Pupil premium strategy statement – Christ Church CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	54%
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)**	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L. Gregory
Pupil premium lead	L. Gregory
Governor / Trustee lead	D. Brand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,485
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£328,485

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church C of E Primary School, we will use Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become productive, economically active and socially responsible citizens of the future. Our school serves an area of significant deprivation. Deprivation consists of more than just poverty. Poverty is not simply related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. We recognise that our disadvantaged children can face a wide range of barriers which may impact on their learning and therefore we use our Pupil Premium Grant to:

- Narrow the attainment gaps between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Mitigate against the barriers to learning created by poverty, family circumstance and background

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure teaching, learning and assessment meets the needs of all pupils
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Our focus is to diminish the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national average. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing and maths
2	Poor attendance
3	Low starting points on entry to the school
4	Limited social and cultural experiences which impact on language development, communication, vocabulary, reading and writing
5	Pupils experiencing ACEs (adverse childhood experiences), living with deprivation, specific emotional needs, mental health challenges or facing difficult circumstances which can be a barrier to effective behaviour and learning
6	Speech & Language and communication

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
Good or better progress in reading, writing and maths for ALL children.	Achieve above national average for progress scores at the end of ks2.
Raise attainment in phonics	Achieve national average or above standards in year 1 and 2 phonics screening check.
Improved attendance for pupil premium children so that it is in line with or exceeds target of 96%	PP attendance is the same or better than national attendance figures.
Good Level of Development at end of Reception achieved	Progress from low baseline entry levels is accelerated
Identification of CPD needs to ensure staff are skilled to address gap in learning in delivery of whole class lessons and interventions	Pupils make good or better progress in all subjects across the curriculum
Where possible, to reduce the impact of family vulnerability of the learning of pupil premium pupils	Pupils are able to engage with learning and make good or better progress across the curriculum
Improvement in pupils' SLCN – our largest area of need	Outcomes for pupil premium children with SLCN improve so the full curriculum is accessible

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £257,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD to support the development of	*RWI Development Days support reading leader, teachers, and teaching assistants in real - time, within their own classrooms.*	1,3,4,6

teaching skills, subject leadership and leadership – including: RWI Maths No Problem	*Children who need the most support are a focus, using current assessment data to guide actions. Specific feedback and coaching improve lesson delivery, groupings, and intervention strategies.* *The Reading Lead is empowered to put in place next steps and ensure progress for all.* *Schools using the programme report sustained improvements in maths outcomes, with pupils developing deeper conceptual understanding and confidence.* *Maths — No Problem! was the only provider approved for the UK Government's £41 million Maths Mastery programme, reflecting its credibility and impact.* *The Structured Mastery Approach is built on the Singapore method, the programme uses a concrete–pictorial–abstract (CPA) model and whole- class teaching to ensure all pupils master key concepts before moving on. Teacher Development and Confidence The programme's embedded CPD and structured lesson design support teacher confidence, consistency, and high - quality delivery across classrooms*	
Plus One Learning Cycles Coaching and CPD	*Research from cognitive science indicates that pupils' working memory is limited and can become overloaded when tasks are overly complex or poorly structured. (EEF Cognitive Science in the Classroom)* *As a result, teaching across the school will focus on reducing cognitive overload through clear modelling, chunked instructions, consistent routines, symbolic references.* *Staff implement the strategies learnt, reflect on the impact and provide a case study of progress in learning.*	1,3,4
Additional staffing in EYFS and Y1 to enhance high quality teaching and provide targeted interventions in speech and language and phonics	*Providing high-quality foundations to effective learning in the Early Years Provision enables children with a poverty of language and experience to learn effectively.* Additional skilled practitioners will support the development of communication, literacy and language to enable children	1,3,4,6

	to access more formal learning more rapidly	
Additional teaching assistants to support and deliver high quality intervention and support within the classroom in Year 2 – 6	Additional skilled practitioners will support the development of communication, literacy and language to enable children to access all areas of the curriculum	1,3,4,6
Development of the outdoors area and outdoor curriculum	*The Natural Connections Demonstration Project found that taking lessons outdoors significantly increased pupils' engagement with learning, enjoyment, health, wellbeing and behaviour.* *The Nature Nurtures Children study found that after participating in outdoor nature activities, many children felt more capable of trying new things, reported better relationships and improved social confidence.* *Evidence shows that this strategy can narrow the attainment and engagement gap, reduces inequity, boost motivation and supports broader development.*	1,4,5,6
Establishment of reading/talk zones within and around school	Due to the existing layout and design of the school building, the school's library is currently a room in the school nurture house. A new design to divide an area off the hall for reading pods, books and small group or individual interventions or talk will be created in the KS1 area.	1,3,4,6
Establishment of enhanced provision for KS1 pupils with significant needs including its outdoor provision – '*The Treehouse'*	Semi-formal curriculum and CPD provides staff with support in planning and understanding of children with significant needs in order to ensure all achieve their full potential – this is done through the EQUALS model The provision will be highly staffed and will support three pupils initially with capacity for up to 8 going forward	1,2,3,4,6
Establishment of a therapeutic classroom for pupil premium children and others experiencing barriers to learning	The Treehouse provision will also support KS 2 children with barriers to learning which prevent them from accessing the full curriculum as a whole class. Learning will be planned for by main class teachers in collaboration with the SENCOs and Pastoral team	1,2,3,4,6

