

# 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	218
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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
<b>Total budget for this academic year</b>	£68,080

# 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 <b>oral language skills and vocabulary gaps</b> 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, 66% of disadvantaged pupils in EYFS were below the expected standard for oracy.</p>
2	<p><b>Attendance</b> 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 2023-2024 shows that 50% of all pupil classed as persistently absent were disadvantaged pupils (this was 20% of the overall disadvantaged cohort).</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 2023-2024, 29% of these pupils were receiving SEN support and 12.5% with an EHC plan. These figures are above the national average- 14% and 3% respectively.</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 2023-2024, 50% of our disadvantaged pupils achieved GLD compared to 67% of non-disadvantaged peers.</p>
5	<p>End of year data for disadvantaged pupils in writing and maths for KS2 at the end of 2023-2024 was lower than attainment when compared with non-disadvantaged peers and the gap wider when compared to reading.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, an increased number of families are accessing support via a range of agencies such as TIC+ Young Minds Matter in addition to the support offered internally through pastoral sessions which follow the Thrive Approach</p> <p>At the beginning of the new academic year 2024-2025 38% 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.	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.
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%.
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.
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.
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in referrals for support</li> <li>• a significant increase in participation in enrichment activities, such as extra-curricular clubs particularly among disadvantaged pupils</li> <li>• An increase in attendance</li> <li>• An increase in parental confidence with accessing the right support at the right time</li> </ul>

## 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>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>	<p>1,3,4,5</p>
<p>Enhancing dialogic activities across the school curriculum in all subject areas using Voice 21 and oracy. These will support pupils to 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>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:</p> <p><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	<p>1,3,4,5</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>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:</p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	<p>1,3,4</p>

Purchasing of materials for KS2 that build on strong phonics foundations.		
<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&lt; TIC+ 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):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5,6

## Targeted academic support

Budgeted cost: £33,000

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.</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><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4, 6
<p>Early and ongoing additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3, 4,5
<p>CPD training</p>	<p>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</p>	1, 3,4, 5

	can be a cost-effective approach to improving learner outcomes <u>Teacher Assistants Intervention   EEF</u>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £23,080

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>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: £68,080**

## 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. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and ongoing formative assessment.	EYFS baseline data in 2023 showed 25% of pupils were working at the expected standard for speaking at the beginning of the year compared to 100% by the end of the year.  Voice 21 remains an integral part of our delivery and a whole school approach to learning.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced so that both are above the national average.	Target has been met. Overall 1.27 and for PP children 1.14. Using Dfe statistics, nationally this means we are in the 2 <sup>nd</sup> decile of all schools; the top 10-20%.  PA: 20% of disadvantaged pupils were below 90% attendance.
Improved levels of development for disadvantaged pupils by the end of EYFS	EYFS outcomes in 2025/26 show that more than 70% of disadvantaged pupils achieve GLD.	Outcomes for 2023-2024 show 50% of PP reached GLD target. 50% of EAL also achieved GLD following targeted interventions.
Improved writing and maths attainment among disadvantaged pupils.	KS1 and KS2 writing and maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard for writing and maths and narrow the gap with reading attainment.	67% ARE at end of KS1 for maths. Writing data remains a key area of focus for this year group.  90% achieved ARE+ at end of KS2 with 100% achieving ARE+ in writing
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in referrals for support</li> <li>• a significant increase in participation in enrichment</li> </ul>	38% of disadvantaged pupils are currently accessing pastoral support. This is a growing yearly figure.  Improved picture with children attending extra-curricular clubs. Of the disadvantaged pupils, 70% took up the offer of at least one club.

	<p>activities, such as extra-curricular clubs particularly among disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• An increase in attendance</li> <li>• A decrease in the percentage of pupils needing pastoral support</li> </ul>	
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## 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

