

Pupil premium strategy statement – Christ Church Primary School 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church CE Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	13.12.2024
Date on which it will be reviewed	13.12.2027
Statement authorised by	C.Harrison
Pupil premium lead	S.Reid
Governor / Trustee lead	S Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,870
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,870

Part A: Pupil premium strategy plan

Statement of intent

OUR PUPIL PREMIUM STATEMENT OF INTENT

Our vision is that every Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

We use our pupil premium funding to support our pupils, from whatever their starting point, to make the maximum progress they can academically as well as socially and emotionally.

We offer a wide range of strategies to tackle disadvantage and support each individual to achieve the best possible outcomes. In all our work as a Federation we strive to offer equality of opportunity, remove barriers to learning and close any identified gaps in attainment and progress.

Our Federation's Key Principles for our strategy plan are to:

- Focus on quality first teaching for all pupils, irrespective of their background and academic ability.
- Ensure appropriate provision is put in place to support our vulnerable and disadvantaged families so they may access our curriculum offer in full.
- Interrogate our school data to identify attainment gaps in order to formulate our key strategies to address challenges to achievement.
- Offer targeted academic support as well as strategies that address non – academic factors (including attendance, behaviour and social and emotional support).
- Strive to engage all stakeholders to fully participate in the life of our schools and the opportunities they offer in order that each individual pupil can reach their full potential. Endeavour, as best we can, to offer a diverse range of activities that will enhance each pupils' life and cultural experiences.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils join our school in EYFS with lower than typical starting points.
2	Many disadvantaged children in our school have multiple barriers to learning including SEN/ LAC/ CIN/ CP/ SEMH

3	There is gap in attainment and progress between non-disadvantaged and disadvantaged for the core subjects – we strive to close this gap
4	Establish strong foundations in communication and language, reading, writing and mathematics so that all pupils, including the most disadvantaged, can access the rest of the curriculum
5	Improve limited cultural capital and life experiences in order to give pupils a good grounding in life skills, general knowledge and to support them to access the curriculum
6	Raise levels of aspiration, resilience and study skills as well as tackle low confidence and self-esteem
7	Regular attendance is a challenge for some pupils – improve Persistent Absence data There are some pupils who arrive late to school this results in loss of learning time
8	Support pupils with SEND / SEMH / attachment issues who find transition from home to school and drop off challenging
9	Some pupils from disadvantaged backgrounds have limited resources to access home learning and online platforms

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	Challenge number
Continued improvement in quality first teaching across all subjects	<ul style="list-style-type: none"> Quality first teaching meets the needs of all children and closes in gaps in knowledge Comparison data for PP and non-PP pupils show a higher percentage of PP pupils achieving at least the expected standard all pupils are seen to make expected and better than expected progress in all areas of the primary curriculum. 	1,2,3,4
All pupils develop firm foundations in communication and language reading, writing and maths and	<ul style="list-style-type: none"> Little Wandle phonics is embedded. Keep up and catchup groups in phonics are effective and based on rigorous assessment and tracking. T4W is used effectively to teach English, develop vocabulary and oracy 	1,2,3,4

