Pupil premium strategy statement

Christ Church Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2026-2027 academic year. This is year 3 of our 3-year strategy.

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	113 pupils YR to Y6 and 8 in Nursery
Proportion (%) of pupil premium eligible pupils	12.4% New Targeted pupils only 11% Ever 6 pupils only Total – 23.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027 Year 3 of 3
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Emma Clarke, Acting Head of School
Pupil premium lead	Emma Clarke, Acting Head of School
Governor / Trustee lead	To be decided in November 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,650
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	£35,650

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Our school vision is 'Preparing, Sowing, Growing' and we recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement – and we are investing in preparatory work to enable children to get into good learning routines.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an excellent teacher is in every class and that they are encouraged to maintain focus on teaching and subject knowledge so that each child's progress is maximised. This means focusing on evidence-based CPD to ensure teachers are making changes and adapting their practice to give every chid the support they require to make progress.
- Closing the attainment gap between disadvantaged pupils and their peers, so are looking not just at Quality First teaching to close gaps but at short term interventions focused on Speech and Language – using Talk Boost and on Class Time empathy lessons to boost resilience and emotional well-being to enable pupils to persevere with learning
- Monitoring progress and highlighting pupils who are not making the expected progress and providing targeted academic support.
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most.

Challenges

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

Academic barriers to achievement	Non-academic barriers to achievement
1. Low levels of literacy – particularly lower support for reading at home was found from our own research into the number of reads disadvantaged and non-disadvantaged pupils did over 2 school years	5. Poor attendance – historically disadvantaged pupils have been over-represented as a % amongst persistent absentees (below 90% attendance)
2. Poor language and communication skills– oral language skills and language development for EYFS and KS1 have historically been lower amongst disadvantaged pupils	6. Poor behaviour – over representation of disadvantaged pupils in the Behaviour Log of CPOMS
3. Lack of targeted support – with main budget funding challenges the amount of teaching assistant time has been cut (traditionally able to offer targeted interventions)	7. Lack of parental engagement – over representation of disadvantaged pupil parents not attending reading meetings/e-safety information sessions etc.
4. Lack of school readiness – this has led us to set up our own nursery class in school from September 2023	8. Lack of focus and confidence due to poor mental health and wellbeing exacerbated by difficulties in accessing mental health support locally

Intended outcomes

Our implementation processes

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices

- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical, and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

An example of this approach can be seen through the 'No Worries' programme which we have implemented. We identified the key priority of mental well-being as a response to the difficulties some of our children (including several disadvantaged pupils) were having accessing BeeU and other early intervention programmes. We looked at programmes that might address some of these issues in school and the skills set of available staff. One of our teaching assistants, with a mental health background was sent to train on the No Worries programme which was written by the Educational Psychology Service. A sample group of pupils were selected to trial the programme and parents were included and invited to look at the materials. The programme was delivered over a term and evaluated. A plan was then made to deliver the intervention more widely. This was then delivered more widely and rolled out to vulnerable pupils. We have since been 1 of 3 Shropshire schools to train a TA to deliver 'Seasons of Growth' over the Covid-19 pandemic to address issues of loss and change (recommended by Educational Psychology Team). We have continued to invest in mental health strategies to address underlying barriers, in 2021-22 we implemented Zones of Regulation which supports pupils who have difficulty self-regulating to particularly help address the previous over-representation of disadvantaged children having behavioural issues. In 2022-2023 we prioritised Talk Boost sessions – both as a whole school but also to small groups including many of our disadvantaged pupils. This is to help address the vocabulary gap which has been identified by evidence as impacting disadvantaged children and to address speech and language issues which arose over Covid lockdowns. In 2023-24 we prioritised oracy as a whole school approach on our SDP but recognising that some children from a disadvantaged background will need extra tutoring to close the vocabulary gap they came into school with – so we are using Talk Boost in 2024-2025. In 2024 we trained an ELSA teaching assistant to try to promote resilience and to work particularly with disadvantaged pupils in KS1. We have prioritised collaborative projects such as PINS (partnership and inclusion of neurodiverse in schools) and a speech and language programme.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching

