

Pupil premium strategy statement – Christ Church C of E 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Amanda Donelan, Headteacher
Pupil premium lead	Mrs Louise Grant-Jones, Deputy headteacher
Governor / Trustee lead	Rachel Myatt, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,350
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£127,350

Part A: Pupil premium strategy plan

Statement of intent

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 and young carers. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment to understand the barriers that our disadvantaged pupils face. 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/barrier 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.
- further reduce the number of disadvantaged pupils who are persistent absentees and improve disadvantaged pupils' punctuality
- continue to support our disadvantaged pupils in developing their well-being, to enable them to be the best that they can be

Challenges

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

Challenge number	Detail of challenge
1	<p>Through careful assessment, observations, and discussions with staff, we have highlighted the need to develop oral language skills including vocabulary choices for our disadvantaged pupils. This are evident from Foundation Stage through to KS2, and although this is a challenge for all pupils, it is a greater challenge for our disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with staff suggest disadvantaged pupils generally make less progress in reading, writing and maths than non-disadvantaged pupils. This is also impacting disadvantaged pupils' attainment.</p> <p>Last year, disadvantaged pupils making expected progress for reading was 66% whereas non-disadvantaged was 73%, disadvantaged pupils making expected progress for writing was 66% whereas non-disadvantaged was 70% and disadvantaged pupils making expected progress for maths was 77% with non-disadvantaged also 77%</p>
3	<p>Through assessments, observations and discussions with staff, data would suggest that disadvantaged pupils are not as able to apply their phonics skills as much and the non-disadvantaged pupils and also then no as able to build reciprocity between reading and writing as the non-disadvantaged pupils, often missing fundamental skills that are an intrinsic building block as they develop as writers.</p> <p>Last year, 50% of disadvantaged pupils in Year 1 passed the Phonics Screening compared to 91% of non-disadvantaged. By Year 2, the gap was closed, with 92% of disadvantaged pupils passing compared to 91% of non-disadvantaged.</p>
4	<p>Our analysis of data, observations and discussions with pupils and families have identified social and emotional issues for many of our pupils, notably due to poor mental health, neurodiversity, low self-esteem, safeguarding needs or bereavement support. These challenges particularly affect disadvantaged pupils, including their engagement in lessons which has a knock-on effect on attainment.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.19% - 3.58% lower than for non-disadvantaged pupils.</p> <p>14.2% (56) of all pupils were persistently absent last year with 78% (44) of those pupils being disadvantaged during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Maintain reading, writing and maths attainment among disadvantaged pupils.	KS2 reading writing and maths outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.
Improved phonics attainment for disadvantaged pupils at the end of Year 1	Phonics outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard in Year 1
To achieve and sustain improved social, emotional and mental health for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of by 2026/27 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations of students ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and decrease disadvantaged pupils Persistent absenteeism	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> ● the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no ore than 2.5%. ● the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 20% higher than their peers.

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: **£58,105**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of DHT role to improve focus on raising attainment for PP children by monitoring PP provision, attendance whilst coaching and supporting staff.	EEF - Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1,2,3,4,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2
Retention of independent SALT support for pupils, staff and parents	EEF – very high impact for very low cost based on extensive evidence. Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	1,2

<p>Deliver DfE validated Systematic Synthetic Phonics programme Little Wandle, to continue to secure strong phonics teaching for all pupils.</p>	<p>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</p>	<p>2,3</p>
<p>Purchase new maths scheme Maths Mastery to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund subject leader release time to embed key elements of guidance in school and include CPD for all teachers and TAs on the new scheme</p>	<p>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 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Improve the quality of social and emotional mental health support for children and families SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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</p>	<p>4</p>
<p>Retention of independent Educational Psychologist to support for at least 6 half days per year</p>	<p>EEF - Building an ongoing, holistic understanding of pupils and their needs is intrinsically important for children to reach their potential. Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	<p>1,2,3</p>
<p>Retention of our non-teaching SENCO on early identification/ intervention Liaison with EP, ADHD foundation and SALT to ensure correct children are having support</p>	<p>EEF - Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£46,581**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Intervention will be delivered by the teaching assistant in each year group and will be either bespoke support for low attaining pupils, keep up or catch up sessions</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by teaching assistants and will be monitored by the phonics lead in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Bespoke reading intervention through accelerated reader plus reading books to implement the interventions</p>	<p>EEF – very high impact for very low cost based on extensive evidence. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of wither content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas or spoken expression.</p>	1,2

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

Budgeted cost: **£22,664**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of independent therapeutic support to offer sessions for pupils with impulsivity, self esteem, relationships and respect	EEF - Building an ongoing, holistic understanding of pupils and their needs is intrinsically important for children to reach their potential. Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.	4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Wellbeing support for pupils and parents	<p>EEF –Moderate impact for low cost base on very limited evidence</p> <p>Social and emotional learning (SEL) interventions seek to provide pupils' decision-making skills, interaction with others and their self-management of emotions , rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	4,5
Lunch time well being intervention for disadvantaged pupils	<p>EEF –Moderate impact for low cost base on very limited evidence</p> <p>Social and emotional learning (SEL) interventions seek to provide pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly</p>	4

	<p>on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	
Subsides for trip and experiences for disadvantaged pupils	<p>Outdoor Adventure Learning (+4 months – EEF Toolkit)</p> <p>Equity – Equalities act, entitlement for all</p> <p>Equity provides people with resources that fit their circumstances. The World Health Organization (WHO) definition of social equity is “the absence of avoidable or remediable differences among groups of people.” [5] Schools that prioritize equity versus equality are more in tune to their students’ needs and provide resources to overcome their specific challenges.</p>	4,5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £127,650