there is no significant gap in achievement between the PP and Non-PP pupils	<ul style="list-style-type: none"> Maths teaching effectively develops mental and written fluency, reasoning and problem solving Targeted maths interventions are put in place across the year groups Reading is a priority for all across the school – Think Aloud PP and disadvantaged pupils are prioritised to read with Volunteer reader Activities and play at lunchtime and breaktime develop resilience, problem solving and communication skills Nessy used to support pupils with gaps in learning for reading, spelling and maths 	
Teachers have a clear understanding of assessment and plan effectively to narrow any gaps	<ul style="list-style-type: none"> Teachers are confident at using AFL and assessment data to plan for learning and targeted intervention Star assessment, Arbor and Tapestry are used effectively to ensure pupils make good progress and gaps are closed AFL is used effectively to identify misconceptions and gaps in learning Data shows that gaps have been closed between PP and non-PP pupils 	1,2,34
Targeted interventions are effective and ensure gaps in learning are closed	<ul style="list-style-type: none"> Early identification of needs and gaps in knowledge Interventions are purposeful and support the bottom 20% to make rapid progress PP pupils benefit from small group interventions SEN interventions effective - PLPs are used effectively to ensure all pupils achieve and make progress Positive pupil/parent/carer voice surveys. Targeted Booster groups for Year 6 pupils improve attainment and progress. PP and disadvantaged pupils prioritised Nessy intervention sessions – improve outcomes for those with learning needs in maths and English PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support. 	1,2,3,4
To provide suitable CPD opportunities so staff are equipped to provide Quality first teaching and targeted interventions	<ul style="list-style-type: none"> High 'quality first teaching' evident through monitoring and data analysis Positive staff, pupil and parent voice surveys. Subject leaders attend network meetings, specialist training eg. PTI, High quality SEND training provided to all staff so they feel equipped to meet the needs of all pupils 	1,2,3,4
To ensure the most vulnerable and disadvantaged pupils are able to access all the online learning resources including Spelling Shed, Times-tables Rockstars, Nessy, Teams Classroom	<ul style="list-style-type: none"> All pupils to be able to access homework There are opportunities for pupils to access online platforms in school eg. during lunch time, breaktime, breakfast club, homework club All year 6 pupils are given revision books and materials to support home learning and preparation for SATS 	9
Develop our pupils their cultural capital and life experiences to ensure they have a good grounding, general life skills and basic knowledge.	<ul style="list-style-type: none"> Equal uptake for and trips/visits and experiences between PP and non-PP students. All pupils take part in a wide range of enriching activities These experiences enable all pupils to engage better with the academic curriculum and wider curriculum of the school 	5

	<ul style="list-style-type: none"> Equal uptake for extracurricular activities and experiences between PP and non-PP students. Pupils participate in a wide range of workshops that broaden their experiences 	
Improve Attendance and punctuality Close the gap between PP attendance and non PP attendance	<ul style="list-style-type: none"> Gap between PP and non-PP students school attendance narrowed and all pupil's attendance is at least 97% by the end of the year. All disadvantage pupils to attend school regularly and on time Attendance and punctuality will improve for targeted children in line with all pupils Persistent Absence will be reduced Pupils with SEND/ SEMH/ Attachment are supported come to school and settle quickly without disruption to their learning 	7
Enable students to have the emotional resilience to succeed in their learning and flourish	<ul style="list-style-type: none"> Behaviour Pathway is used consistently ELSA providing effective support for pupils with SEMH Zones of regulation used consistently throughout the school Mental health champions running effectively Pupils benefit from outdoor learning Activities and play at lunchtime and breaktime develop resilience, problem solving and communication skills 	6

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 (for example, CPD, recruitment and retention)

Budgeted cost: £39,541.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school development of Oracy Communication and Language Development of subject leader knowledge Whole staff CPD	Developing oracy in schools significantly boosts academic attainment (especially reading), improves social-emotional skills like confidence and empathy, increases career readiness by teaching vital communication skills, and fosters greater equity, particularly for disadvantaged students, by giving all learners a stronger voice and deeper learning. It makes students more engaged, helps them articulate complex ideas, and builds foundational life skills beyond just English class, impacting learning across the entire curriculum	1,2,3,4
Whole School. Continue to embed 'Talk for Writing' pedagogy for planning and teaching English. This will be done through Training, planning support, Subject leader support and professional dialogue	Data shows that T4W Centres, despite serving more challenging areas, attain at a significantly higher standard than the national average. Between 2016 and 2019, there was an improving picture, which led to a 10% difference between Training Centres and the national average for children reaching the expected level in KS2 SATs. Post-covid	1,2,3,4