2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. **Encouraging self-led professional development**: Staff are given an allocation of PD time to read and reflect on their own practice. In 2018-19 this was Hendricks: What does this look like in the Classroom? Time was also spent reflecting on Rosenshine's Principles of Direct Instruction. In 2019-20 this was on Prof Steve Peter's work on helping children to understand and manage their emotions and behaviour better. Staff read, reflected, and then prepared a staff meeting each term on an aspect of the book which has been studied. In 2020-21 looked at Guy Claxton and Becky Carlzon's work on "Powering Up Children: The Learning Power Approach to Primary Teaching" and we continued implementing the Learning Power Approach in 2021-22 as this proved very effective in developing both a knowledge rich curriculum but also in developing 'soft skills' (e.g. collaboration, independence) that disadvantaged children might have less opportunities to develop at home and that the Covid lockdowns have highlighted such skills as essential. In 2022-2023 we focused on three Education Endowment Reports – Improving Literacy, Improving Maths in KS2 and KS3 and Working with Parents to Support Children. In 2023-24 we looked at Cambridge Oracy Framework. In 2024-25 we looked at Jonathan Haidt's 'The Anxious Generation' to support our understanding of the importance of play in early childhood and the impact that exposure to social media and smartphones is having on children's ability to engage and concentrate in school. In 2025-2026 we are looking at Christopher Such's Teaching Primary Reading Simplified and implementing whole school strategies from his book throughout the school. In 2026-2027 we are looking at the Education Endowment Report and Training Guide for Inclusive Teaching with all staff.
2. **Professional development by accessing high quality subject input**: In 2018-19 this meant staff accessed Jane Considine's writing course and input from our local Teaching School on Reading Comprehension skills. In 2019-20 and 2020-21 staff accessed PD from subject specialists. This also included making the most of online training during Covid-19 Lockdown including Jane Considine work on reading and spelling, as well as quality CPD through University of Chester. Staff have also utilised support from curriculum associations such as Historical Association and Geographical Association. During 2021-2022 and 2022-23 we have widened the subject associations we belong to and have purchased more subscriptions to support staff development, subject knowledge and manage workload -we now belong to D&T Association, buy in Mr PICT scheme of work, belong to Access Art and have utilised support from local Maths Hub. In 2023-24 Lindsay Douch, our Maths Lead joined a Mastery Hub to look at how to support the mastery approach when teaching mixed age classes and Emma Clarke joined a Y5-Y8 workgroup to look at how to support children in maths when transitioning to secondary school. In 2025- 2026 the curriculum is being redesigned using high quality resources to ensure progression and consistency across the

school. In 2026-2027 we are in the second year of our revised curriculum using specific schemes (Kapow, Key Stage History, Teach Computing, Natre RE) to support high quality teaching in all subjects.

3. **Support for initial teacher training**: Staff have been given time to support both PGCE and degree with QTS students from the Alliance for Leading Learning, Thomas Telford Trust, University of Worcester and the University of Chester. We believe that training new members of the teaching profession encourages experienced teachers to reflect on their own practice and Teacher Standards and ultimately improves classroom provision for all children. With a wider recruitment crisis in education, it also shows a commitment to the wider needs of pupils, including disadvantaged pupils. During Covid we continued to offer placements where we could and where universities needed them as we saw the benefits to our school and the wider profession. In the summer term of 2021, we had 8 Associate Teachers working across the school which enabled us to offer quality post-Covid interventions. During Autumn term 2021 we had 8 Associate Teachers again working in school which helped us to remain open when we had a third of staff off with Covid. Time is needed though for good quality supply cover to enable teacher release to ensure that there is sufficient mentoring and quality control of lessons ATs teach. More ATs had placements in school in Spring and Summer 2022. In Autumn 2022 we widened our collaboration to work with School Direct routes from our local Teaching School and this continued into 2023-24. We have taken one student from Worcester University in 2025-2026 so far and are awaiting more throughout the year. We have applied for teaching students form Worcester University in 2026-2027 and will hopefully welcome some during the year. We have a student undertaking a two-year teaching assistant course join our school for two days a week in EYFS.

Targeted academic support

1. **Structured interventions**: Introducing vocabulary interventions for pupils with poor oral language and communication skills. We have trained staff to deliver Talk Boost for KS1 and KS2. Two more staff are receiving training in 2026-2027.

