

Pupil premium strategy statement – Christchurch CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024-2025 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	207
Proportion (%) of pupil premium eligible pupils	23% 47 pupils
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Kerry James/ Head Teacher
Pupil premium lead	Kerry James
Governor / Trustee lead	N Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75500
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>	No longer available
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£75500

Part A: Pupil premium strategy plan

Statement of intent

'Let your light shine.' Matthew 5:16

At Christ Church, we are passionate about Diversity - seeing difference in all its forms celebrated - and about Justice. We believe that all within our school community should flourish, both pupils and adults, and are committed to overcoming the barriers which prevent this. We are particularly focused on pursuing justice for those who are disadvantaged, marginalised or overlooked on the basis of their race, gender, economic background, sexual orientation or dis-ability.

Here you will find out about the different ways in which we are proactively 'chasing down' diversity and inclusion, using research conducted by the EEF to break down shared and individual barriers to learning.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background. To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally and to ensure additional support is targeted so children can flourish and thrive.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils

Receive the highest quality of education, to access the full breadth of the curriculum which makes an exceptional contribution to pupils' outcomes, as they are engaged and achieve well.

Key Priorities

The Pupil Premium Grant is used to:

- Accelerate the progress of pupil premium pupils.*
- Ensure achievement is at least good and increase the number of children who make better than expected progress.*
- Enable pupils to look after their emotional wellbeing and to develop resilience and excellent learning behaviours through high quality mental health and nurture support.*
- Ensure that all pupils have access to wider opportunities: trips, residential, first hand learning experiences building their cultural capital and participate in enrichment activities including sport and music.*
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.*
- Ensure an increase in parental and community engagement.*
- Ensure that all support staff have access to CPD to support pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor vocabulary and early language skills slow the progress in phonics, reading and writing. Assessments, monitoring and observations with subject leads and academy leads have recognised the importance for developing English and vocabulary to support reading and writing as a priority. Without embedding this, the disadvantaged don't have access to the rich curriculum on offer.</p> <p>Offering curriculum opportunities for advancement is a pivotal factor in ensuring our dis-advantaged pupils progress, providing early intervention supports pupil attainment and progress.</p>
2	<p>Low attendance and punctuality for disadvantaged pupils. Many of our disadvantaged pupils are 'persistently absent' which negatively impacts their progress. School records indicate that our disadvantaged pupils are more vulnerable in attendance matters than non-PPG.</p>
3	<p>Wellbeing and Mental Health of PPG pupils. Pupils who have experienced <i>neglect and trauma</i> have less well developed social, emotional and mental health skills, which can make pupils feel less resilient, unprepared for learning and less successful friendships, and may lead to disruptive behaviour. This is backed by national studies that show this is a national problem and a need for work provided by the MHST is required.</p>
4	<p>Living in today's world and the challenges it is presenting our young people and what they see around them, in many cases there is a lack of aspiration and low self-confidence amongst our disadvantaged pupils. Low self-esteem and self-worth are key indicators for low academic achievement and poor social interaction which leads to further decline in secondary schools in transition. Providing life experiences and building cultural capital is a key factor for raising intrinsic ambition and motivation. Learning mentors are a key resource to providing robust self esteem and self worth.</p>
5	<p>General provision for PPG pupils. Low income resulting in lack of access to food, uniform, IT, resources, books, clubs and life experiences has a detrimental impact upon our disadvantaged children.</p>

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
Attendance and punctuality are both good.	<p>Have good punctuality and attendance in line with or better than national average.</p> <p>Have equality of access to resources and extended school opportunities.</p> <p>Are well supported for school, by their parents.</p> <p>Positive meeting outcomes in liaison with the EWO.</p>
<p>Attitudes to learning are good.</p> <p>Pupils' social, emotional mental health skills are improved.</p> <p>Pupils experience successful playtimes and friendships.</p>	<p>Have good attitudes to both self and school.</p> <p>Are able to self-regulate and use strategies to support this.</p> <p>Demonstrate good learning behaviours.</p> <p>Have successful playtimes and friendships.</p> <p>Children's wellbeing is good and friendship conflict strategies are embedded.</p>
Increase access to food, uniform, resources for children and their families to enhance cultural capital.	<p>All children eligible for FSM take up offer of a free school meal, have access to full school uniform and resources needed for learning. At least 75% of PP children access a school club during the school year. 100% PP children will go on a school residential.</p> <p>Pupils will have access to subsidies for class or school trips.</p>
Increase support for children's mental health and social emotional learning. Increase support for families.	<p>There will be at least 2 mental health first aid trained staff. Qualitative data from pupil voice, family surveys and teacher observations will demonstrate high levels of well-being. All families will have access to training sessions with external agencies i.e. MHST with attendance of disadvantaged families to events being at least 80%. Theraplay approach will be embedded and assessments will identify positive impact in</p>