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

Budgeted cost: £23,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equals Curriculum – CPD and resources	*The Equals Semi-formal Curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum is NOT sufficient to meet the needs of pupils and students with profound, complex, severe or global learning difficulties* *For these populations, who are all working consistently and over time below or very near the start of their national curriculum, curricula NEED TO be different rather than differentiated, because the way such pupils learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed*	1,3,4,5,6
Additional TA to work with small group in Tree House provision	Additional TA to support with the needs of the small group of KS1 pupils.	1,3,5,6
Wellcom EYFS Speech and Language programme	*Welcomm is a speech and language screening tool. It's designed for children aged 6 months to 6 years and helps schools to Identify language delays early through quick, accessible screening. It provides targeted support using tailored intervention activities and tracks progress with measurable outcomes and re- screening*	1,3,5,6
ELSA Training	*Designed to build capacity for supporting children's social and emotional needs. Delivered by trained support staff it covers emotional regulation, resilience, bereavement, and social skills. The training, followed by regular supervision, enables staff to deliver bespoke, one-to-one or group interventions in schools.*	1,3,6

HFL Reading Fluency Project Intervention across KS2	To support children to 'catch up' and delivered by the class teacher. *Successfully adopted by UK-wide institutions since 2017, HFL Education's evidence-informed reading intervention is designed to support struggling readers to make swift progress towards reaching age-related expectations. The transformational teaching strategies used in the project are based on a combination of well-evidenced methods. The suite of key stage specific projects is based on a combination of well-evidenced strategies including: modelled expert prosody, repeated reading, echo reading, text marking, performance reading, modelled comprehension*	1,4,6

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

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of the Hub to include Attendance Support	As the needs of the Hub have changed over the last two years due to the changes in the schools' pupil profile and family needs, an additional Attendance officer post has been created to support the SLT, Attendance Lead and Hub to work with families by monitoring, reporting on and working with families and the LA to improve attendance	1,2,5
Establishment of D.E.Ns in KS1 and KS2 (Designated Environment for Nurture)	Nurturing spaces equipped with sensory, calming resources will support with periods of dysregulation among pupils who may benefit from sensory breaks during the ordinary school day. Plans are in place to increase the size of the KS2 D.E.N which will also be set back from the existing KS2 hall. *The Centre for Mental Health briefing and other research suggest that environments designed to reduce threat and increase feelings of safety correlate with improved*	1,3,5,6

	emotional wellbeing and behaviour outcomes. *Trauma and chronic stress are associated with impaired attention, memory and regulation – all critical for learning. Therapeutic spaces aim to mitigate these impacts by intentionally designing calmer, less stressful environments,*	
Establishment of enhanced provision – Room 1 for KS1 pupils with significant needs including its outdoor provision including – '*The Treehouse'* Establishment of Room 2 a therapeutic classroom for pupil premium children and others experiencing barriers to learning	Semi-formal curriculum and CPD provides staff with support in planning and understanding of children with significant needs in order to ensure all achieve their full potential – this is done through the EQUALS model *Therapeutic classrooms are grounded in trauma-informed educational practice, which aims to create safe, predictable and supportive environments for pupils with emotional and behavioural needs.*	1,2,3,4,6
CPD for ILC (Inclusive Learning Cultures)	*ILC is a structured inclusive approach that supports pupils' social, emotional and communication development. It provides a respectful space where all have an equal opportunity to participate, be listed to and to share their thoughts and feelings.* *In addition, allows discussion of feelings, conflicts and expectations in non-confrontational ways, reducing behaviour issues.*	4,5,6
Programme of enrichment through visits, visitors to expand cultural capital of children and their aspirations for the future and support with learning, engagement and attendance	*Cultural Capital Enhances Learning and Progress When children and families' cultures are valued, both the child's experience of learning and progress can benefit."* *Ofsted's Emphasis on Cultural Capital Ofsted's inspection framework states that schools should equip pupils with the "knowledge and cultural capital they need to succeed in life." This includes exposure to the arts, heritage, and diverse experiences that build confidence and broaden horizons. While the Education Endowment Foundation (EEF) notes that aspiration interventions alone show limited impact, they stress that "aspiration is best supported when combined with academic and enrichment strategies." Pupil feedback and voice are key indicators of increased confidence and motivation.*	1,2,3,4,6

Wellbeing Week – tailored programme of learning with a focus on mind, body and spirit. The programme supports objectives and skills in art, PE, RSHE, PSHE, Spirituality and reading	*Programmes that build social skills and peer interactions enhance children's emotional adjustment and social acceptance, help reduce stress and increase the likelihood of engagement. Research consistently shows that learning does not occur in a social vacuum.*	2,4,5
Outdoor provision and curriculum expanded	*The Natural Connections Demonstration Project found that taking lessons outdoors significantly increased pupils' engagement with learning, enjoyment, health, wellbeing and behaviour.* *The Nature Nurtures Children study found that after participating in outdoor nature activities, many children felt more capable of trying new things, reported better relationships and improved social confidence.* *Evidence shows that this strategy can narrow the attainment and engagement gap, reduces inequity, boost motivation and supports broader development.*	3,4,5,6
Support with Holiday Club activities, resources and additional staffing	Positive engagement and routine over prolonged holiday periods A safe space is created where the Pastoral team are able to check-in with pupils and their families during non-term times which can be challenging times for families	2,4,5
Happy Play Time resources	Following the successful achievement of the training towards and completion of The Happy Lunch Time Award, school have invested in resources to support at playtimes and lunchtimes. Year 6 Play Leaders are trained by the school's Pastoral Manager who support children across all key stages in their play and restorative practices at key times, thus encouraging wellbeing and positive relationships.	4,5,6
After school clubs	A wide range of after school clubs are provided by external providers, teaching and support staff at no cost to families Specific interests are accounted for and activities well-resourced	2,4,5

Total budgeted cost: £328,485

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

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**
The impact of that spending on service pupil premium eligible pupils

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 funding.