2. **Small group tuition**: Introducing targeted English and maths teaching for pupils who are below age-related expectations from our own staff and using the National Tutoring Programme. 9 children from Y4 and Y6 accessed NTP in Autumn 2021. A further 9 children accessed NTP sessions in Spring 2022 with 9 children also accessing School Led Tutoring. 3 children had summer holiday tutoring in Maths where we felt they needed this continuity of approach. In 2022-23 we prioritised the youngest children using qualified known teachers.

3. **One-to-one support for disadvantaged pupils**: Creating additional teaching and learning opportunities using TAs and teachers. Our SENCo has been giving specialist dyslexia tutoring to a number of children with complex needs and has been overseeing screening for all Y3 pupils which can then lead to specialist provision.

4. **Smaller class sizes**: In 2019-20 we expanded from three to four classes and in 2020-21 we expanded to five classes. Post Covid-disruption this enabled us to focus on the Year 6 cohort who were in a small class of 13. In 2021-22 we prioritised EYFS for a smaller cohort, mindful of research on language impact of lockdowns affecting the youngest children and so in September 2021 we had a YR class of 17 and a Y1 class of 18. From 2022-2023 due to increasing numbers are class sizes have reverted to normal, but we continue to place staff strategically – with the belief that the earlier we can intervene the better – so we have more TAs working in EYFS to promote language development, ensure all children are keeping up with phonics and close the language gap. In 2025-2026 we have restructured the classes to reduce size, so we now have Reception/Year 1, Year 1/2, Year 3/4, Year 4/5 and a Year 6 class.

Wider strategies

1. **Wider health focus**: Our SDP has focused particularly on health (physical and mental) over the last 2 years and will continue to do so in 2024-25. We have collected data on pupils' fitness levels and addressed areas of inequality. Staff training has focused on mental well-being and has included training for all staff: teachers, teaching assistants and lunchtime supervisors on emotional well-being. The 'No Worries' programme and 'Zones of Regulation' are part of this strategy. We are accessing Mental Health Training for Senior Leaders to ensure good practices which promote well-being are embedded in our school culture. We have used the NHS 5 Ways to Wellbeing to promote engagement with parents. We are a Research School which means we have been given opportunities to enable our disadvantaged pupils to access health opportunities e.g. diabetes screening.
2. **Values education**: We have implemented a values approach to education which has led to improvements in all children's Behaviour and the % of pupils in the Behaviour Log who are disadvantaged has decreased since our last Ofsted. Time has been spent on ensuring that our values are demonstrated throughout our curriculum and are not just part of Assemblies. Visits and visitors are part of our values curriculum e.g., visiting Hindu Temple and Sikh Gurdwara to increase understanding of cultural diversity in UK, so money to support visits where there is a values element is available. Our school rules have been rewritten in 2025-2026 to present them in child-friendly wording and these are now being embedded throughout school. Reverend Sam and Reverend Lisa take worship times weekly.
3. **Attendance**: Time has been given to supporting families to ensure that the over-representation of disadvantaged pupils becoming persistent absentees, decreases. During the Covid lockdown we paid particular attention to our disadvantaged and vulnerable family, enabling them to return to school as soon as possible. We work closely with our EWO and utilise a multi-agency response using Early Help, where appropriate to remove barriers to attendance. We use the Fast Track process where we are concerned about attendance and monitor the attendance of persistent absentees from past years closely to make sure that problems do not re-occur.

Intended outcomes	Success criteria
1. Teachers' subject knowledge will be secure and so they will be able to plan lessons which enable all children to make progress. There will be careful teaching of vocabulary to ensure that any vocabulary gap is tackled.	Disadvantaged children will be making progress at the same rate as non-disadvantaged children when measured in assessments. Lesson observations, monitoring walks, book looks, and governor logs will show careful teaching of vocabulary.
2. Disadvantaged children will have access to keep up phonics, Talk Boost and any other quality interventions which enable them to make accelerated progress.	The Y1 phonics screening check will show no difference in attainment rates between disadvantaged and non-disadvantaged children.
3. Disadvantaged children will have access to tutoring opportunities which enable them to make accelerated progress.	The gap between disadvantaged and non-disadvantaged children in NTS assessments (termly maths and reading) will lessen each year.
4. Disadvantaged children will have full access to the 'visits and visitors' curriculum.	All children across the school will have access to a programme which develops their cultural capital, regardless of their background.
5. Disadvantaged children will attend school regularly.	Disadvantaged children will not be overly represented in the persistent absentees' numbers.

