

# Pupil premium strategy statement – 2025-2028

## 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	397
Proportion (%) of pupil premium eligible pupils	30%
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> )	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Sarah Evans Co Headteacher
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	£ 173080
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>	£ 173080 Pooling 37%- £64040 School £109040

# 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.

As well as supporting academic needs, we will endeavour to support the social, emotional and mental health needs of our pupils and their families, giving them access to high quality provision and support from appropriately trained adults.

This strategy is aimed at all pupils whose education has been the worst affected. 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	Reading data shows that, of the lowest 20% readers, 52% are disadvantaged pupils (down 5% from previous year). Assessments show that disadvantaged children do not make as much progress as their peers in reading by the end of Key Stage 2.
2	In Key Stage 1, assessments indicate that disadvantaged children are having greater difficulties in Phonics & early reading compared to their peers. In phonics, 55% PP pupils passed the phonics screen compared to 75% of all pupils. 47% PP pupils achieved expected standard in reading assessment at the end of KS1 compared to 66% all pupils.
3	Baseline on entry to EYFS in 2024/2025 shows that 53% of Pupil Premium children have difficulties with fine motor control- e.g. pencil hold, scissors...
4	In Year 2, assessments show that disadvantaged children have greater difficulties than their peers in securing early writing skills. 40% PP pupils achieved expected standard compared to 63% of all pupils.
5	Disadvantaged children attending The Nest have greater difficulties securing phonics.
6	Disadvantaged children attending The Nest have not had as many social and enhancement experiences as their peers which limits their knowledge & understanding of the world.
7	Attendance among disadvantaged pupils has been between 1.14% and 4.45% lower than for non-disadvantaged pupils over the past 4 years. It currently stands at -3.24%. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged pupils.
8	Girls– especially disadvantaged girls- attainment and progress especially in Maths and Reading is lower than boys across the school. We have found that girls in particular are struggling with anxiety and low self esteem over the last 2/3 years– this has caused us to see a continuing pattern in the progress and attainment of girls' maths and reading across the school.
9	The percentage of disadvantaged children reaching age related expectations for Maths MTC is less than all pupils.

## 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Early identification of disadvantaged pupils that struggle with early reading are intervened with. Reading progress is accelerated. Improved reading attainment among disadvantaged pupils.	Disadvantaged pupils make 'better than good' progress in reading from their starting points and leave KS2 with age appropriate reading skills. KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
Improved phonics attainment for disadvantage pupils.	Leave KS1 with age appropriate phonics ability.
Improved fine motor control of Pupils in Early Years.	Pupils have a chosen hand, can hold a pencil accurately and can form letters correctly.
Improved writing attainment of Year 2 pupils.	Pupils achieve some/ many age appropriate writing skills (at age related expectation)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant reduction in pupils having anxiety difficulties</li> <li>· a significant number of disadvantaged pupils participate in enrichment activities.</li> </ul>
Improved phonics and spelling attainment of pupils attending The Nest	100% of disadvantage pupils in The Nest make accelerated progress in phonics and spellings
Pupils in The Nest can talk about experiences and show enthusiasm for new experiences.	BPVS scores increase.
Improved/sustained attendance	Sustained high attendance demonstrated by the overall attendance of all pupils exceeds 96% (or national

	average if this is lower due to the pandemic)
Improved attainment in reading and maths for girls across the whole school.	End of year outcomes in 2023-2024, for KS1 and KS2, shows girls to be working age appropriately in reading and maths
The percentage of disadvantaged children reaching age related expectations for Maths Non-Negotiable Procedural Fluency is to improve.	Maths procedural fluency outcomes in 2023/24 show that more than 70% of disadvantaged pupils met age related standards.
Whole school Oracy project - to improve academic outcomes as well as confidence and well-being	Children are able to articulate ideas, develop understanding and engage with others through spoken language. Pupils to feel empowered to find their voice to succeed in school and life.
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.

## 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: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the	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. 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.  <a href="#">EEF Effective Professional</a>	1,2,3,4,6,7,9, 10

<p>EEF guidance by Trust Teaching &amp; Learning Leads.</p>	<p><a href="#">Development Guidance Report</a>  <a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></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.  The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.  <a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a>  <a href="#">Putting Evidence to Work – EEF</a>  <a href="#">What is Instructional Coaching – Ambition Institute</a></p>	<p>1,2,3,4,6,7,9, 10</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.  Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.  <a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a></p>	<p>1,2,3,4,6,7,9, 10</p>
<p>Pupil Premium Champion in school to lead on raising attainment strategically.</p>	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a></p>	<p>1,2,3,4,6,7,9, 10</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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</p>	
<p>Interventions</p> <ul style="list-style-type: none"> <li>- Read Write Inc booster sessions</li> <li>- Better Reading Partners</li> <li>- Foot Holds In Print</li> <li>- Extra Guided Reading sessions</li> <li>- Nessy</li> <li>- Number Stars</li> <li>- Precision Teach</li> <li>- Procedural Fluency</li> <li>- Shine</li> </ul>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantage backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Based on extensive evidence, reading comprehension strategies have a high impact (6+ months). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>One-to-one tuition is very effective at improving pupil outcomes. It is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive</p>	<p>1, 2, 3, 4, 6, 9, 10, 13</p>

	<p>effect equivalent to approximately 5 additional months' progress within one academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. The average impact of the small group tuition is 4 additional months' progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.</p>		
<p>Targeted children to be invited to breakfast club</p> <p>Targeted children to be invited to lunch club</p> <p>Small group SEAL</p> <p>1:1 Play therapy</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><a href="https://www.gov.uk/government/publications/improving-attendance-at-school">https://www.gov.uk/government/publications/improving-attendance-at-school</a></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2,3,4,6,7,9,10</p>



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Below are details of the performance of our disadvantaged pupils at the end of the previous academic year (2023-2024).

Year 1 Phonics	
PP	Non-PP
55%	85%

End of KS1	Meeting the Expected Standard at KS1	
	PP	All Pupils
Reading	47%	66%
Writing	40%	63%
Maths	47%	68%

End of KS2	Meeting the Expected Standard at KS2	
	PP	Non-PP
Reading	48%	83%
Writing	57%	78%
Maths	48%	85%

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. Progress for all groups is good but more non-disadvantaged pupils make better than expected progress from their starting points.

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. We have drawn on school data and observations to assess these particular areas.

BPVS scores show that further social and enhancement experiences are needed to help the children who attend The Nest to gain greater knowledge and understanding of the world.

The data demonstrated that the attendance of disadvantaged children had improved and been sustained since the academic year 2021-2022, rising from 90.8% to 94.4% to the end of 23/24 academic year. Current PP attendance to date is 92.8%. 96.04 with a current difference of -3.24% between our disadvantaged and non-disadvantaged pupils.

## 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.*

<b>Programme</b>	<b>Provider</b>
Shine Interventions	Rising Stars

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