

# Pupil premium strategy statement – Christ Church CofE Primary

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	341
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025- 2026 until 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Matthew Wynne
Pupil premium lead	Fleur Rowlands
Governor / Trustee lead	Farooq Hussain & Adrian McLean

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189, 375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£189,375

# Part A: Pupil premium strategy plan

## Statement of intent

At Christ Church C of E Primary School, our vision is inspired by the teachings of Jesus and his followers. Guided by Matthew 5:16, *“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven,”* we strive for every child to flourish holistically—academically, spiritually, emotionally, and physically. Our SHINE values—Successful, Happy, Included, Nurtured, and Enriched—shape our approach to education and underpin our commitment to equity and inclusion.

We proudly serve a diverse community where differences in language, culture, and background are embraced and celebrated. However, we recognise that socio-economic disadvantage can create barriers to learning and wellbeing. Our school is located in Sandwell, which is among the most deprived areas in England:

- Only 8% of neighbourhoods nationally are more deprived overall
- Health and disability deprivation is higher than 96% of areas
- Employment deprivation is higher than 95%
- Income deprivation is higher than 90%
- Education and skills deprivation is higher than 87%
- Only 36.7% of adults in the borough are in full-time employment

Deprivation at Christ Church CofE is above National, with 39% of the children we serve within this category. Over the past 3 years this has increased from 30%, showing the need across the community has grown. Children enter school way below and so school needs to close the gaps early to ensure that all children thrive.

This context and need drives our determination to ensure that every child, regardless of starting point, has access to high-quality teaching, targeted support, and enriching experiences.

Children who are pupil premium in our school can experience a range of challenges in accessing education which can include: less support at home, language barriers and undeveloped communication skills, low confidence, more complex behaviours and challenges with attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- Deliver excellence in teaching and learning, ensuring all pupils benefit from evidence-based practice.
- Improve the outcomes for pupils in receipt of pupil premium so attainment is at least in line with national attainment and the gap between non-disadvantaged children closes within school.
- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those nationally and the gap between non-disadvantaged children closes within school.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met.

Additional, school specific challenges are:

Ensuring that disadvantaged pupils achieve outcomes in line with their peers nationally across all phases. We aim to remove barriers to learning, support wellbeing, improve attendance, strengthen early language, secure strong foundations in reading, writing and mathematics, and raise attainment in key assessments including Phonics, MTC and KS2 SATs.

Our strategy is built around:

- High-quality teaching for every child through high quality first teaching and a progressive and ambitious curriculum
- Targeted academic support for those children identified through data analysis
- Wider strategies that remove non-academic barriers so that children that belong to vulnerable groups have barriers identified and addressed allowing them to flourish.
- Strong leadership and clear implementation systems to ensure that all strategies are analysed and the most effective provision is utilised for effective implementation.

Through rigorous monitoring and evaluation, we will ensure that Pupil Premium funding is used effectively to remove barriers, raise aspirations, and enable every child to SHINE—living out our values of love, humility, and service.

This strategy statement details a three-year approach with annual review.

## Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in speech, language and communication in EYFS
2	Gaps in phonetical awareness upon entry to school and historic ineffective phonics delivery
3	Lower attendance and greater punctuality concerns for disadvantaged pupils
4	Social, emotional and practical barriers affecting engagement due to well above average school deprivations indicator compared to national
5	Reading, writing and maths (inc MTC) attainment across KS2 below national FSM6 data for expected outcomes