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: £ *6,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Give time for lesson study and enable staff to coach each other. Support the development of speaking and listening.	Cambridge Oracy Framework	1 & 2
Staff will access high quality CPD particularly in the Foundation subjects. This means that they will learn from subject specialists – either secondary colleagues or consultants and be able to share that learning in the classroom. Recent years have seen most CPD focus on English and Maths, and we would like to widen	Ofsted Curriculum Reviews	1 & 2

that focus to other subjects to ensure that our curriculum input is high quality Most of the cost of this intervention will be staff costs/cover and course costs.		

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

Budgeted cost: £ *20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The vocabulary gap between disadvantaged and non-disadvantaged pupils will be closing over their school career. **Staff will be trained to deliver Talk Boost in whole class sessions and small groups. The intervention has very close assessment to show progress.**	EEF Toolkit – Oral Language Interventions +6 Closing the Vocabulary Gap Ofsted Review: Telling the Story 2024-2025 project supporting intensive Talk Boost in Schools	1, 2, 3 & 4
Children's misconceptions in Maths and English will be addressed and all children will make progress, particularly disadvantaged pupils. **In particular we will look at the needs of our SEND children who are disadvantaged and ensure that they have extra support.**	Collaboration with Maths Hub in 2024-26 to embed Mastery approach to Maths. Continued collaboration in 2026-2027 with the Maths Lead talking part in the Primary Teaching for Mastery Work Group.	1 & 2

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

Budgeted cost: £ *9,650*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be fit, active, healthy, and emotionally well - meaning that they will be able to engage better with learning. **Many of the Sports and physical well-being elements are funded through Sports Premium so are not double**	EEF Toolkit – Physical Activity +2	5, 6 & 8

accounted for here. But there is a school-wide recognition that we need to be holistic in our approach to health and recognise mental health too. This may mean that we need to access specialist practitioners for individual pupils where there are access difficulties. It may be also that disadvantaged pupils can have funding to access extended school's clubs. **e.g., engaging with Spectra to provide tailored support to disadvantaged pupils to access the curriculum** **Using counselling or play therapy where disadvantaged children are unable to access mental health support due to waiting lists.**		
Pupils will be focused on learning because they will have good learning attitudes. They will have developed intrinsic motivation to behave. They will be able to access visits which develop values which help them to deepen their understanding and prepare for life in modern Britain. **As a Church school our values education is deeply embedded across the curriculum, and we have a regular monthly value. We have identified that we need to prepare children for life in modern Britain and enable them to appreciate the richness of cultural diversity within the UK. Disadvantaged children in particular need opportunities to widen their experiences and develop cultural capital.** **Money will be available to support children who might not otherwise be able to access opportunities such as visits and residential activities.**	EEF Toolkit - Metacognition and self-regulation +8 Ofsted on cultural capital	5, 6 & 8
Children are attending regularly and where there are barriers to attendance, these are being addressed. **Support will be given to parents where there are barriers to attendance – this may be through time spent with Early Help referrals, it may be through subsidising costs of extended school care, so children are**	EEF Toolkit – Parental Engagement +4	7

in school. Each child's needs will be addressed on an individual basis. However, the importance of this category cannot be underestimated – if children aren't in school, they cannot learn or make progress. In this area too school has been adversely impacted by cuts at a LA level – such as the loss of a dedicated Teacher for Gypsy, Roma, and Traveller children. Whilst these families may not fill out paperwork to qualify for PPG, school recognises that nationally they are the most underperforming ethnic group and should be identified as disadvantaged to ensure that their progress is strictly monitored. Historically attendance has been a big issue and school have worked hard – with much time dedicated to support greater attendance when children are not travelling. Time is needed to visit families, meet with them, and help bridge the gap between the traveller community and school.		

Total budgeted cost: £ *35,650*

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.

Quality First Teaching –
Intended Outcome:
Teachers' subject knowledge will be secure and so they will be able to plan lessons which enable all children to make progress. There will be careful teaching of vocabulary to ensure that any vocabulary gap is tackled.

