

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium and recovery 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 impact of last year's spending within our school.

School Overview

Detail	Data
School name	Christ Church Primary
Number of pupils in school *(excluding nursery)*	188
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers (N.B. 3 year plans are recommended)	December 2025 – December 2026
Date this statement was reviewed & published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Lee Harrison
Pupil premium lead	Lee Harrison
Governor lead	Julie Haigh

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	PP = £89,385 EYPP = £1305 PLAC = £10280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0

Total budget for this academic year	**£100,970**

Part A: Pupil premium strategy plan

Statement of Intent

At Christ Church CofE Primary School, we are committed to ensuring that every child, particularly those who are disadvantaged, has the opportunity to achieve their full potential. Our Pupil Premium Strategy is designed to address the specific needs of our disadvantaged children, focusing on social and emotional well-being, raising attainment and progress, improving attendance, and providing enriching activities that enhance their learning experiences.

Our intent is to create a supportive and inclusive environment that fosters academic success and personal growth for all children, particularly those eligible for Pupil Premium funding. We recognise that social and emotional needs significantly impact learning, and therefore, we will implement targeted strategies to support these areas alongside academic improvement.

Through our Pupil Premium Strategy, we are dedicated to closing the achievement gap for our disadvantaged children by addressing their social and emotional needs, raising their academic attainment, improving attendance, and providing enriching experiences. We will work collaboratively with staff, parents, and external partners to ensure that our approach is effective and sustainable, ultimately enabling all children at Christ Church CofE Primary School to thrive in their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	**Social and Emotional Needs**: a number of our most vulnerable pupils have experienced a number of ACEs and therefore require additional support beyond academics. The school employs an ELSA support officer and is in the process of recruiting a Family Support Worker in order to support these pupils.
2	**Raising Attainment and Progress**: the school requires rapid progress with regards to the progress and attainment in all areas. This includes all key statutory assessment point (phonics, Early Years, KS2).

3	**Attendance:** Improving attendance is a crucial barrier for disadvantaged children at Christ Church CofE Primary School, as they attend at a lower rate than non-PP children.
4	**Enrichment Activities:** A number of families struggle when it comes to funding events and activities, and the school wants to use the PP to enable all pupils to access curriculum enrichment activities and experiences.

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
Social and Emotional Needs	• **Reduction in Referrals:** A 20% decrease in the number of behaviour referrals for disadvantaged children over the academic year. • **Attendance in Support Programmes:** School registers show that 90% of identified children participate in social and emotional support programmes (e.g., counselling, emotional literacy sessions) with positive feedback from participants and parents. • **Pupil voice evidences improved social and emotional needs with children able to better self-**regulate, which will impact on their learning.
Raising Attainment and Progress	• **Progress Tracking:** Disadvantaged children demonstrate at least a 1.5-year progress in core subjects as measured by standardised assessments. • **Targeted Interventions:** 90% of children receiving targeted academic support show measurable improvement in their performance in assessments conducted throughout the year.
Attendance	• **Attendance Rates:** Reduce the overall absence rate of disadvantaged children to below 5.5% by the end of the academic year, aligning with or exceeding the local authority average. • **Improved Attendance Tracking:** Identify and support at least 80% of disadvantaged children with attendance issues through targeted interventions, resulting in at least a 10% improvement in their individual attendance rates.
Enrichment activities	• **Participation Rates:** Register shows 100% of disadvantaged children have accessed to at least two enrichment activities (e.g., extracurricular clubs, educational trips) during the academic year. • **Feedback and Impact:** Pupil data shows at least 85% of children participating in enrichment activities report

	increased enjoyment and engagement in learning as a result of these experiences.

Activity in this Academic Year

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

Teaching *(for example CPD, recruitment and retention)*

Budgeted cost: **£21,000** *(20.8% of total PP spend)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement explicit teaching of cognitive and metacognitive strategies to enhance learning outcomes. This includes scaffolding and flexible grouping tailored to individual needs.	Source: EEF	2
Regularly assess and adapt teaching methods based on formative assessments to ensure that all children are making progress and to identify any gaps in knowledge.	Source: EEF	2
Implement a **whole-school approach** to social and emotional learning (SEL) that integrates SEL into the curriculum, ensuring all children develop essential skills such as resilience and emotional regulation.	EEF	1

Targeted Academic Support

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

Budgeted cost: **£54,970** *(53.3% of total PP spending)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions: Use evidence-based interventions that have demonstrated effectiveness in improving outcomes for disadvantaged pupils, such as phonics programmes and reading recovery strategies.	Source: EEF	2
ELSA: Develop **small group interventions** focusing on social and emotional skills, such as emotional literacy sessions, to support children who may struggle with these areas.	EEF	1

