

# Pupil premium strategy statement – Christchurch CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 - 2026 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 2024-25	Data 2025-26
Number of pupils in school	207	196
Proportion (%) of pupil premium eligible pupils	23% 47 pupils	24% 46 pupils
Academic year/years that our current pupil premium strategy plan covers	2023-2025	2025-26
Date this statement was published	December 2024	December 2025
Date on which it will be reviewed	Dec 2025	December 2026
Statement authorised by	Kerry James/ Head Teacher	Kerry James/Head Teacher
Pupil premium lead	Kerry James	Kerry James
Governor / Trustee lead	N Harper	N Harper

## Funding overview

Detail	Amount	Amount
Pupil premium funding allocation this academic year	£ 75500	£71000
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	n/a
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0	n/a
<b>Total budget for this academic year</b> <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	£71000

# 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	Continued poor vocabulary and early oral language skills slow the progress in phonics, reading and writing. Assessments, monitoring and observations with subject leads and academy leads as well as assessment data across the whole school 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 and the gap particularly in writing will widen.
2	EAL provision for PPG pupils has increased in numbers. PPG pupils who are EAL have been previously labelled with just EAL and not identified as a joined group. Provision for EAL/PPG in early language and reading has been identified as a priority. This involves parental engagement and provision of verified resources to support this area.
3	Assessments have identified that writing is a significant area for improvement across the whole school. PPG pupils are likely to have both stamina and attainment lower than their peers.
4	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.
5	Wider 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.

## 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
Improved oral and language skills using a wider and broader range of vocabulary	<p>PPG pupils show progress in both reading, writing and oral communications. This is measurable through assessments and teacher feedback.</p> <p>Good progress from EYFS entry point to EYFS GLD</p> <p>Y1 (Y2) Phonics assessment = or &gt; National average.</p> <p>End of KS1 assessment = or &gt; National average.</p>
Provision for pupils with EAL and PPG is increased and made an equal priority across all dis-advantaged groups to support increases attainment in reading and writing.	<p>Systems and processes are improved to provide access to the curriculum for both pupils and parents.</p> <p>Resources including dual reading books are provided to encourage both first language and English.</p>
Improved outcomes in both stamina and attainment in Reading, writing and maths in line or closing the gap to their peers.	<p>Targeted teaching and interventions increase the % of PPG pupils achieving ARE.</p> <p>Reading End of KS2 assessment = or &gt; National average.</p> <p>Writing Teacher Assessment/End of KS1/KS2 assessment = or &gt; National average.</p> <p>End of ks1/KS2 assessment = or &gt; National average.</p>
To provided opportunities and experiences for our disadvantaged pupils including those working at ARE or above to build their cultural capital in line with the non-disadvantaged peers to support an increase in attainment.	<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 an enrichment activity/club during</p>

	<p>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 to build their cultural capital.</p> <p>Provide internal and external experiences.</p> <p>Attainment data will demonstrate improvement and closing the gap to their peers.</p>
<p>Increase support for children's mental health and social emotional learning. Increase support for our disadvantaged families.</p>	<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%. Parents and carers will utilise trained staff to support and signpost for further guidance.</p> <p>The use of the school's Mental Health Champion will identify and work with pupils and families to support mental health and wellbeing.</p>

## 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:

2024-2025	2025-2026
£238	£1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD Phonics</i> Continued training using the verified scheme of phonics ULS</p>	<p><b>A DfE Validated Programme</b> From its careful design to reduce teacher workload, to its complete integration with the popular <a href="#">Reading Stars</a></p>	1

<p><i>(Phonics training and resources funded by the Dfe English Hub)</i></p>	<p><a href="#">Phonics</a> 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>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>	
<p>CPD Classroom Secrets Grammar for writing £250</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>	<p>1,2 and 3</p>
<p>Additional TA support Training to support teachers in both key stages allow pupils to receive quality first teaching. £500</p>	<p>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.</p>	<p>All</p>
<p>Times tables training for KS2 staff to improve number fluency. Continued KMAT training on provision of English and maths. 1:1 or whole group £250</p>	<p>EEF Guidance: Improving mathematics in key stages 1 and 2</p>	<p>3</p>