- Teachers are continuing the Mastering Number Programme across school and will be accessing training in the delivery of the relevant year group. We believe there is now a Year 3 programme so will implement this in Holly Class.
- Teachers have new subscriptions to Kapow for Science and Geography nd Key Stage History for History alongside Oak Academy for some Science, Geography and History where required. The use of Natre RE and Teach Computing planning is ensuring subject knowledge is developing.
- Whole Class reading takes place every day for half an hour and is structured to include scaffolded reading, extended reading, close reading and reading comprehension. Dictation and sentence modelling using Easy Education resources are ensuring children practise the components of writing daily. Vocabulary is explicitly taught every day and is supported by resources from Vocab Ninja who produce an A4 page per chapter detailing the vocabulary children will encounter.
- Assessments in Reading and Maths show higher percentages of PP eligible pupils working below. PP Eligible children (28 including Ever 6) - Reading 15% below (4 pupils) and Maths 19% below (5 pupils). Non PP Eligible children (73 children) – Reading 4% below (3 pupils) and Maths 12% below (9 children).
- 2026 KS2 SATs showed out of 3 Pupil Premium pupils: 67% or 2 children reached expected standard in Reading, Writing and Maths combined, 67% or 2 pupils achieved the expected standard in Reading and 1 of the children achieved Greater Depth in Reading, 2 pupils achieved the expected standard in Writing and 1 of the children achieved Greater Depth in Writing. In Maths 67% or 2 children reached expected in Maths and in GPS, 67% or 2 children reached expected standard.

- **Intended Outcome:**
  Disadvantaged children will have access to keep up phonics, Talk Boost and any other quality interventions which enable them to make accelerated progress.
- Talk Boost sessions are taking place weekly with all PP eligible children and progress is evident.
- Children who did not attain the expected standard in the Year 1 Phonics Screening Checks this year are having daily 'keep up' sessions to revisit the Year 1 programme.
- We have received support from the Early Years Inclusion Team, with training in various speech and language diagnostic tools and Attention Autism training for EYFS staff.

- Our Phonics Screening Check results were 88% achieved the expected standard and 1 out of 2 Pupil Premium children achieved the expected standard in Year 1.

Targeted Academic Support in 25-26

Intended Outcome:

Disadvantaged children will have access to tutoring opportunities which enable them to make accelerated progress.

- Disadvantaged pupils read between 3 and 5 times a week to school adults to ensure they are reading the same, if not more, than our non- disadvantaged children.
- Teaching Assistants are deployed to work with PP eligible pupils in lessons and run interventions to identify gaps or misconceptions and ensure they are supported with interventions immediately.
- Teaching Assistants run afternoon interventions to pre-teach new learning or go over previous learning to embed it.

Wider Strategies in 25-26

Intended Outcomes:

Disadvantaged children will have full access to the 'visits and visitors' curriculum.

- Children who are eligible for PP, can have their trips and visits at a subsidised rate to remove barriers to them attending trips and visits.
- Parents of GRT children are invited to come on trips and visits to ensure attendance of the child.
- Our new school rules are further developing good attitudes towards learning which encourage attendance at residentials and day trips.

Disadvantaged children will attend school regularly.

- The Acting Head of School has attended 'Inclusive Attendance' training and we are implementing strategies to increase attendance with all children. Parents receive a half termly attendance report to allow them to see the impact of missed learning.
- Parents are invited into school for Reading 'Book Club' every week and Maths Workshops every term to increase parental engagement in school life.
- Children who are eligible for PP can attend before and after school care at subsidised rates depending on individual circumstances.
- We buy extra fruit for all KS2 PP children to support their focus and concentration throughout the day.
- Our website has been updated to ensure all information can be easily located.

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
NTS Assessments in English and Maths	Pearson Learning
Bug Club Phonics	Pearson Learning
Zones of Regulation	https://www.zonesofregulation.com/learn-more-about-the-zones.html
Toe by Toe	K & H Cowling
No Worries	Shropshire Educational Psychology Service
STEPS Assessment	Pearson Learning
Nessy Dyslexia Screening and Intervention	Nessy Learning
White Rose Maths	White Rose Maths
Spelling Shed and Maths Shed	EdShed
Lunchtime and after-school sports clubs	STFC in the Community and Love, Play, Active
Kinetic Letters	Kinetic Letters
ELSA Emotional Coaching	Shropshire Educational Psychology Service
Think Bricks	Shropshire Educational Psychology Service

Emma Clarke

2nd September 2026