEF Evidence: Parental engagement (+4 months)
- Information sessions and workshops for families
- Home-school communication strategies
- Supporting families to support learning at home

Challenges and Intended Outcomes

Key Challenges

Challenge	Detail	Priority Link
1. Literacy and Communication Barriers	Many pupils enter school with significant delays in speech, language and literacy development	Priorities 1 & 2
2. Family Engagement and Attendance	Complex family circumstances often impact engagement and regular attendance	Priorities 3 & 5
3. Limited Life Experiences	Pupils often have fewer opportunities for enrichment and cultural capital development	Priority 4
4. Multiple and Complex Needs	Pupils require coordinated support across education, health and social care	All priorities
5. Transition and Preparation for Adulthood	Ensuring pupils are equipped with skills for post-19 destinations	All priorities

Intended Outcomes

Priority	Intended Outcome	Success Criteria
High-Quality Literacy	All pupils access evidence-based literacy instruction matched to their needs	• Dedicated literacy TLR lead in post • All staff trained in whole-school literacy approaches

		• Measurable progress in reading and communication outcomes
Speech & Language	Universal high-quality communication support embedded across school	• SALT team delivering universal and targeted provision • Communication-friendly environment audit completed • Staff demonstrate communication strategy competency
Pastoral Support	Improved attendance and family engagement through targeted support	• Attendance rates maintained/improved • Reduced persistent absence • Increased family engagement in school activities
Access & Equity	All pupils access enrichment regardless of financial barriers	• 100% of disadvantaged pupils access trips/activities • Increased participation in extended provision • Positive pupil voice feedback
Family Engagement	Families equipped to support their child's learning and development	• Increased attendance at information sessions • Improved home-school communication • Family feedback shows increased confidence

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Activity and Implementation Plan

Teaching and Learning (Budget: £45,000)
High-Quality Literacy Curriculum
Evidence Base: EEF Reading Comprehension (+6 months), Phonics (+5 months)

Activity	Cost	Implementation
Whole-School Literacy TLR Lead	£3,000	• Dedicated leadership for literacy across all curriculum routes • Development of evidence-based literacy framework • Coordination of interventions and staff development
Evidence-based reading interventions and resources	£8,000	• Fresh Start, Switch-on Reading, Precision Teaching • Decodable readers and high-quality texts • Assessment materials for reading progress
Literacy CPD for all staff	£4,000	• Training in systematic synthetic phonics • Reading comprehension strategies • Supporting literacy across the curriculum

Communication and Language Development
Evidence Base: EEF Communication and Language (+6 months)

Activity	Cost	Implementation
Enhanced SALT provision	£25,000	• Contribution to specialist SALT team salaries • Universal provision model • Individual and group interventions

Communication-friendly environment development	£3,000	• Visual supports and environmental adaptations • Communication aids and technology • Staff training in communication strategies
Language and interaction CPD	£2,000	• Intensive Interaction training • Makaton and PECS refresher training • Social communication strategies

Targeted Academic Support (Budget: £35,000)
Structured Interventions
Evidence Base: EEF Small Group Tuition (+4 months), One-to-one tuition (+5 months)

Activity	Cost	Implementation
Targeted literacy and numeracy interventions	£15,000	• Precision Teaching programmes • Structured literacy interventions • Catch-up mathematics programmes
Educational Psychology and specialist assessments	£8,000	• Cognitive assessments and learning profiles • Intervention planning and evaluation • Staff consultation and training
Occupational Therapy support	£7,000	• Sensory integration programmes • Fine motor skill development • Environmental adaptations
Individual and small group support staff	£5,000	• Additional TA hours for targeted interventions • Specialist intervention delivery • Progress monitoring and data collection

Wider Strategies (Budget: £67,000)
Pastoral Support and Attendance
Evidence Base: EEF Social and Emotional Learning (+4 months), Parental Engagement (+4 months)

Activity	Cost	Implementation
Dedicated Pastoral Team	£25,000	• Family support and early help • Attendance monitoring and intervention • Mental health first aid
School counsellor and wellbeing support	£12,000	• Individual counselling sessions • Group work and social skills development • Crisis intervention and support
Attendance incentives and support	£3,000	• Transport support for vulnerable families • Attendance rewards and recognition • Flexible provision for complex needs

Access and Enrichment
Evidence Base: EEF Physical Activity (+1 month), Arts Participation (+3 months)

Activity	Cost	Implementation
Residential trips and experiences	£15,000	• Contribution to residential costs • Educational visits and cultural experiences • Adventure and outdoor learning
Extended provision and after-school activities	£5,000	• Sports clubs and physical activities • Arts and creative workshops • Social skills and life skills groups

