

Pupil premium strategy statement – Christ Church C of E Primary

This statement details our school's use of pupil premium (and recovery 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	214
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kerry Pope, Headteacher
Pupil premium lead	Claire Pendlebury, Deputy headteacher
Governor / Trustee lead	Julia Bishop, lead for disadvantaged pupils

Funding overview

Detail	Amount
Total budget for this academic year	£59,085

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 reach their full potential across all subject areas. We want all pupils to want to come to school, be the best they can be and flourish in our nurturing school family. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

We consider the challenges faced by vulnerable pupils, such as children in care, those who have a social worker or those with special educational needs and disabilities and provide a clear pastoral offer. 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, 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 are 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	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry at EYFS. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged peers.</p> <p>At the beginning of the academic year 2025, 50% of disadvantaged pupils in EYFS were below the expected standard for oracy.</p>
2	<p>Attendance data shows a significant percentage of disadvantaged pupils are also classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.</p> <p>End of year data for 2024-2025 shows that over a third (33%) of pupils classed as persistently absent were disadvantaged pupils.</p> <p>Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Attainment for children who are disadvantaged and have SEN needs.</p> <p>Of the disadvantaged cohort for 2024-2025, 58% of these pupils were receiving SEN support. This is well above the national average of 39%</p>
4	<p>Internal and external assessments indicate that EYFS GLD attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At the end of EYFS in 2024-2025, 33% of our disadvantaged pupils achieved GLD compared to 78% of non-disadvantaged peers.</p>
5	<p>End of year data for disadvantaged pupils in writing and maths combined for all pupils (220) in 2024-2025 was significantly lower than attainment when compared with non-disadvantaged peers (35% disadvantaged compared to 57% for those non-disadvantaged pupils).</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for an increasing number of pupils, more of our families are accessing support via a range of agencies such as Let's talk Well, Young Minds Matter and CAMHs in addition to the support offered internally through pastoral sessions which follow the Thrive Approach.</p> <p>At the end of the academic year 2024-2025 43% of disadvantaged pupils were also accessing pastoral support.</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.	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils.</p> <p>Ability to use the formulaic language of Voice 21 in cross curricular activities, supported by sentence stems and the pre-teaching of key vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and ongoing formative and summative assessment.</p> <p>Pupils identified for specific speech and language (S&L) support achieve their individual targets, with a significant percentage no longer needing intervention after a set period of intervention from external agencies.</p> <p>Enhanced engagement in lessons: teachers will observe significantly improved engagement in classroom discussions, with pupils demonstrating confidence in using new and more complex academic vocabulary. Consistent use of strategies such as "THINK PAIR SHARE" and SIGNAL, PAUSE, INSIST from core classroom management techniques from "Teaching Walkthrus" (by Tom Sherrington & Oliver Caviglioli) to ensure opportunities to experiment with and rehearse language.</p> <p>Increased use of more complex vocabulary: pupils will formulate more complex sentences, use a wider range of vocabulary in appropriate contexts, and structure narratives more effectively in their spoken interactions.</p>
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance by 2025/26 demonstrated by: the overall rate of persistent absence falls from 33% at the end of 2024-2025 to 20% or less in 2025-2026.
Improved levels of development for disadvantaged pupils by the end of EYFS	<p>EYFS outcomes in 2025/26 show that 70% of disadvantaged pupils achieve GLD and that the gap between disadvantaged and non-disadvantaged is narrowed.</p> <p>Good attendance will be key to this and so careful monitoring will also be included to ensure barriers to success are removed.</p>
Improved writing and maths attainment	KS1 and KS2 writing and maths outcomes in 2025/26 show that at least 65% of disadvantaged pupils met the expected

among disadvantaged pupils.	standard for writing and maths and narrow the gap with reading attainment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals for support • a significant increase in participation in enrichment activities, such as extra-curricular clubs particularly among disadvantaged pupils • An increase in attendance • An increase in lesson engagement <p>An increase in parental confidence with accessing the right support at the right time</p>

Activity in this academic year

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

Teaching

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for key staff members to ensure interventions are administered and assessed correctly.</p> <p>Introduce PiXL resources and processes to enhance data analysis, assessment, and targeted intervention, improving pupil progress and outcomes across all key stages.</p>	<p>Training for teachers and teaching partners to ensure high quality teaching, assessment and a broad and balanced, curriculum that responds to the needs of pupils</p> <p><u>Effective Professional Development EEF</u></p>	1,3,4,5
<p>Enhancing dialogic activities across the school curriculum in all subject areas using Voice 21 and oracy. These will support pupils to</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	1,3,4,5