## 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
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<p>Improved early speech and language skills for PP children</p>	<p>Communication and Language improves across Reception (<i>2026 75%, 2028 National</i>)</p> <p>SaLT assessments show accelerated progress; more pupils achieve age-related communication by end of EYFS. (<i>2026 75%</i>)</p>
<p>Phonics outcomes in year 1 and 2 are inline or better than national FSM6 standards.</p>	<p>Year 1 Phonics results continue to be above the National average over three year plan.</p> <p>Year 2 gap is closed so that results are at National average by 2028 (<i>2026 target 60%</i>)</p>
<p>Key Stage 2 reading results increase further, continuing a positive trend.</p>	<p>The attainment gap will close between school and National PP and be inline or greater than National PP reading in 2028 (<i>2026 target 55%</i>).</p> <p>Children's outcomes, across the curriculum, have improved due to improved reading skills.</p> <p>Responsive interventions ensure gaps in phonics have been addressed enabling emergent readers to access the curriculum.</p> <p>Provision Map shows expected or better progress across reading interventions with children with SEN and who are also PP.</p>
<p>Gap in outcomes between PP and NPP children to close in reading, writing and maths across KS2, within school.</p>	<p>Reading - improved attainment of PP children and inline with in school non-PP by 2028. <i>2026 target year groups - Year 3 (50%), Year 4 (65%), Year 5 (50%), Year 6 (55%).</i></p> <p>Maths - improved attainment of PP children and inline with in school non-PP by 2028. <i>2026 target year groups - Year 5 (50%) and Year 6 (50%).</i></p> <p>Writing - improved attainment of PP children and inline with in school non-PP by 2028. <i>2026 target year groups - Year 3 (50%), Year 4 (60%), Year 5 (40%) and Year 6 (50%).</i></p>
<p>Improved multiplication times table check outcomes for PP children.</p>	<p>PP children to close the gap to the national average score by 2028. <i>2026 target (average score 16.0).</i></p>
<p>Improved attendance for PP pupils</p>	<p>PP attendance improves to be above National - 95.0% 2028.</p>

	<p>(2026 target 93.5%) Reduction in persistent absence and to be below National by 2028. 2026 target (24.5%)</p>
Increased parental and pupil support to ensure barriers to education and wellbeing are removed	<p>Minutes and case studies showing impact of pastoral support. Improved attendance and punctuality as stated above. Evidence of strong relationships between school and home. Pupil and parent voices show the positive impact of school support. Accelerated rates of progress linked to above</p>

## 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: £ 16428.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a Senior leader to drive strategic improvement for disadvantaged pupils	Research from the Education Endowment Foundation (EEF) highlights that strong leadership and clear implementation planning are essential for maximising the impact of Pupil Premium funding. Effective oversight ensures consistency, monitoring, and high-quality delivery across the school.	1, 2, 3, 4, 5
Provide professional development for staff on evidence-based teaching strategies (explicit instruction, modelling, scaffolding, feedback linked to Walk Thrus) to ensure improved teaching across school	EEF Teaching & Learning Toolkit identifies high-quality teaching as the most impactful strategy for improving outcomes for disadvantaged pupils. CPD improves teachers' use of evidence-informed practices.	1, 2, 3, 4, 5
To embed a language-rich curriculum in nursery and Reception	EEF: Preparing for Literacy, EEF: Communication and language approaches shows that early vocabulary,	1, 2, 4

through Explicit Vocabulary Instruction linked to the CUSP curriculum.	high-quality talk, and structured communication activities support cognitive development and reduce early disadvantage.	
To continue to provide training for early years staff in implementing language interventions with fidelity to ensure PP children gain the language required to access the curriculum	EEF Implementation Guidance: training improves consistency, accuracy, and long-term sustainability of early language provision	1, 2, 4
To embed whole-class reading following the CUSP approach by purchasing high-quality texts	EEF Reading comprehension strategies research emphasises that exposure to rich vocabulary and demanding texts improves comprehension and writing quality.	1, 4, 5
To use of SATs Companion to deliver high-quality online practice and diagnostic assessment across reading, maths and SPaG	EEF: High-quality digital learning tools provide effective personalised practice when aligned with classroom teaching. Immediate feedback and diagnostic assessment accelerate progress, especially for disadvantaged pupils.	4, 5

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

Budgeted cost: £ 108401.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure deployment of support is effective through regular assessment to identify and intervene early with pupils who are at risk of falling behind	EEF: One-to-one & small group tuition evidence shows that frequent assessment and timely adjustments improve pupil progress, particularly for disadvantaged children who may be less likely to self-advocate.	1, 2, 4, 5
Employ an external Specialist speech and language therapist (SALT) commissioned to assess, diagnose and provide personalised intervention for children with speech, language and communication needs (SLCN)	EEF Early Years Toolkit: oral language interventions have <i>high impact for very low cost</i> , particularly when delivered by trained professionals. Early intervention is strongly associated with improved long-term attainment, reading development, and social communication.	1, 4

