

Pupil premium strategy statement – Christ Church CE Primary School – 2025/26 – 2028/29

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	24%
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)	2025/26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Diane Cooper, Headteacher
Pupil premium lead	Diane Cooper, Headteacher
Governor / Trustee lead	Amy Titorenko Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£40,905

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is for all our children to experience 'Life in all its fullness' (John 10:10). We want all children, irrespective of their background or the challenges they face, to feel good about themselves, enjoy learning and achieving and to become positive members of the community.

We are committed to ensuring every child, regardless of their starting point or personal circumstance, reaches their potential and makes good progress across the curriculum. Our Pupil Premium strategy centres on identifying specific barriers to learning and implementing evidence-based support to overcome them, so that the attainment gap between our disadvantaged pupils and their peers is reduced.

At the core of our strategy is high-quality teaching, which research shows is the most effective tool for narrowing the attainment gap while simultaneously lifting the performance of the whole school (<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>)

Beyond academics, we prioritise personal development by nurturing emotional resilience and social growth. The resources we use are tailored to meet both individual and group needs, ensuring all pupils have the foundation they need to succeed.

Identification

We use ongoing assessment to identify and monitor attainment gaps in vulnerable groups and individuals who may require targeted support.

We monitor the mental health and wellbeing of pupils to identify those children that may require increased pastoral support.

Core approaches

Whole school

These include ensuring all children access high quality teaching and resources, a school-wide focus on basic skills, teacher training and CPD.

Targeted Support

Identified children will benefit from more targeted approaches. These may include pre-teaching and same day in class intervention, teacher/TA led intervention groups, small group/1-1 support to assist pupils.

Wider Support

This includes communication with pupils, parents and carers to increase attendance or engagement, provide additional group or 1:1 pastoral support around resilience or social skills. It also includes additional opportunities for wider experiences for children.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attendance rates compared to their peers, which impacts learning time and progress. Persistent absence among some pupils is linked to external factors such as family circumstances, health issues, and reduced engagement. Poor attendance reduces access to high-quality teaching and interventions, widening the attainment gap. Improving attendance is essential for raising achievement and wellbeing.
2	Internal assessments indicate that there is a significant gap in the attainment of KS1 disadvantaged pupils compared to their peers, in reading, writing and maths. KS2 data shows that, whilst disadvantaged pupils are broadly in line with their peers, there is a gap in the attainment of other vulnerable groups in KS2 and their peers.
3	Some disadvantaged pupils experience social, emotional, and mental health (SEMH) difficulties, including anxiety, low self-esteem, and trauma-related issues. These challenges can affect attendance, engagement, and academic progress.

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
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Ensure early intervention for pupils at risk.	Qualitative data (from pupil/parent voice) indicates that school-based barriers to attendance (e.g., anxiety, lack of uniform, breakfast needs) have been identified and removed through PP-funded initiatives. Positive feedback from families on support provided. A significant reduction in "Late After Register" (U codes) for disadvantaged pupils and early identification of pupils whose attendance drops below 95% with documented actions results in termly attendance data showing strong, consistently high attendance and punctuality, at least in line with National figures.

At KS1, improved attainment in reading, writing and maths for disadvantaged pupils. At KS2, maintenance of disadvantaged pupils' attainment, in line with peers, with improvement for other vulnerable groups.	Internal assessment data shows the attainment gap between disadvantaged pupils and their non-disadvantaged peers is narrowing across all 3 core subjects. Improved performance in the Year 1 Phonics Screen ensures disadvantaged pupils have the reading fluency required to access the full KS1 curriculum. End-of-key-stage 2 outcomes for disadvantaged pupils are broadly in line with non-disadvantaged pupils nationally, demonstrating equitable achievement. Vulnerable groups (including those with SEND or those facing English as an Additional Language) show measurable improvements in their individual learning pathways, moving closer to age-related expectations.
Improve emotional resilience and wellbeing for all pupils, particularly disadvantaged pupils. Reduce SEMH-related barriers to learning, leading to improved engagement and progress. Ensure timely access to mental health support and interventions.	Improved emotional resilience and wellbeing evidenced through GUNY survey results, My Happy Mind pupil voice, Mentoring programme feedback (Provision Map) An increase in the percentage of PP pupils participating in extracurricular activities and leadership roles A decrease in persistent absence (PA) rates among disadvantaged pupils, specifically those identified with SEMH needs. Learning walks and lesson observations show a high level of active engagement and "readiness to learn" among targeted pupils. CPD sessions create a high-skill culture where all staff are equipped with up-to-date evidence-based practices to support SEMH; this is evidenced by a consistent approach to behaviour and emotional support across all learning environments.