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

Budgeted cost: £ 24743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk boost for KS1 and early intervention pack</p> <p>No cost as continuance from 2025</p>	<p><b>Talk Boost</b></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>	<p>1</p>
<p>1:1 tutoring for disadvantaged pupils in Year 6.</p> <p>£TBC approx. £2500 depending on number of PPG pupils targeted.</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).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>4</p>
<p>Additional teaching for targeted groups of children to ensure QFT for all.</p> <p>£ 10500</p>	<p>EEF focus on quality teaching for all to raise standards.</p>	<p>1 - 3</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 £2000</p> <p>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 classroom 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)</p>	<p>1,2 and 3</p>
<p>TA support overlearning and prep for success. £ 9,743</p>	<p>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.</p>	<p>1-3</p>
<p>Additional small group structured interventions - Early years - vocabulary and speech and language support - Targeted intervention/ small group tutoring for KS2 children and KS1 Phonics pupils.</p>	<p>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'.</p>	<p>1,2 and 3</p>

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

Budgeted cost: £45257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor/ family support/lunch time learning mentor £ 40257</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; 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>	<p>All – Focus on 5</p>
<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. £1000</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 <b>Lea Corben July 2022 – Child poverty in action</b></p>	<p>4</p>
<p>Funding for breakfast and after school clubs, trips and wider events £2000</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</p>	<p>4</p>

	educational inequalities. Connelly, Sullivan and Jerrim (2014)	
Funding for curriculum materials/ uniform etc £2000	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.	<b>1-5</b>

**Total budgeted cost: £ 71000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium strategy outcomes **IMPACT 2024-25**

This outlines the impacts that our PPG funding has had on pupils in the academic year 2024-25

#### Teaching:

Phonics support has been continued through the English Hub. Support and training have been widespread throughout the existing and new staff ensuring continuity and consistency across all year groups. This has been supported with a fully stocked decodable library ensuring all PPG pupils have access to phonics books at their stage and level.

Classroom secrets has allowed teachers to plan and teach consistent lessons covering the curriculum for each year group. The scheme allows for differentiation for all pupils and assessments has allowed teachers to identify areas for support for PPG pupils where necessary.

Using the Academy's pedagogy and resources, teachers and support staff have been able to support PPG pupils with small step approaches, scaffolded tasks and a whole plethora of strategies.

Continued CPD through the academy has ensured a consistent approach for all PPG pupils from EYFS to Year 6.

Advice and support have been utilised from the English and maths networks to ensure quality first teaching including Mastery at Number, improved guided reading and handwriting.

#### Attendance: FSM -PPG.

##### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	48	93.8%	92.4%	Close to average	In line	-
2023/24 (3 term)	56	93.4%	92.0%	Above	Relative improvement	-
2022/23 (3 term)	57	90.5%	91.6%	Close to average	Relative improvement	High - SEN
2018/19 (3 term)	64	93.1%	94.4%	Below	Not available	High - SEN

#### Targeted Academic Support:

Talk boost for YEFS AND Year 1 was purchased but lack of staffing and time hasn't allowed for the delivery, something that will be looked at further next year.

Staff are able to identify areas for support and create SMART targets for Provision map, which has been tracked and adapted/amended throughout the year.

Additional TA/LSA support across both Key Stages has ensured that every class has had at least a whole morning support to support PPG pupils and support first and high-quality teaching in class. This is across the school from Phonic interventions to reading 1:1.

This led to improved outcomes for PPG pupils particularly in Key Stage 2 both at expected and at greater depth. i.e., Year 4 67% expected and 33% greater depth for 9 pupils.

Tutoring provision for all PPG pupils in Year 6 allowed extra support after school with high levels of attendance and improved outcomes for most PPG pupils especially in Reading and maths (above National @ 74%) Writing outcomes are in line with peers but are still significantly lower than national average.

### **Wider Strategies:**

Our pastoral lead/mentor has continued to be one of the school's major assets. Their work covers nearly all the PPG pupils in the school and is vital in supporting pupil's mental health, friendships, attitudes to learning and works closely with the attendance lead to ensure PPG pupils are in school and learning.

The school continues to support pupils and families covering areas of wrap around care, after school clubs, trips, uniform, milk, camp subsidies etc to ensure that they are included in all that the school offers as well as supporting them in being ready to learn.

In our MAT review, the inspector reported that there was not much more we could do to support our PPG pupils in their attendance. Both the attendance lead, Head Teacher and Learning mentor ensure that PPG pupils are in school and will even visit households to support parents.

## **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.*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*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***

n/a

<b>The impact of that spending on service pupil premium eligible pupils</b>
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n/a
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## 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.*