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

Budgeted cost: **£25,000** *(24.8% of total PP spending)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker: Utilise the newly hired family support worker to engage with families, providing support and resources to address barriers to attendance, such as transportation or health issues.	Source	1, 3
Attendance Plans: Develop personalised attendance plans for children with chronic absenteeism, involving parents and support staff to address specific barriers to attendance.	Source	3

Incentives for Attendance: Create a reward system for improved attendance, such as certificates or special privileges, to motivate children and families to prioritise school attendance.	Source	3
Targeted Interventions: Use data to identify children at risk of poor attendance and provide targeted interventions, such as additional academic support or social-emotional learning programmes.	Source	3

Total budgeted cost: **£100,970**

Part B Review of impact in 2025 to 2026

Overall evaluation

The strategy has had its clearest impact on attendance, early reading and access to enrichment. Disadvantaged pupils attended clubs more regularly and fewer were persistently absent. Phonics outcomes improved, with all disadvantaged pupils in the Year 2 recheck meeting the standard. These are worthwhile gains, but although achievement at the end of Key Stage 2 has improved, it remains an area of focus, particularly in mathematics.

Social and emotional needs

ELSA, family support and the Willows / Woodland nurture provision sat alongside personalised behaviour plans, reasonable adjustments and staff training. By Summer, the behaviour records showed improvement for several pupils who had previously needed frequent support. Whole-school CPOMS behaviour-category records fell from 325 in autumn to 226 in summer, a reduction of 30.5%. The number of pupils represented fell from 75 to 60. Records involving physical behaviour fell from 138 to 109, and lunchtime or playtime records from 168 to 116.

The reduction followed the introduction of more personalised plans during Spring and gives precedence for us to retain this approach. It was not consistent for every pupil: a small group needed stronger support by the Summer. We will continue to review individual plans rather than assume that a whole-school improvement means that every child is benefiting.

B Squared SEMH tracking provides further evidence of developing skills: 57 of 70 assessed strands showed progress, and six of seven pupils moved forward in at least seven of ten areas.

Attainment and progress

Staff development and additional teaching focused on phonics, reading and pupils' identified gaps. Christ Church's pedagogy provides a clear basis for classroom practice through precise modelling, recall, planned vocabulary, checks for understanding and scaffolding. The results show improvement in several areas, but the benefit for disadvantaged pupils is less consistent than the whole-school picture.

Key Stage 2 confirmed results

Expected standard	School 2025	School 2026	National 2026	Gap in PP
Reading	9/16 56.3%	14/20 70%	75%	-5
Writing	10/16 62.5%	14/20 70%	73%	-3
Mathematics	7/16 43.8%	13/20 65%	75%	-10
Grammar punctuation and spelling	9/16 56.3%	13/20 65%	74%	-9
Reading writing and mathematics	5/16 31.3%	12/20 60%	63%	-3

Combined attainment rose by 28.8 percentage points from 2025, and mathematics by 21.3 points, calculated from pupil counts. The school is now three points below the national combined figure. This is a substantial improvement between cohorts, although all five expected-standard measures remain below national. Mathematics remains the largest subject gap.

There is also stronger attainment at the higher standard. Seven of 20 pupils achieved the higher standard in reading (35%, compared with 31% nationally), four achieved greater depth in writing (20%, compared with 13%), and two achieved the higher combined standard (10%, compared with 9%). Mathematics was weaker at this level: three of 20 pupils achieved the higher standard (15%, compared with 27%).

Outcomes for disadvantaged pupils

Reading remained at 50%: five of ten PP pupils met the expected standard in 2026, compared with four of eight in 2025. Writing was 60% (six of ten), compared with 62.5% (five of eight). Within the 2026 cohort, non-PP attainment was 90% in reading and 80% in writing. Gaps of 40 and 20 percentage points remain.

PP mathematics attainment was 30% (three of ten), compared with 25% (two of eight) in 2025. Combined reading, writing and mathematics also reached 30% (three of ten), up from 12.5% (one of eight): an increase of 17.5 percentage points. This is improvement, but combined attainment remains 19 points below the provisional national disadvantaged figure of 49%.

The next phase must secure the essential knowledge each pupil is missing, while retaining appropriate challenge for higher-attaining disadvantaged pupils. Mathematics needs the greatest attention, alongside reading comprehension and the independent application of writing skills.

Phonics and early reading

Year 1 phonics attainment rose from 13 of 30 pupils (43.3%) to 19 of 25 (76%). Among PP pupils, four of seven met the standard (57.1%), compared with one of seven (14.3%) in 2025. The PP increase was 42.9 percentage points. This is a marked improvement, but the result remains 10.9 points below the national disadvantaged figure of 68%. Whole-cohort attainment was six points below the national of 82%. School continues to work closely with the English Hub.