	the support children's wellbeing. Parents and carers will utilise trained staff to support and signpost for further guidance. The use of the school's Mental Health Champion will identify and work with pupils and families to support mental health and wellbeing.
Improved <i>language skills</i> in EYFS and KS1. Improved <i>reading</i> progress and attainment in EYFS and KS1.	Good progress from EYFS entry point to EYFS GLD Y1 (Y2) Phonics assessment = or > National average. End of KS1 assessment = or > National average.
Improved <i>reading</i> progress and attainment in KS2.	End of KS2 assessment = or > National average.
Improved <i>writing</i> progress and attainment in KS1 and KS2.	Teacher Assessment/End of KS2 assessment = or > National average.
Improved <i>maths</i> progress and attainment in KS2.	End of KS2 assessment = or > National average.
Improved MTC outcomes in Year 4.	End of Year 4 MTC assessment = or > National average.

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: £ 238

(Phonics training and resources funded by the Dfe English Hub)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Phonics New training using the verifies scheme of phonics ULS	Ofsted: Leaders have implemented a very effective phonics programme. Children in early years and pupils in key stage 1 learn to read well. They are able to make strong links between sounds and the letters they represent. Pupils are	1

	<p>eager to read. Staff and leaders have planned many challenging activities to enable pupils to practise their reading.</p> <p>A DfE Validated Programme</p> <p>From its careful design to reduce teacher workload, to its complete integration with the popular Reading Stars Phonics readers, ensuring absolute fidelity between teaching programme and reading books, Unlocking Letters and Sounds is the SSP programme you've been waiting for.</p> <p>EEF</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	
<p><i>CPD Classroom Secrets</i> <i>Grammar for writing</i> £238</p>	<p>"The choice provided for every year group, block and step is outstanding: from fluency work to discussion problems. I can always find tasks to support, challenge, engage and inspire my learners."</p>	1,5
<p><i>Resources for reading – Phonetically plausible readers.</i></p> <p><i>Texts across the curriculum.</i></p>	<p>Children with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014). There is a strong association between the amount of reading for pleasure students say they do and their reading achievement (Twist 2007).</p> <p>Children who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).</p>	1
<p>CPD Pedagogy - Rosenshine's cognitive load theory and working memory for all teachers and support staff.</p>	<p>EEF (on Rosenshine) stated: Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all are maintained, next steps are well-informed and pupils with SEND thrive.</p>	1,4

Sherrington and Caviglioli WALKTHRU coaching.		
SENDCo and advisory teacher support for teachers and teaching support staff. KMAT SENDCo Network support.	Advisory support from EP, KMAT SENDCos will enable pupils with SEND to make small steps of progress and achieve their targets.	1,4
Additional TA support in both key stages allows pupils receive quality first teaching.	EEF: evidence that working with teaching assistants can lead to improvement in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.	4
Schools Mental Health Champion Teacher and support staff training	Ensuring young people have access to good mental health support is vital. That is why we are promoting greater use of counselling in schools, improving teaching about mental health, and supporting joint working between mental health services and schools. Sam Gyimah 202	3,4

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

Budgeted cost: £ 39631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk boost for KS1 and early intervention pack	<p>Talk Boost</p> <p>Using Talk Boost can significantly improve children's talking and understanding of words. Two thirds of children make good progress after just eight to ten weeks of the programme.</p> <p>Speech and language in reception and key stage 1 is annually lower than other schools in the area. High levels of EAL pupils 43% in reception arrive with low levels of English proficiency.</p>	1