<p>articulate key ideas, consolidate understanding and extend vocabulary using exploratory and presentational talk.</p> <p>We will fund subject release time to monitor the effects of oracy across the school.</p>	<p>inexpensive to implement with high impacts on reading: <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Ensure fidelity to the SSP across EYFS and KS1 to secure strong phonics starting points for all pupils.</p> <p>We will fund teacher release time to embed key elements of our SSP Essential Letters and Sounds for all staff, updating and training staff as required.</p> <p>Purchasing of materials for KS2 that build on strong phonics foundations.</p> <p>To improve fluency in reading- ensuring all staff are aware of its importance and are modelling/ using echo reading frequently in whole class reading sessions</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1,3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Pastoral (THRIVE) approach routinely used and supported by professional development and training for staff.</p> <p>Use of external agencies such as YMM/ Let's Talk Well and MoveMore Family Support</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): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	1,2,3,4,5,6

Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills using Voice 21.</p> <p>Training for new staff. Refresher training across the year.</p>	<p>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:</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 3, 4, 6</p>
<p>Early and ongoing additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Improve handwriting in EYFS / Key stage 1 by implementing The Writing Framework guidance</p> <p>Improve writing outcomes for all year groups</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><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p>The Write Journey- Gloucestershire. Evidence into Action partnership. Gloucestershire Research School's collaboration with Gloucestershire County Council is one of <u>10 new regional partnerships</u> to improve teaching and educational outcomes for local pupils, specifically those from socio-economically disadvantaged backgrounds. Writing outcomes stood out as a significant concern from EYFS right through to Key Stage 4 in Gloucestershire. By Key Stage 4, only around 50% of our county's disadvantaged learners achieve 4+ in their English Language GCSE, compared to 80% of their non-disadvantaged classmates. This is having a disproportionate effect on all other areas of learning, resulting in significant underachievement throughout Gloucestershire learners' education.</p>	<p>1, 3, 4,5</p>

CPD training	Targeted deployment, where teaching partners are trained to deliver an intervention to a small group or individuals has a higher impact. Investing in professional development for teaching partners to deliver structured interventions can be a cost-effective approach to improving learner outcomes <u>Teacher Assistants Intervention EEF</u>	1, 3,4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for Attendance Lead to develop and implement procedures and work with Trust and LA.</p> <p>Whole staff training on attendance approaches with the aim of developing our school ethos and improving attendance for all.</p> <p>Attendance lead training with Trust.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Improving Attendance for disadvantaged pupils</u></p>	2, 6
<p>Use of external agencies to remove barriers to attendance and learning.</p> <p>Continued employment of a family support adviser from Move More</p>	<p>EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><u>Support and Engagement EEF</u></p>	2,5,6
<p>Contingency fund for acute issues to ensure all children have access to all areas of school life.</p>	<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: £59,085

Part B: Review of the previous academic year: Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Ability to use the language of Voice 21 in cross curricular activities. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and ongoing formative assessment.	Figures from Summer Term 2024 to Summer Term 2025 increased from 56.25 to 67% (10.8% improvement) for children in Years 1-6 who achieved on track or higher for their spoken language skills. Participation in schemes such as the county's "Look who's Talking" competition have supported children's understanding of the difference between exploratory talk and presentational talk. Teachers prioritise talk across the curriculum. We ensure every voice is valued.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance by 2025/26 demonstrated by: the overall persistent absenteeism rate for disadvantaged pupils falling to 10%.	In the academic year 2024-2025 7% (3 pupils) were persistently absent. It is important that as a school we build on this success as we come to the end of our 3-year cycle by maintaining good working relationships with parents and removing barriers to attendance from EYFS onwards.
Improved levels of development for disadvantaged pupils by the end of EYFS	EYFS outcomes in 2025/26 show that 70% of disadvantaged pupils achieve GLD.	33% of children achieved GLD in the year 2024-2025 (1 out of 3 pupils). These children made good progress from their starting points but not enough in to achieve GLD. Additional factors such as EAL and SEN needs also impacted on end of year goals.
Improved writing and maths attainment among disadvantaged pupils.	KS1 and KS2 writing and maths outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard for writing and maths and narrow the gap with reading attainment.	In KS1: 50% maths and writing attained EXS or better (4 pupils). In KS2: 38% maths and writing attained EXS or better (3 pupils). In the final year of this cycle, we will focus the gaps for all disadvantaged so that we reach our target of 65% combined for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations 	We have continued to employ an external provider Move More as well as working closely with Young Minds Matter to ensure that all pupils receive the right support at the right time. Summary impact:

<ul style="list-style-type: none"> • a significant reduction in referrals for support • a significant increase in participation in enrichment activities, such as extra-curricular clubs particularly among disadvantaged pupils • An increase in attendance • An increase in parental confidence with accessing the right support at the right time 		
	<i>6 Webinars</i> <i>(Number of parents registered and accessed the recording)</i>	117
	<i>Family challenges</i> (number of challenges shared)	3
	1 F2f parent session (number of parents attended)	4
	1-1 Support (number of families)	17
	Newsletters (number shared with the school)	6
Total number of families engaged in direct contact	138	

Externally provided programmes

Programme	Provider
Move More Family Support	Move More Organisation
Nessy	Bristol Dyslexia Centre
Essential letters and sounds	Oxford University Press
Clicker	Crick Software