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: £ 6,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for TAs is provided so that their professional development impacts positively on their effectiveness and pupils outcomes. 2025-26: Examples of TA CPD this academic year are: • Adaptive teaching • Safeguarding training throughout the year	EEF Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	2 and 3

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

Budgeted cost: £ 21, 675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of summative tests which provide diagnostic information. 2025-26: Maths and reading testing takes place each term and provides summative data for reading and maths using NTS papers in addition to ongoing, formative assessments by the adults in school.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	2 and 3
Pre-teach activities for core and foundation subjects 2025-26: Pre-teach' sessions for targeted disadvantaged pupils to front-	EEF research shows small group tuition is particularly effective for disadvantaged pupils when it is explicitly linked to normal classroom teaching.	2 and 3

load mathematical vocabulary and fluency skills. This strategy aims to increase classroom engagement and ensure pupils can access the curriculum alongside their peers, reducing the need for reactive intervention.	The EEF Improving Literacy guidance reports specifically highlight pre-teaching vocabulary as a successful strategy. When a pupil already knows the "how" and the "what" of a lesson because of a pre-teach session, they are better able to monitor their own learning and stay focused, rather than becoming overwhelmed by new information reducing cognitive load.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's advice, Working Together to Improve School Attendance. 2025-26: The school's attendance policy and procedures have been reviewed in line with the above DfE attendance document.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	1 and 2
Staff continue to provide 1:1 and small group pastoral support through My Happy Mind and Thrive strategies and alongside external agencies (MHST) to pupils with emotional and/or social difficulties on a short term or longer-term basis. 2025-26: Continue implementing further My Happy Mind and Thrive strategies into everyday routines and provision in order to support identified pupils. Continue liaising with external agencies to provide bespoke support for targeted individuals.	Research on the My Happy Mind Programme and the Thrive approach demonstrates the following outcomes for pupils: • Secure sense of belonging • Improved emotional resilience • Better access to and engagement in learning • Fewer permanent exclusions https://view.genially.com/66d6c7384c58e17b32e5ea00 https://www.thriveapproach.com/impact-and-research/impact-report	1, 2 and 3
2025 - 26 My Happy Mind Programme	Evidence shows structured social-emotional learning programs improve pupils' emotional regulation, resilience, and engagement in learning	2 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Providing enrichment activities which develop social interaction skills and emotional resilience. Eg residential visits, outdoor adventurous days and after school activity clubs. Ensure that PP children and their families have full access to these opportunities using available funding/bursaries if available and PP funding to support the cost of these activities. 2025-26: The school continues to identify enrichment activities and provides an extensive program of personal development opportunities.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 and 3
2025-26 Inclusive extra-curricular clubs (art, music, sports) targeted at vulnerable pupils	Evidence shows that participation in extracurricular activities supports social skills, confidence, and engagement, particularly for disadvantaged pupils. Inclusive clubs ensure all pupils, including PP children, can participate and benefit from enrichment opportunities without exclusion (EEF Social and Emotional Learning Toolkit - link above). Clubs are open to all pupils, ensuring no child is excluded. PP funding is used to remove financial barriers so every child can access activities.	1, 2 and 3

Total budgeted cost: £ 39905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1 A significant number of children in receipt of pupil premium in KS2 are not reading with age appropriate fluency compared to their peers.

2 Internal assessments indicate that KS2 maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils

3 Internal assessments indicate that fewer pupils are achieving the expected standard in writing across KS1 & KS2 when compared to the data pre-Covid

Following implementation of our reading and writing strategies, there has been a significant improvement in reading and writing attainment across KS2, with the impact also being seen for KS2 children in receipt of pupil premium throughout the key stage and in end of key stage external assessments.

Engagement with the National Tutoring Programme, the Maths Hub and support from White Rose Maths has embedded strategies across the school, with the impact on KS2 maths attainment being similar to that seen for reading.

4 Internal assessments indicate that, since the Covid pandemic, there is a significant gap in the attainment of KS1 EAL pupils compared to their peers, in reading, writing and maths.

Whilst the strategies noted above have impacted positively on pupils in KS1, including those in receipt of pupil premium, the impact is seen for our KS1 EAL pupils in maths however this remains a focus for reading and writing.

5 Our observations and discussions with pupils and families have identified that social and emotional issues for many pupils have increased during the COVID pandemic

By embedding the 'My Happy Mind' programme and leveraging the NHS Trailblazer Mental Health Support Worker, we have seen a marked improvement in pupil resilience and emotional regulation. This targeted support has reduced internal barriers to learning, with pupils demonstrating greater emotional maturity and a more consistent 'readiness to learn'

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
My Happy Mind	Myhappymind.org
Digital Leaders	Childnet

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

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.