Embed targeted speech and language programmes through a school based speech and language champion to further improve speech and language in school.	High-quality, structured language programmes are identified by EEF as some of the most effective early interventions, especially for children with low starting points in language acquisition. EEF: Nuffield Early Language Intervention, Speech & Language UK: Getting in early	1, 4
Embed the use of targeted phonics interventions for pupils at risk of not passing the Phonics Screening through 1:1 and small group sessions	EEF: 1:1 and small-group tutoring have high impact when linked to class teaching and delivered by trained staff. Accelerated practice supports rapid closing of reading gaps.	2, 4
Embed additional daily blending and segmenting practice for pupils with lower starting points	EEF: Phonics research shows that repeated practice in blending/segmenting accelerates decoding and supports early reading fluency.	2, 4
Embed targeted small-group and 1:1 multiplication fluency interventions for pupils below expected	EEF Toolkit: Individual and small-group tutoring are high-impact strategies when sessions are structured and closely aligned to class teaching.	4, 5
HLTA-led small-group maths support for pupils at risk of not meeting KS2 expected standard	EEF Toolkit: Structured small-group tuition is high impact and particularly effective for pupils who need pre-teaching, re-teaching or targeted fluency development.	4, 5
Purchase iPads to ensure children have better access to online platforms such as TTRockstars and SATs companion to reduce the impact of the technology gap for disadvantaged children	EEF Using Digital Technology to Improve Learning. Technology and other resources that support high-quality teaching to be purchased for the use of disadvantaged children.	4, 5

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

Budgeted cost: £ 64545.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide whole-school CPD on understanding disadvantage and embedding a consistent,	EEF implementation guidance: embedding whole-school practice requires strong leadership and ongoing	1, 2, 3, 4, 5

evidence-informed culture to ensure	staff training to sustain improved outcomes.	
Run parent workshops and provide resources to support language development at home	EEF “Working with Parents” report: supporting parents to create language-rich home environments improves early communication, vocabulary, and school readiness.	1, 2, 4
Provide resources that support early communication (e.g., story sacks, visuals, communication boards)	Removing practical and language-access barriers increases engagement, supports emotional regulation, and enhances communication for disadvantaged children- EEF: Early literacy approaches.	1, 2, 4
Ensure daily first-day calling, follow-up routines and strengthened communication with families of PP pupils supported by EWO (Instil)	Evidence shows that immediate contact increases parental engagement and reduces persistent absence. Consistent routines lead to improved attendance over time.EEF: Supporting school attendance (evidence brief).	3, 4
To create targeted support plans for PP pupils with low or declining attendance, including attendance mentoring	EEF & DfE research indicates that personalised support and relationships with trusted adults improve attendance and engagement- EEF: Supporting school attendance (evidence brief).	3, 4
Employ a Family Support Worker / Pastoral Lead to provide direct support to disadvantaged families, addressing barriers to attendance, engagement and wellbeing	EEF & DfE evidence shows that early help, relationship-based support, and family engagement improve attendance, behaviour, and learning outcomes—particularly for disadvantaged pupils.	3, 4
Ensure all children have access to curriculum enrichment activities including workshops and visits through subsidies	Curriculum & cultural capital literature: wider experiences support engagement and vocabulary/knowledge building; EEF highlights extra-curricular activities as part of wider strategies to improve engagement. EEF: Guidance on implementation & school improvement resources.	1, 2, 3, 4, 5
Deliver a Key Stage 2 Maths SATs companion sessions (daily before school lessons) for PP children to address gaps in attainment	Real-world implementation and DfE Pupil Premium guidance stress removing practical barriers to participation as a core function of Pupil Premium. DfE: Pupil Premium guidance.	1, 2, 3, 4, 5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Christ Church attainment data of pupil premium compared to national pupil premium.

	School (2025)	National (2024)
EYFS- GLD	56%	51.5%
Year 1 phonics	86%	68%
Year 2 phonics retake	50% (5 FP)	82%
MTC	8.7	18.9

#### **Disadvantaged pupils reaching the expected standard in reading, writing and maths**

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25	43%	47%	Close to average
2023/24	41%	46%	Close to average
2022/23	26%	44%	Below

### Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25	57%	63%	Close to average
2023/24	61%	62%	Close to average
2022/23	61%	60%	Close to average

### Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	43%	59%	Below
2024/25	54%	59%	Close to average
2023/24	41%	58%	Below
2022/23	30%	58%	Below

### Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	51%	60%	Below
2024/25	54%	61%	Close to average
2023/24	50%	59%	Close to average
2022/23	48%	59%	Close to average

Comparison of school gap between PP and non-PP and gap between PP and non-PP Nationally.

