

Pupil premium strategy statement – Christ Church CE Primary School

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	135
Proportion (%) of pupil premium eligible pupils	53%
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)	2025-2026
Date this statement was published	10 November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governors
Pupil premium lead	S Furno
Governor / Trustee lead	J McFadyen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080 71 children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109,080

Part A: Pupil premium strategy plan

Statement of intent

- Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.
- We aim to ensure that all our children feel they belong, thrive and achieve at Christ Church.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, refugee and asylum seekers and those with English as a second language and new international arrivals. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Limited language skills on entry to nursery and reception,
2	English as a second language or no English (EAL, R & A, New international arrivals NIA)
3	English as a second language or limited English of parents
4	Vulnerable families including wellbeing, mental health and safeguarding concerns
5	Attendance
6	Consequences and changes in lifestyle due to war, seeking asylum, refugee status, trauma, previous self-isolation, covid and school closure, no preschool due to pandemic

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
Pupils make accelerated progress in English and mathematics	Pupils make more than one point progress per term (school progress measure) Increased number of children achieve GLD Increased number of children achieve phonic check KS2 children achieve age related expectations in National tests
Improved communication and language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress so that all pupils eligible for PP meet age related expectations for communication and language by end of year.
Accelerated progress for new international arrivals	New international arrivals make 4 -5 points progress in a year (school progress measure usually 3)
Vulnerable families are supported minimising barriers to learning for pupils	Pupils make at least or more than expected progress.
Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Reduce the number of visits abroad during term time. Overall PP attendance improves in line with 'other' pupils.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on developing oracy in EYFS, NELI, Talk Boost, Literacy pad, ShREC	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress Recommended by LA and EYs team	1,2, 3,4,6
Staff training Oracy Project Voice 21	Recommended - North East Combined Authority Funding	1,2,3,4,6
Staff training <i>The Write Stuff & Resources</i>	Aligned with New writing Framework	1,2,3,4,6
Staff training <i>Zones of regulation</i> <i>Voices Heard</i>	Local Authority Social Emotional Mental Health Team 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): Improving Social and Emotional Learning in Primary Schools EEF	1,2,3,4,6
Staff training Phonics <i>Little Wandle</i> One to one and small group interventions	EEF- most studies of phonics of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be higher (+5 months) compared to interventions (+4 months). Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2,3,4,6
Maths hub training Mastery approach, CPA, bar models, mathematical fluency	Progress data in school Endorsed by the Department for Education, NCETM and OFSTED The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	1,2,3,4,6

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£101,080**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy Project Voice 21</i>	Recommended - North East Combined Authority Funding EEF – On average oral language approaches have a high impact on pupil outcomes (+6 months additional progress). Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3, 4, 6
<i>The Write Stuff</i>	The Write Stuff uses effective approaches for tackling disadvantage which is heavily supported by the EEF. Wider research shows that disadvantaged children have lower self-esteem and feel less successful; they have a reduced vocabulary; less or different life experiences.	1,2,3,4,6
<i>NELI</i>	The Reception (aged 4-5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills - children made on average +3 months of additional progress.	1,2,3,4,6
<i>Talk Boost</i> <i>Launchpad for Literacy</i>	Recommended by EYS lead in LA. EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	1,2,3,4,6
<i>TAs supporting English and mathematics interventions</i> <i>Phonics</i>	EEF - TAs support individual pupils or small groups on average show moderate positive benefits. EEF - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,	1,2,3,4,6

<i>Grammar for writing</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF EEF Grammar for writing +3months	
<i>Dough Disco</i> <i>Squiggle and wriggle</i>	EEF On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes. While the overall picture is positive, the evidence is limited	1,2,3,4,6
Single year group classes (small except YR1/2)	EEF Reducing class size has a small positive impacts of +2 month, on average. Higher quality interactions with pupils, increased flexibility for organising learners and increased quality and quantity of feedback pupils receive.	1,2,3,4,6

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

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral provision extended to support positive mental health and wellbeing Zones of regulation Local Authority Social, Emotional, Mental Health Team (SEMH) Thrive Voices Heard Nurture room created Behaviour interventions	EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF- Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	5, 6
Support Early Help Plan (EHP) process. Team around the School SEMH Team Support vulnerable families	EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	5, 6