The strongest early-reading outcome was in the Year 2 recheck: all disadvantaged pupils in that group met the standard. Across the recheck group, 12 of 15 pupils passed (80%), compared with seven of 11 (63.6%) in 2025. By the end of Year 2, 27 of 30 pupils had met the standard (90%), one point above the national 89%. Additional reading teaching is making a useful contribution to pupils catching up. We will continue to secure these skills earlier, with prompt support for Year 1 pupils who are not keeping pace and checks that decoding transfers into everyday reading and spelling.

Early Years

Twenty-three of 30 children achieved a Good Level of Development (76.7%), compared with 12 of 27 (44.4%) in 2025. This is an increase of 32.2 percentage points using the pupil counts and places the school 4.4 points above the national 72.3%. The same 23 children reached the expected level across all 17 Early Learning Goals: 76.7%, compared with 70.9% nationally. Children averaged 15.6 goals at the expected level, compared with 14.4 nationally.

Disadvantaged GLD was 66.7%, compared with the supplied Nottinghamshire disadvantaged/FSM benchmark of 48.6%, a difference of 18.1 percentage points. Within school, disadvantaged attainment was 10 points below the whole-cohort figure. The Early Years results provide a stronger foundation for Year 1, but pupils who have not yet secured these skills will need continued support. Transition planning should preserve the gains in communication, early literacy and number, with particular attention to disadvantaged children who remain below the expected level.

Mathematical fluency and individual progress

The Year 4 multiplication-check mean was 15.8 out of 25 for the 30 pupils with numeric scores. The 2025 national reference is 21.0, giving a gap of 5.2 marks. The 2026 national results are due on 19 November 2026 and are not yet available for comparison. No PP breakdown was supplied. This result reinforces the need for systematic teaching of number facts and multiplication, with checks on whether pupils can apply them.

The academic targets in Part A cannot yet therefore be judged as fully achieved. Attainment percentages do not demonstrate 1.5 years of progress or show that 90% of pupils receiving support improved.

Attendance

Family Support Worker time, personalised plans and contact with families supported a clear improvement in PP attendance. The July running log records attendance of 94.4%, compared with 91.02% in 2024 to 2025: an increase of 3.38 percentage points. This means less learning was missed. Absence was 5.6%, however, so the target of below 5.5% was narrowly missed.

The recorded PP persistent-absence rate fell from 32.05% to 18.64%, a reduction of 13.41 percentage points. Eleven PP pupils remained persistently absent. In the same July log, statutory-age attendance was 95.5% and persistent absence was 10.6%. PP attendance was therefore 1.1 points lower, and persistent absence 8.04 points higher, than the whole-cohort figures. Improvement is clear, but further work with individual families remains ongoing.

We will retain close attendance monitoring and review the barriers for the 11 PP pupils who remained persistently absent. The September 2026 catch-up statement and Autumn attendance monitoring will inform the next phase, including helping returning pupils recover essential learning.

Enrichment and wider participation

Subsidised opportunities and family support helped disadvantaged pupils take part in a broad programme of sport, creative activities, music, computing and wellbeing. PP pupils occupied 37 of 134 recorded club places in Autumn (27.6%), 24 of 86 in Spring (27.9%), 34 of 113 in the first half of Summer (30.1%) and 30 of 81 in the second half (37.0%). Representation increased across the year, although these are club places and a pupil may be counted more than once.

Football shows the clearest growth in PP participation. Boys' football increased from three PP pupils in Autumn to eight in the second half of Summer. Girls' football had 11 PP pupils in each Summer half term. PP pupils also attended animation, coding, choir, dance, mindfulness and Rubik's Cube clubs. Participation was less consistent in some younger pupils' creative clubs, so the next programme needs more direct invitations and follow-up where take-up is low.

For the Year 5 and 6 residential, 12 of 20 PP pupils signed up (60%), compared with 14 of 24 non-PP pupils (58.3%). PP fees were half price, and cost was not the reason recorded for the eight PP pupils who did not sign up. The subsidy made the residential more affordable, and take-up was comparable between groups.

Priorities arising from this review

The next strategy should retain the approaches showing the clearest benefit: targeted early reading, personalised pastoral support, work with families on attendance and subsidised enrichment. The main improvement priority is stronger academic outcomes for all pupils and for disadvantaged pupils, through carefully planned adaptation, particularly in mathematics. This requires precise assessment, consistent classroom teaching, further targeted CPD and timely changes to additional support.