	when SATs tests resumed in 2022, the 10% gap remained and is at 11% in 2025	
<p>Invest in continuation of whole school SSP phonics program.</p> <p>Further embed the Little Wandle Phonics Scheme to develop and improve the teaching of Phonics and development of reading throughout the school, initially focussing training for Teachers and TAs/LSAs in Early Years and Key Stage</p> <p>Use Support staff lead LW reading sessions across the school</p> <p>All pupils in YR,Y1 & Y2 read in small focused group with an adult 3x a week</p> <p>There are LW reading groups for those that still need them in Y3 & Y4</p>	EEF - Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	1,2,3,4
<p>Year 6 booster sessions</p> <p>After school maths session (1x a week)</p> <p>In school focus group session (3x a week)</p>		1,2,3,4
All pupils in Year 6 are provided with revision material to support them to prepare for SATs test.	Revision is guided and supported by class teacher	9
To ensure all pupils are able to access all the online learning resources including Spelling Shed, Times-tables Rockstars, Nessy, Teams Classroom	<p>Online learning platforms allow pupils to practise maths, reading and spelling skills</p> <p>Teachers can monitor pupil engagement and progress using these sites. Activities can be set to match pupils needs and gaps in learning</p>	9
Effective Data Analysis: using Star Assessment, Arbor and Tapestry	Teachers and support staff use these platforms to assess pupils, analyse data and plan for effective intervention	1,2,3,4
Development of Continuous Provision in Year 1 to support pupil's smooth transition from EYFS to year 1	The Education Endowment Foundation (EEF) and related research highlight that well-planned, challenging continuous provision in Year 1 effectively bridges the EYFS-KS1 gap, fostering independence, embedding skills (especially maths and literacy through guided play/child-led learning), and boosting engagement, moving beyond simple EYFS repetition to meet National Curriculum demands and improve deep learning for better outcomes. Its impact comes from providing rich, open-ended activities, allowing consolidation, and enabling adults to observe needs, supporting progress in foundational skills like reading fluency and vocabulary.	1,2,3,4
Develop the use of Outside Spaces for learning and play.	Based on the Education Endowment Foundation (EEF) Early Years Toolkit and related research, implementing purposeful, play-based learning—often referred to as guided play or structured play—has a positive impact	5

outdoor spaces for learning and play and are confident to use them	on early learning outcomes, with an average of +4 additional months' progress for young children	
Train staff to deliver outdoor learning 'Forest school' and to use the school community garden to deliver the curriculum	The Education Endowment Foundation (EEF) views Forest School (and outdoor adventure learning) as promising for boosting non-cognitive skills like resilience, confidence, and motivation , which can indirectly support academic attainment by improving engagement and perseverance, though direct evidence of improved attainment needs more study, with general research highlighting benefits in self-esteem, cooperation, communication, physical skills, and environmental awareness	5
Cost of Release of subject leaders and teachers for training and development for these.		

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

Budgeted cost: £33,129.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of targeted interventions in small groups for the core subjects in order to close the gap for disadvantaged pupils		1,2,3,4
Reading support for Disadvantaged pupils: Volunteer readers 3x a week	Coram Beanstalk readers provide crucial one-to-one support that significantly boosts children's reading confidence, enjoyment, and attainment, with 99% of schools reporting increased pupil confidence. The program improves attitudes toward learning for 97% of children and enhances overall well-being. Volunteers foster positive relationships, helping children overcome reading anxiety and fostering a lifelong love of book	1,2,3,4
ELSA Pupils with SEMH access ELSA sessions to support their emotional wellbeing SS member attends supervision and additional training	Research indicates Emotional Literacy Support Assistants (ELSAs) positively impact pupils' emotional literacy, well-being, and behaviour, leading to better social skills, self-esteem, and reduced negative incidents, with evidence showing improved emotional regulation and academic readiness,	

Delivery of high Quality SEND interventions Review of quality and impact of SEND Interventions . Identify pupils falling behind or where there is a need	Bucket therapy – attention and focus Lego Therapy – Food intervention – Social communication	1,2,3,4
SEND – Targeted CPD for all teaching and support staff to support planning for Pupils with SEND	High quality SEND training to ensure good provision both in class and for interventions	
Cost of Releasing/covering staff for training and development for these.		