	EEF - Social and emotional learning approaches have a positive impact, on average 3 months additional progress in academic outcomes over the course of the academic year. EEF- Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	
Daily breakfast club	Children need to start the day with breakfast, the most important meal of the day. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	5, 6
Termly 20 Day Attendance Challenge Curriculum time – personal development lessons – link to <i>Voices Heard</i> Attendance and Punctuality Display for parents and children Weekly Attendance Presentation as part of assemblies LA Attendance Officer - Termly meetings Termly Network Analysis of top 3 bands and those hitting 15% (trends show rarely increase once 15% hit) Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	We cannot improve attainment for children if children are not actually attending school. NfER (National Foundation for Education Research) briefing for school leaders identifies addressing attendance as a key step The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 6
Increase parental involvement in home learning, e.g. Homework guidance; New home school reading books – include notes for parents EYFS workshops in phonics, reading and number Summer school Day Visits – places for parents	Parental involvement has a positive impact on pupil progress EEF toolkit Parental engagement approaches have on average a positive impact of 5 months (EYFS) Positive effects have been detected for early reading, early language and number skills Homework has appositive impact, on average +5 months. EEF toolkit	6

Total budgeted cost: £109,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Pupils *Reach for the Stars- Living life in all its fullness*

Key Stage Two (KS2) YR6 National Curriculum Tests

There were 17 children in YR6. One child with SEND did not sit any tests; a further two children (SEND) did not sit maths. All children were teacher assessed for writing.

Results are higher than last year.

2025 Cohort 17 Pupil Premium 13	%	No.	% PP	No. PP	Greater depth	No.	% PP	No. PP
Reading	76%	13/17	69%	9/13	29%	5/17	23%	3/13
Writing (Teacher assessment)	62%	13/17	62%	8/13	12%	2/17	0	0/13
Mathematics	82%	14/17	85%	11/13	18%	3/17	8%	1/13
Combined R W & M	65%	11/17	62%	8/13	6%	2/17	0	0/13
Grammar, Punctuation & Spelling	82%	15/17	77%	10/13	29%	5/17	23%	3/13

Year 4 Multiplication Check

23 in cohort. Scores were very high for almost all children.

- **57% scored full marks; (34% national 2024)**
- **53% of PP children achieved full marks**

Score	25	24	23	21	20	17	15
No. of children 23	13	4	1	2	1	1	1
PUPIL PREMIUM No. of children 15	8	2	1	2		1	1

Key Stage 1

YR1 Phonic Check - cohort 18 children

58% (7/12) achieved the Y1 phonic check

50% (5/10) children with pupil Premium achieved the phonic check

- 2 children with significant SEND did not do the check; three EAL/SEND did not achieve the check

YR2 Phonic check

50% 4/8 achieved the phonic check in YR2.

57% 4/7 children with Pupil Premium achieved the phonic check

2 children with significant SEND did not do the check; 1 child with SEND and one child with EAL did not achieve the check.

Early Years

Reception- cohort 15

- **9/15 children = 60% (53%)** of children achieved the expected level of development for the prime areas of learning – PSED, C&L and PD
- **2/6 children with PUPIL Premium = 33%** of children achieved the expected level of development for the prime areas of learning – PSED, C&L and PD
- **8/15 children = 60% (53%)** of children achieved a good level of development – prime areas and literacy and mathematics
- **2/6 children with PUPIL Premium = 33%** of children achieved a good level of development – prime areas and literacy and mathematics

Results for Prime areas and Prime areas and Literacy and maths are higher than last year.

The **Nuffield Early Language Intervention (NELI)** had varying degrees of success. All children were **Pupil Premium**

Language Screen total percentile rank

Child A 76 > 82 moved from **clear concerns to slight concerns**

Child B 73 > 84 moved from **clear concerns to slight concerns**

Child C 80 > 91 moved from **clear concerns to no concerns**

Child D 73 > 92 moved from **clear concerns to no concerns**

Impact of Wider Strategies

Persistence absence decreased Spring term 2023 19.01% 23 children

 Summer term 2024 16.07% 18 children

Families supported for rehousing and counselling due to domestic violence

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