



# Pupil premium strategy statement

Christ Church CE (c) Primary School

2025-2026

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	420
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J. Pilmore
Pupil premium lead	J. Pilmore
Governor / Trustee lead	T. Ashton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£2,025,743



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## Part A: Pupil premium strategy plan

### Statement of intent

#### Challenges:

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

Challenge number	Detail of challenge
1	Progress from starting points
2	Attainment
3	Mental Health concerns due to some family circumstances

#### 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
All PP children will make progress over the year based on their individual starting points	Internal data, work in books and discussions with pupils will evidence progress made Identified children will have received extra intervention and/or tuition to support their progress and to target learning gaps
Children will be given additional learning interventions to support them to meet at least expected standards at the end of KS2	Children will receive small group intervention across the year.
Children identified with having gaps in their social skills will have strategies to use to support them	Children identified with having gaps in their social skills will have been provided with opportunities to develop these e.g. attending clubs, receiving nurture intervention
Children identified with mental health concerns will have received access to Malachi or other external support	Children accessing Malachi, Mind or other external support will have begun to develop strategies for any mental health concerns

#### 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.



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## **Teaching (for example, CPD, recruitment and retention):**

*Budgeted cost: £ 20,000*

Activity	Evidence that supports this approach	Challenge number addressed
Targeted CPD for teachers across school to ensure that they have a strong understanding of teaching and learning in all curriculum areas.	- Teachers who have moved year groups and/or new to school will have up to date strategies to use when teaching the children.	1,2
Recruitment of 1 intervention teacher from January to target identified gaps in learning.	- The Education Endowment evidence that small group intervention adds 4 months impact on children's learning.	1,2
TAs deployed effectively across school to target identified gaps in learning and to move learning on.	- The Education Endowment evidence that small group intervention adds 4 months impact on children's learning.	1,2
Specialist behaviour sports coach employed for one lunchtime and one afternoon to work with children who struggle with social interactions/mental health.	- The Education Endowment evidence that by identifying and support children's mental health needs can add 4+ months impact on learning.	3,4
The school day continue to be extended by 10 min. each day (5 minutes less lunchtime and finishing 5 minutes later at the end of the day	- The Education Endowment evidence that extending the school day adds 2 months impact on children's learning - 10 minute extra teaching and learning daily equates to 50 minutes extra teaching per week - This provides more time to target mental health concerns and support social interactions whilst in school	1,2,3,4
Targeted CPD for mental health and wellbeing in children for staff	- CPD will provide further understanding when faced with individual situations. - The introduction of Forest School sessions and more outside learning will support mental health and mindset. - The Education Endowment evidence that by identifying and support children's mental health needs can add 4+ months impact on learning	3,4
Malachi and Mind used to support children's mental health across school	- Malachi are a known company who specifically work with children and families to support mental health needs - Mind are used to specifically support the children's social and emotional needs.	3,4



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

*Budgeted cost: £ 18,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
20 hours intervention teacher used across school, but more heavily based in Key Stage 2, to target gaps in learning from January.	<ul style="list-style-type: none"> <li>- The Education Endowment says that small group tuition can add up to 4 months impact on children's learning and progress</li> <li>- The Government are advocating strategies such as small group intervention to support learning</li> </ul>	1,2
Increased amount of TA in school so that TA interventions target individual and groups of children to support learning and progress.	<ul style="list-style-type: none"> <li>- The Education Endowment says that small group tuition can add up to 4 months impact on children's learning and progress</li> </ul>	1,2,3

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

*Budgeted cost: £16,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed a Welfare Officer to support attendance	<ul style="list-style-type: none"> <li>- An external body managing individual cases will ensure consistency and evidence schools response to concerning attendance</li> </ul>	1,2,3,4
Employed a sports specialist who is addressing emotional wellbeing through sports and linking it to maths also	<ul style="list-style-type: none"> <li>- The Education Endowment says that outdoor learning adds 4 months impact onto progress</li> </ul>	3,4
There is a residential visit for Yr4 and Yr6 this academic year to support wellbeing and social develop and a sleepover in Yr3	<ul style="list-style-type: none"> <li>- The Education Endowment says that outdoor adventure learning adds 4 months impact onto progress</li> <li>- Much research supports wellbeing improvement from being outdoor and active</li> </ul>	3,4
Swimming lessons have been increased by 15 mins each session to enable children to feel confident in the water	<ul style="list-style-type: none"> <li>- The Education Endowment says that outdoor adventure learning adds 4 months impact onto progress</li> <li>- Much research supports wellbeing improvement from being outdoor and active</li> </ul>	3,4

**Total budgeted cost: £ 54,000**



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## Part B: Review of the previous academic year

- There were external assessments in KS2 in 2024-2025. All of our Pupil Premium children achieved at least expected standard in Reading, maths, writing and SPaG  
*\*\* one child was disapplied from all assessments due to exceptional circumstances \*\**
- Children who are Pupil Premium have individual support and attainment trackers which evidence their progress every term.
- 9 Pupil Premium children accessed support from Malachi/Mind during their time at school.
- Some PP children were provided with music lessons to support extra curriculum opportunities and their well-being.
- Some PP were supported financially to be able to attend residential, trips and purchasing uniform.