Community access and life skills	£4,000	• Community-based learning opportunities • Travel training and independence skills • Work experience and volunteering

Family Engagement and Partnership
Evidence Base: EEF Parental Engagement (+4 months)

Activity	Cost	Implementation
Family workshops and information sessions	£2,000	• Understanding autism and SEND • Supporting learning at home • Transition planning workshops
Home-school liaison and communication	£1,000	• Regular home visits for key families • Technology to support communication • Family newsletter and information sharing

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Implementation and Review
Monitoring and Evaluation

Quarterly Reviews:
- Progress data analysis for all pupil premium pupils
- Intervention impact assessments
- Attendance and engagement monitoring
- Staff feedback and development needs

Annual Review:
- Full strategy evaluation against intended outcomes
- Cost-benefit analysis of interventions
- Stakeholder feedback (pupils, families, staff)
- Strategy refinement for following year

Success Metrics
1. **Academic Progress:** Measurable gains in literacy, communication and individual EHCP outcomes
2. **Attendance:** Improved attendance rates, particularly for disadvantaged pupils
3. **Engagement:** Increased family participation in school activities and decision-making
4. **Wellbeing:** Improved pupil and family wellbeing measures
5. **Destinations:** Successful transitions to appropriate post-19 provision

Leadership and Accountability
- **Headteacher:** Overall strategic leadership and resource allocation
- **Deputy Head (PPG Lead):** Day-to-day coordination and monitoring
- **TLR Holders:** Subject-specific implementation and impact measurement
- **Governing Body:** Challenge, support and strategic oversight

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Total Investment: £147,000
- Teaching and Learning: £45,000 (31%)
- Targeted Academic Support: £35,000 (24%)
- Wider Strategies: £67,000 (45%)

Our investment prioritises evidence-based approaches while maintaining the flexibility needed to respond to the complex and individual needs of our pupils and their families.

Conclusion

This strategy reflects our commitment to evidence-based practice while recognising the unique context of our special school community. By focusing on high-quality teaching, targeted support, and removing barriers to learning, we will ensure that all our pupils - particularly those facing disadvantage - have the opportunity to thrive and achieve their potential.

Part B: Review of Outcomes in the Previous Academic Year
Pupil Premium Strategy Outcomes

The Use and Impact of the Pupil Premium Grant Academic Year 2024-2025

Overall attendance for our pupil premium learners for the academic year 24/25 was 92% which is the same as the rest of the school. The national average attendance for special schools is 87.58%.

Evidence from classroom observations, drop-ins, and pupil progress review meetings highlights that most pupils are engaging with a diverse range of learning opportunities and advancing toward their individual learning goals.

Behaviour data analysis reveals that the behaviour of disadvantaged students aligns with that of their more advantaged peers. Learning walks and classroom drop-ins confirm that proactive strategies are effectively supporting students' readiness for learning and overall engagement.

The 24/25 allocation was spent on providing support for specific areas including:

- Further develop leadership at all levels through additional training.
- Targeted TLRs to develop and improve subject areas across the school.
- Access to specialist speech and language therapists.
- Evidence for Learning embedded across the school.
- Focussed group and individual CPD planned linked to school and individual development priorities.
- The work of the Pastoral Team is supported by a counsellor and other specialist staff who are dedicated to providing additional support to develop personal, life and social skills for those who are in most extreme need, and are vulnerable to not making the progress they could without additional support.
- Staff access wellbeing and mindfulness training and accreditation.
- School to identify and offer financial support to disadvantaged learners to access specific activities e.g. caravan trips, residential trips, class outings.
- Access to external support including Education Psychologist and Occupational Therapy.

Barriers to Learning and Development
Due to the number of pupils affected by Autistic Spectrum Disorder, the predominant barrier to learning at The St. Christopher School was the development of communication and language skills. The other main area of need was that of behavioural support for those pupils with challenging behaviours. Both of these were key areas that needed additional specialist support to enable pupils to make the most of their abilities and develop into successful learners in school and when they left school and moved into the outside world.

Speech and Language Therapists
School employed qualified Speech and Language Therapists were on the school site throughout the year working with individual and groups of pupils as well as working in the classrooms alongside staff, giving advice and support in the development of language and communication. This team of specialist staff are employed by the school and there is no financial support for this service, the NHS do not provide any speech therapy.

The school has also invested in Speech and Language Therapy Support Staff to support and enhance the SALT provision across the school.