

Pupil Premium Strategy Statement 2024 - 2027



This statement details Christ Church C of E Nursery and Primary School's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current strategy plan 3-year plan recommended	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	Annually – December 2026
Statement authorised by	Governing Body
Pupil premium lead	Tracey Adams (HT)
Chair of Governors	Toby Crowe

Funding overview 2024 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£165,760
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£40,000
Total budget for this academic year	£205,760

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the pupil premium funding, Christ Church considers the:

- needs of the school
- its context
- and specific challenges we face.

Alongside this, as a research school, we have grounded our decisions in research, conducted by the Education Endowment Fund (EEF).

Some of the common barriers to learning for disadvantaged pupils, at Christ Church are:

- speech and language
- low entry data
- Special Educational Needs and Disabilities

We will ensure that all teaching staff are involved in analysing of data and identification of pupils, so that we are fully aware of strengths and weakness, across the school.

Our principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, high-quality teaching is our first priority in addressing the needs of all pupils
- We believe that disadvantaged does not mean deficient, so we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Needs of the school

- Historically at Christ Church, pupils with PP have had to make gains in order to meet the national expectations. This continues to be a focus with an eye on achieving the higher standards for many.
- The transition between KS1 and 2, has historically provided a challenge for PP children, from which the children recover by the end of KS2.
- An increasing number of Pupil Premium pupils are newly-arrived with very little English.
- Continuing to close the gap between PP boys and girls

Challenges

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

Challenge number	Detail of challenge
1	KS2 Reading and Writing Data for Higher Levels
2	Achievement of PP boys and girls in KS2
3	Keeping attendance rates at national – 95%
4	Phonics data at end of KS1 – PP pupil performing lower than non-PP
5	Communication and Language development from EYFS into KS1
6	Pupil Wellbeing

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
1. The performance of pupils at end of KS2 in reading and writing increases	Improved performance at end of nal data and with inter
2. Gap between PP and Non-PP boys/girls is reduced	Attainment gap is closed with all pupils broadly in line with national figures
3. Increased attendance rates across all year groups for PP pupils	Pupils are attending school and enjoying experiences and education that is offered.
4. Proportion of pupils passing phonics screening test is increased	Phonic screening outcomes are monitored and higher outcomes are achieved
5. Stronger outcomes for all pupils (including SEND PP) around Communication and Language Development	Quality teaching of Communication and Language through Oracy development supports all pupils
6. Pupil Wellbeing	Children speak confidently about how their lives are enriched by activities in school and a sense of feeling cared for/looking after.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Talk for Writing</u> Supportive system and CPD to develop teachers' understanding of the pedagogy of writing and the link to reading with a focus on: - SEND - Greater Depth Cover to support teachers to attend and apply training	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2 and 5
<u>Reading for pleasure and progress</u> Engagement in the 2026 year of reading - author visits leading to writing opportunities - trips to reading festivals - involvement in book award projects - subscription to the library service Whole school training on reading fluency bridge to reading comprehension.	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct in additional support through quality first-teaching and interventions. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1,2 and 5

Whole school training on diagnostic assessments		
<u>Social and Emotional Learning</u> Improve the quality of Social and Emotional Learning (SEL). - Subscription to PSHE association for additional teaching materials - Subscription to HappyMinds Assembly materials to be delivered weekly from YR – Y6 - Continued training for ELSA Lead	SEL approaches are proven to have a positive impact on pupil outcomes at school and in later life, when quality PSHE lessons, mentoring, clear routines/systems and self-regulation strategies are embedded in teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3 and 6
<u>Teaching and Learning Pedagogy</u> Support from St Matthew's Research School (CPD) to look at evidence informed practice around: • Oracy • Modelling • Explaining • Questioning • Marking and Feedback • Writing • Moderation of Writing	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches.	1, 2 and 3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>In-school intervention tutor</u> Dedicated HLTA to deliver small group and 1-1 tuition (including a significant proportion of disadvantaged pupils/SEND pupils)	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3, 5 and 6
<u>Fluency Diagnostic assessment materials and training</u> All TAs to be trained and deliver intervention	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3,5 and 6
<u>Attendance Team</u> Continued training on Studybugs PLD on attendance strategies/ interventions Raise the number of parents accessing the app	Evidence from the EEF shows promise for parental communication; engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence	3 and 5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Drama Teaching</u> Weekly work-shops for all classes to develop oracy skills from R to Y6	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3 and 6
<u>Artist in Residence –</u>	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6
<u>Music Tuition –</u> Introduce wider opportunities for 1 to 1 and small group lessons for vocals and recorder (Including a significant proportion of disadvantaged pupils).	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6
<u>Trips and Visits</u> <u>Making enhanced linked to the curriculum</u>	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6

Total budgeted cost: £200,000

Part B: Review of the previous academic year: 2024-2025

Outcomes for disadvantaged pupils

Aims	Outcomes
The performance of PP children in KS2 reading increases	Across KS2 PP and non-PP are now broadly in line. At end of KS2 – PP pupils outperform non-PP in reading
The gap in performance between PP boys and their peers is reduced	The gap is narrowing in reading. There is now a focus is now on Writing and Maths.
Higher attainment rates for all pupils including PP	PP pupils are gaining higher attainment rates at end of KS2 in reading. The focus is now on Writing and Maths.
Proportion of pupils passing the phonics screening test in Y1 increases	2025 = 76%
PP children have a wider breath of enriching experiences to support vocabulary and personal experience	Wider range of enrichment opportunities – PP engagement monitored. Oracy is central to how we deliver the curriculum.
Pupils with SEND and PP continue to receive inclusive high-quality teaching	Adaptive Teaching strategies are being embedded across all subjects to ensure all children are able to access the curriculum and attain well.

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
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