<p>1:1 tutoring for disadvantaged pupils in Year 6. £2160</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland. EEF focus on quality teaching for all to raise standards. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4</p>
<p>Additional teaching for targeted groups of children to ensure QFT for all. £ 20,947</p>	<p>EEF focus on quality teaching for all to raise standards. Y6 cohort are significantly below expected levels with high PP numbers (10). Additional TA support to be put in place as required.</p>	<p>1 - 4</p>
	<p>EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland. EEF focus on quality teaching for all to raise standards. 'Unlocking talent fulfilling potential' focuses on closing the attainment gap during the early years. Marc Rowland swift and timely changes to provision as a result of evaluating current attainment alongside regularly monitoring and evaluating data. Effective use of RWI raises standards EEF toolkit- early phonics interventions and reading comprehension strategies</p>	<p>1 - 4</p>
<p>Further Mantra Lingua resources for EAL/PPG pupils High quality resources £450 Partially funded with EAL refugee monies.</p>	<p><i>"This product is easy to use. It is great for teachers with ELL students to be able to communicate about basic needs. It is a great tool for communication."</i></p> <p>Teachers Choice Award for Classrooms 2011 <i>Teachers Choice Award for Classrooms 2012</i></p> <p>To support EAL pupils in the mainstream classroom. It is designed to build expertise and capacity among classroom teachers so they can provide the best teaching and learning for EAL pupils, so reducing the need for specialist support. Classroom teachers will be provided with training in how to plan lessons with EAL pupils in mind, develop specific resources, and differentiate between pupils with different language skills. At the core of approach is a focus on academic language, and the training would support class-</p>	<p>1,4</p>

	room teachers' use and understanding of grammar, core vocabulary, and spoken language, which are key to helping EAL pupils within a whole class context, and which are also likely to have benefits for children more broadly. (EEF)	
TA support overlearning and prep for success. £ 9,082	Overlearning and prep. EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland. EEF focus on quality teaching for all to raise standards 1,2,3,4 7 for success sessions.	3 - 4
Additional small group structured interventions - Early years - vocabulary and speech and language support - Targeted intervention/ small group tutoring for KS2 children.	EEF toolkit- early phonics interventions and reading comprehension strategies. Unlocking talent fulfilling potential' focuses on closing the attainment gap during the early years. Awareness that PP are not a homogeneous group and that we need to fully understand the needs of our children as individuals to collectively best meet their needs. 2008, The National Foundation for Educational Research and the Teacher Development Agency found that 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning'.	1

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

Budgeted cost: £47622

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor/ family support/lunch time learning mentor £ 45731	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative	1 - 7

	<p>behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001) Research from ‘When adults change’- Paul Dix and use of Learning Mentors to support restorative behaviour support and learning behaviours.</p> <p>Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems disorders.</p>	
Attendance Lead	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001)</p>	1-7
<p>Behaviour and behaviour for learning support and training for staff. Academy Behaviour Curriculum</p>	<p>Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. GOV.UK Sept 22</p>	1-7
<p>Wellbeing and extra-curricular clubs. No cost as run by teachers and volunteers but money set aside if needed for a fee paying after school club.</p>	<p>Extra-curricular activities give pupils the chance to explore sports, music, arts and drama. These opportunities are particularly valuable for children growing up in poverty, who are less likely to be able to access them elsewhere. As well as being a source of fun and a time to socialise, before- and after-school clubs help children concentrate and improve their attainment Lea Corben July 2022 – Child poverty in action</p>	

<p>Funding for breakfast and after school clubs, trips and wider events</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK. Economic, cultural and social capital had a direct impact on educational inequalities. Connelly, Sullivan and Jerrim (2014)</p>	<p>6, 7</p>
<p>Funding for curriculum materials/ uniform etc £1891</p>	<p>Closing the disadvantage gap. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools ...should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. Books and curriculum materials to support disadvantaged pupils.</p>	<p>6,7</p>

Total budgeted cost: £ 81619 (Supplemented with other income)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium strategy outcomes IMPACT 2024-25

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)

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

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.