Pupil Premium Strategy Statement – Christ Church CE Primary School 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	47.5%
Academic year/years that our current pupil premium strategy plan covers	**2024-27** **Year 1: 2024-25** **Year 2: 2025-26**
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paula Warding
Pupil premium lead	Anthony Harris
Governor lead	Michael Sellors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040 (EYPP - £6,2270)
Pupil premium funding carried forward from previous years *(enter*	£0
Total budget for this academic year	£145,040

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Christ Church CE Primary School

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.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

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 disadvantaged 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.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished **speech, language** and **communication** skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers including SEND. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that attainment in **reading, writing and mathematics** in **KS1** among disadvantaged pupils, in cluding SEND and prior higher attainers, is below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that attainment in **reading, writing, mathematics and GPS** in **KS2** is too low.
5	To address issues associated with **mental health** and **disadvantage**. Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified **social** and **emotional** issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including SEND, including their attainment.
6	Our **attendance** data over the last 2 years indicates that attendance among dis-advantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended Outcomes

Intended Outcome	Success Criteria
To improve the speech, language and communication skills (SLC) of disadvantaged pupils so that they can access the full curriculum, engage confidently in classroom discussion, and make accelerated progress in reading and writing.	• TALC screening – percentage of pupils achieving blank level 4 • WELLCOMM results; improving trend over 3 years • CL outcomes in line with national or better. • Gap between boys and girls in CL outcomes is narrowed so that boys are in line with girls, with a particular focus on disadvantaged boys. • Reduction in SLCN as a primary SEND need by the end of Reception.
To ensure disadvantaged pupils who struggle with phonics receive targeted, high-quality support, enabling them to meet or exceed age-related expectations in early reading.	• All Pupil Premium (PP) pupils in EYFS and KS1 are assessed within the first 4 weeks of each term. • Underperforming PP pupils are identified promptly and placed into appropriate, evidence-based intervention groups (e.g. daily catch-up sessions, 1:1 tuition). • At least 85% of disadvantaged pupils receiving phonics intervention make accelerated progress, closing the gap with their peers. • At least 80% of Year 1 PP pupils pass the Phonics Screening Check (or make significant progress from their starting points if working below). • There is measurable improvement in spelling and writing outcomes for targeted PP pupils in KS1, particularly in the use of phonically plausible attempts and accurate application of taught grapheme-phoneme correspondences. • Parents/carers of disadvantaged pupils are supported to reinforce phonics at home through workshops, take-home materials or online resources. • Attendance at phonics-related family learning events is at least 70% for families of PP pupils.
3 Improved writing and maths outcomes by the end of Y2.	• Moderation outcomes show that assessments are accurate and robust.

	• The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard will be narrowed.
4. Improved reading, writing and maths outcomes by the end of Y6.	• Percentage of pupils achieving the Expected Standard is in line with national or better • Moderation feedback shows that Teacher Assessments are accurate and robust. • MTC outcomes are in line with national or better, including mean score • The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard will be narrowed or brought in line.
5. Planned first hand experiences and enrichment activities to improve mental well-being.	• Achieve Emotionally Friendly Schools Silver status • Reaccreditation for Nurturing Schools Award • Impact of Place2Be Mental Health Practitioner Model will be demonstrated through improved SDQ scores and pupil and parent voice • Impact of Play Therapy through improved SDQ scores and engagement in classroom activities • Impact of Outdoor Learning will be identified through improved SDQ scores
6. Improved Attendance including reduced PA.	• Reduce over time whole school Persistent Absence/Severe Absence, matching at least the national for these groups of pupils in similar schools (Using the DFE Monitoring your School Attendance data July '25; '26 and '27 National and Similar schools information)

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. Strong Foundations in the first years of school - GOV.UK.	1, 2, 3 & 4

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design'.	1, 2, 3, 4 & 5
Mentoring and coaching	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: - The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt pro-gramme. - The EEF has dedicated web pages on effective approaches to support literacy and numeracy. Strong Foundations in the first years of school - GOV.UK.	1

Activity and resources to meet the specific needs of disadvantagedpupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and thetargeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.	1, 2, 3, 4, 5 & 6

Teaching assistant deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on [Making the Best Use of Teaching Assistants](#) includes 6 recommendations, including adopting evidence- based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on [teaching assis- tant interventions](#).	1, 2, 3, 4, 5 & 6

Wider Strategies (for example, related to attendance, bahaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports thisapproach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positiveoutcomes later in life. Schools may consider whole-class approaches as wellas targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explic-itly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about be-haviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	6

| Supporting attendance | There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:

The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.

Working Together to Improve School Attendance - GOV.UK | 7 |

Extra-curricular activities, including sports, outdoor activities, arts, culture and trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: · The EEF Toolkit has a strand on arts participation.	1, 2, 3, 4, 5 & 6
Communicating with and supporting parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: · The EEF Toolkit has a strand on parental engagement. · The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	1, 2 & 6

Total budgeted cost: £145,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics data for whole school June 2025

	School	LA	National
Year 1	77	77	80
Year 2	83	85	

Phonics data for disadvantaged pupils June 2025

Disadvantaged pupils	School	National
	57	67

Whilst phonics for all pupils has improved from 2024, the gap for disadvantaged pupils remains. Work will continue with the English hub into year 2 of this PP strategy with a sharp focus on phonics outcomes for disadvantaged pupils.

KS2 outcomes July 2025

	School	LA	National	GD School	GD LA	GD Nat
RWM	66	59	62	0	7	8
Reading	72	73	75	31	30	33
Writing	69	69	72	7	10	13
Maths	72	72	74	21	25	26
GPS	79	72	73	24	31	30

Ks2 outcomes for disadvantaged pupils July 2025

	School	LA	National
Reading	68	62	63
Writing	68	58	59
Maths	68	59	60

Outcomes for KS2 disadvantaged pupils are better than LA and national outcomes for disadvantaged pupils. However, they are still lower than all pupils nationally. The second year of this pupil premium strategy will continue to target improving disadvantaged pupils outcomes to close the gap to all pupils nationally.

There is a significant improvement in outcomes from 2023 for disadvantaged pupils although this is not yet a consistent upward trajectory.

	2023	**2024**	2025
RWM	0	60	63
Reading	50	70	68
Writing	10	70	68
Maths	20	70	68
GPS	50	70	84

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Place2Be 121 Counselling	Place2Be
Children's Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
SDQ Assessments	CORDS
Boxall Assessments	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Oracy Project	Topsy Page