



"Together, We Flourish"

Kindness · Respect · Perseverance · Curiosity · Hope · Community

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 (<i>excluding nursery</i>)	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)	Sept 2025 – August 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	Niki Monks

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
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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	<p>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.</p>
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Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (Aug 2026), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Social and Emotional Needs	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

A. Social & Emotional Needs

What we funded

- ELSA provision and small-group SEMH work.
- Recruitment of the Family Support Worker and development of The Willows nurture provision.

Impact against success criteria

- **School climate & behaviour:** LA visits and a review of the SIP noted a “positive, purposeful atmosphere” and significant improvement in behaviour, with pupils demonstrating respect and understanding of the school’s values.
- **Targeted SEMH support:** The SIP and SEND monitoring describe targeted interventions and improved support for vulnerable and SEND pupils, including nurture-based provision and work with external services.
- **Leaders have recognised that Pupil Voice needs to be included in the evaluation of this area.** Leaders are also reviewing ways in which to capture assessments around SEMH in order to how impact of interventions in this area.

B. Raising Attainment and Progress

What we funded

- High proportion of funding on targeted academic support (tutoring, phonics/reading interventions) plus CPD on curriculum, writing and feedback.

Impact against success criteria

1. **KS2 outcomes for disadvantaged pupils**
 - Reading (PP): 27.3% EXS in 2024 → 50% in 2025.
 - Writing (PP): 18.2% → 62.5%.
 - Maths (PP): 9.1% → 25%.
 - GPS (PP): 18.2% → 50%.
 - Combined RWM (PP): 9.1% → 12.5%.

Results and data analysis July ...

2. This shows **substantial improvement in reading and writing** for disadvantaged pupils, and some improvement in maths and combined, though these remain too low. Improving the attainment of PP children remains a focus for leaders and is a priority on the school improvement plan.
3. **Phonics and early reading**
 - 1 out of the 7 disadvantaged pupils in Year 1 passed the Phonics Screening Check. The 6 children who did not achieve the standard are already receiving 1-to1 phonics tutoring in order.
 - All disadvantaged children who took the recheck in Year 2 passed the phonics screening, showing impact of the phonics tutoring that has taken place.
 - English Hub and LA reports note more consistent phonics teaching, responsive regrouping and stronger reading leadership.
4. **Early Years**
 - 2 out of the 6 disadvantaged pupils in Early Years passed the Good Level of Development. The limiting factors for the 4 children who didn’t pass the GLD, were literacy (in particular writing). The 4 children will receive additional support and are now following The Drawing Club approach to writing.
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5. **Fluency and mathematics**
 - Y4 MTC average for PP pupils is 17 vs 18.9 nationally; the gap between PP and non-PP is narrower than for the cohort as a whole, suggesting PP-focused fluency work is beginning to help.

- Internal data show that in several year groups a high proportion of PP pupils remain below or well below expectations in maths and combined, indicating that gaps are not yet closed across the school.

C. Attendance

What we funded

- Family Support Worker role, personalised attendance plans and attendance incentives, specifically targeting disadvantaged pupils.

Impact against success criteria

- Data shows a slight drop in attendance for Pupil Premium attendance data.
2023-24 = 91.39%
2024-25 = 91.02%
- Persistent absenteeism shows similar figures:
PA 2023-24 = 31.25%
PA 2024-25 = 32.05%
- Results showed an increase in Summer 2024 following the successful appointment of the schools Family Support Worker in January 2024 (a role new to the school staffing structure).
- Attendance remains a focus for the 2025-26 academic year, with quantitative improvements expected.

D. Enrichment Activities

What we funded

- Support for clubs, trips, OPAL playtimes and wider-curriculum enrichment so disadvantaged pupils are not excluded through cost.

Impact against success criteria

- Governor monitoring (e.g. OPAL, sports and food) evidences widened offer and a strong focus on equality of access for vulnerable pupils.
- Leaders have identified the need to monitor disadvantaged pupils with regards to the wider curriculum area. Leaders have recognised that Pupil Voice needs to be included in the evaluation of this area which will be included in the 2025-26 PP strategy plan. Leaders want to be assured that disadvantaged pupils have an increased understanding of comprehension following visits linked to the curriculum, are using a wider range of vocabulary and the impact of this is seen in their extended writing.