

Pupil premium strategy statement – 2026-2029

Christ Church & St Peters CofE School

This statement details our school's use of pupil premium (and recovery 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	386
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Hayley Ryder-Smith
Pupil premium lead	Jo Handisides
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,315.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 181,315.00

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church and St Peters School we have high expectations for all of our pupils and strive to ensure that they all achieve the best possible progress and attainment. We strongly believe that regardless of their background or circumstance they should all be given the opportunity to reach their full potential both academically and socially. Our approach targets the individualised needs of our children entitled to Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. Through the robust analysis of data, we will ensure that effective teaching, learning and assessment meets the needs of all pupils. This will be a whole school approach in which all staff take responsibility for contributing to closing the disadvantaged attainment gap whilst sustaining and improving the attainment of their non-disadvantaged peers.

Class teachers will identify and put into place the necessary specific support and intervention required which will be continuously monitored and reviewed. Interventions and strategies are adopted on a whole school level and are not just for pupils in receipt of Pupil Premium, they are available to any child or group of children identified by the school as being at a significant disadvantage.

The wide range of approaches we use at Christ Church and St Peters helps all of our pupils flourish, including non-disadvantaged pupils. Our chosen strategies are research based, using evidence from the Education Endowment Foundation (EEF).

As a school we have developed a programme of support and intervention to address this over the next 3 years. To ensure they are effective we will:

- ensure disadvantaged pupils are consistently challenged in the work that they're set and that the work is well matched to their individual needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified, to monitor regularly (at least half termly) and to adjust teaching/support when necessary
- ensure highly effective ongoing support for our pupils' emotional health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	High levels of persistent absence, low school attendance and low punctuality.
2	Limited vocabulary across all ages.
3	Disadvantaged children attending The Nest have greater academic gaps due to breaks in their learning.
4	Low attainment on entry to school.
5	Social and emotional issues. These challenges particularly affect disadvantaged pupils, including attainment.
6	Gaps in prior knowledge.

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
Disadvantaged pupils' rate of attendance increases and punctuality improves.	Disadvantaged pupils attend school at the same rate as that of non-disadvantaged pupils. Disadvantaged pupils arrive at school regularly and on time in order to access all parts of the curriculum
Strong teaching across the school to ensure key vocabulary is taught and retained.	All pupils acquire more subject specific vocabulary and can use it in the correct context.
Gaps in learning are identified through rigorous assessment and addressed through targeted intervention and through high quality teaching in class.	Disadvantaged pupils' attainment is in line with that of non-disadvantaged at all key metrics.
Achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged.	Pupils' wellbeing is positively impacted by the pastoral team. Support staff are effective learning mentors and are supporting pupils from disadvantaged backgrounds to fulfil their potential.

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: £ 67,087.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	<p>2,3,4,6</p>
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD Putting Evidence to Work – EEF What is Instructional Coaching – Ambition Institute</p>	<p>2,3,4,6</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	<p>2,3,4,6</p>

subject knowledge		
Pupil Premium Champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/	2,3,4,6

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

Budgeted cost: £ 91,382.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered based on gaps analysed by Smartgrade assessments including SATs companion, Nessy and Dynamo Maths	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4,6
Purchase of standardised diagnostic assessments for pupils in receipt of pupil premium funding. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4,6
Teacher and support staff led interventions. Interventions delivered by trained learning support assistants	EEF research shows the impact of small group or whole class interventions. Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF	2,3,4,6

including talk boost.		
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Wider strategies

Budgeted cost: £ 22,845.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Funding of breakfast club for disadvantaged pupils who need it to help improve attendance and/or wellbeing support. Use of Pastoral team to support families struggling with attendance, home visits when needed. Dedicated administrative time and pastoral time to chase up absence, liaise with attendance manager, communicate attendance levels with parents and professionals.	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers</p> <p>https://www.gov.uk/government/publications/improving-attendance-at-school</p>	1,6
Lunchtime club for pupils who need more	Targeted and universal approaches can have positive overall effects: Behaviour interventions EEF	

structured lunch time activities		
Learning Mentor support Class teacher support with individual SEMH plans.	<p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,5,6
Subsidised enrichment opportunities for disadvantaged children Funded participation in afterschool clubs, day-trips and visitors. Subsidised participation in residential visits. Free uniform and daily milk. We	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform</p>	5

<p>aim to remove/reduce the financial restraints of enrichment activities in order to provide equal access to all children.</p>		
<p>Forest Schools</p>	<p>The freedom to explore using multiple senses is fundamental for encouraging creative, diverse and imaginative play. The focus is on the 'whole child' (not just their academic ability) and how they can develop their own learning styles at their own pace whilst maximising the benefits from each experience they discover for themselves.</p> <p>Evaluation of Forest School: Phase 2 - England - Forest Research</p>	<p>5</p>

Total budgeted cost: £181,315.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data demonstrated that disadvantaged children do not perform as well as their non-disadvantaged peers in all areas. There is a significant gap in attainment between non and disadvantaged pupils.

Wider issues impacting disadvantaged pupils' performance have also been considered, including social and enhancement experiences (particularly for our disadvantaged children who attend our SEMH provision), attendance and well-being.

Attainment show that further social and enhancement experiences are needed to help the children who attend The Nest.

Attendance remains lower for our disadvantaged pupils but has improved.

Externally provided programmes

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

Programme	Provider
Literacy Support	Nessy
Phonics	Read Write Inc
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed
White Rose Maths	White Rose Education

N.B. Christ Church & St Peters Academy does not receive Service Pupil Premium funding