	School gap (2025)	National gap (2024)
Year 1 phonics	86/77= +9	68/84= -16
Year 2 phonics retake	50/74= -24	82/92= -10
MTC	8.7- 12.9= -4.2	18.9-21.3= -2.4

**Disadvantaged pupils reaching the expected standard in reading, writing and maths**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25	43%	69%	-26 pp
2023/24	41%	67%	-26 pp
2022/23	26%	66%	-40 pp

**Disadvantaged pupils reaching the expected standard in reading**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25	57%	81%	-24 pp
2023/24	61%	80%	-19 pp
2022/23	61%	78%	-17 pp

**Disadvantaged pupils reaching the expected standard in teacher assessed writing**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	78%	-35 pp
2024/25	54%	78%	-25 pp
2023/24	41%	78%	-36 pp
2022/23	30%	77%	-47 pp

**Disadvantaged pupils reaching the expected standard in maths**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	80%	-29 pp
2024/25	54%	81%	-27 pp
2023/24	50%	79%	-29 pp
2022/23	48%	79%	-31 pp

### Reading attainment at Key Stage 1 ( year 1)

Phonics pupil premium attainment at Christ Church increased from 50% in 23/24 to 86% (national 68%) in 24/25 showing a significant improvement.

### Children with SEND and Pupil Premium

IEP analysis. Children with SEND and PP across school made expected progress against the targets on their individual plans.

### End of year attainment outcomes

	SEND PP	SEND Not PP
EYFS Reading	33%	0%
EYFS Writing	33%	25%
EYFS Maths	33%	25%
Phonics	50%	36%
KS2 Reading	34%	25%
KS2 Writing	17%	25%
KS2 Maths	34%	25%

The pupils with SEND who were also PP outperformed those who were SEND and not PP in most statutory data drops across school.

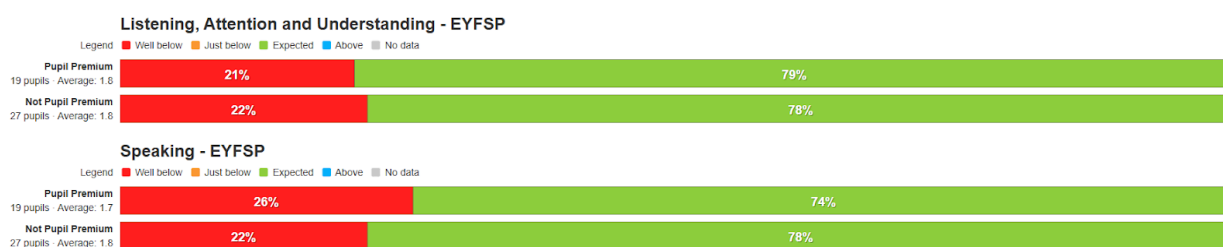
### Children who have English as an additional language and Pupil Premium

	EAL PP	EAL Not PP	EAL PP (-FP)

EYFS Reading	44%	50%	
EYFS Writing	44%	50%	
EYFS Maths	44%	58%	
Phonics	100%	64%	
KS2 Reading	55%	71%	66%
KS2 Writing	50%	71%	60%
KS2 Maths	50%	72%	60%

In Year 6, 16% of the EAL pupils attended Focus Provision and 8% were new to the country. The gap between EAL PP and and EAL not PP is not significant. Phonics EAL PP children out performed EAL not PP children.

All children in EYFS make good progress from their starting points, particularly in CLL.



Pupil premium attainment at the end of EYFS in communication and language areas was broadly in line showing the positive impact of the speech and language strategies across the early years curriculum.

Improved and more consistent attendance for children eligible for pupil premium.

Year 1-6	Whole	Ever 6	Not Ever 6	PA	PA PP children	PA not PP	Unauth orised PP	Unauth orised NPP
2024/25	93.9%	92.2%	95.1%	17.1%	26.0%	10.8%	3.9%	3.9%
2025/26 Nov 25	94.9%	93.3%	95.8%	14.4%	20.1%	11.1%	3.7%	1.2%

## 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
NA	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*