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

Budgeted cost: £34,198.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the use outside spaces. Playtimes and lunchtimes	<u>Playwork Foundation</u> Research shows that play, especially guided or structured play led by trained adults ("playleaders"), significantly boosts children's social, emotional, cognitive, and physical development, improving skills like empathy, problem-solving, executive function, language, and resilience	12,4,
Embed Zones of Regulation so that it is used consistently throughout school. Continue to train staff and pupils to use ZoR language and strategies	Using <u>The Zones of Regulation</u> in schools significantly boosts students' emotional literacy, self-regulation, and social skills, leading to better behaviour, increased empathy, improved focus for learning	6
Mental Health Champions Continue embedding this	Research by the Education Endowment Foundation (EEF) suggests that school-based mental health programs show promising impacts on student well-being and behaviour, with some positive effects on health outcomes and reduced externalizing behaviours	6
Set up Universal breakfast club so all pupils have the opportunity to attend to improve, behaviour, attendance and academic achievement	The UK Department for Education's (DfE) Universal Breakfast Club initiative aims to provide free breakfast clubs in all state primary schools by 2026, with an £80m investment, expecting significant positive impacts like improved behaviour, attendance, and academic attainment , especially in reading, writing, and maths for younger pupils, while also easing financial burdens on families and supporting working parents	8,7
Develop further Year 1 continuous provision Extend use of outside area for provision in both reception and year 1	Continuous provision in Year 1 bridges the gap from Reception, fostering independence, curiosity, and deeper learning by allowing children to apply skills in play-based contexts. It can boost engagement and academic outcomes—such as writing stamina and phonics, Outdoor learning is enhancing PP and non-PP Pupils experiences through a wider range of practical and environmental learning activities.	1,2,4

To use school-based Sports coach to support lunchtime behaviour through structured play. Train Meal time supervisors to support lunchtime activities –	<u>Playwork Foundation</u> Research shows that play, especially guided or structured play led by trained adults ("playleaders"), significantly boosts children's social, emotional, cognitive, and physical development, improving skills like empathy, problem-solving, executive function, language, and resilience	6
Home-School Link Worker (HSLW) to support PP families	HSLW to support our families when a need arises either through safeguarding concerns, attendance concerns or general concerns. Food bank to support families in need Uniform and clothing to support families in need Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school applications; understanding school life and curriculum	8,7
Improve attendance and punctuality. Reduce Persistent Absence. Ensure PP pupils attend regularly Close monitoring of attendance. Engage and support parents.	Individual and whole school attendance prize Subsidise breakfast club places for Pupil Premium children who are regularly late to school. HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track. Close the gap between the percentage of attendance of PP pupils at 93% and all school pupils at 96% so that both percentages are over 97%. Adult support and use of sensory room for pupils who struggle emotionally at drop off	7,8
Food Parcels and financial support programmes to support vulnerable families during the Christmas, Easter and Summer holiday periods	This is available and used for all PP families and vulnerable families who need support with food where needed to support the families during the holidays when the children do not have access to school meals.	9
Counselling support from Grenville Counselling for PP and vulnerable pupils and parents	Counsellor supports our pupils to ensure there are no barriers to our most vulnerable pupils learning, well-being and pastoral needs.	6
Ensure there is a wide range of trips (including residential) workshops and experiences for all children across the school.	Support to ensure all pupils have the opportunity to go on school journey or take part in trips and workshops	9,5
Extend Parental Engagement Initiatives to support parents and carers	Parents invited to Celebration Collective Worship, and Class Collective Worships during each term, as well as church services for Christmas and Easter and Harvest. Parent workshops – to inform and support parents	6,9

Total budgeted cost: £ 106,870

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 2025 to 2026 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Beanstalk Readers Programme	Beanstalk Readers (school has now set up own volunteer reading initiative)
Talk for Writing	Jamie Thomas Consulting
Counselling Programme	Grenville Counselling