

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Christ Church CofE Primary
Number of pupils in school	152 (R-Y6) 14 (nursery) 168 total
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	November 2026
Statement authorised by	C Pearce
Pupil premium lead	C Pearce
Governor / Trustee lead	D Leggett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,895

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. 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:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates for disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Supporting disadvantaged children who are also SEND through targeted intervention and resources to meet specific needs.
- Schools supplies such as uniforms, for children in need (such as those who arrive from the refuge).
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support
- Staff training
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Designated Care guidance and support lead to liaise with families and support children in school.
- School nurse – based in school an afternoon a week. Undertaking interventions, assessments, parental workshops and staff CPD.
- Intervention lead – delivering specialist interventions, providing sensory input for pupils. Supporting transition times and providing a space for pupils to regulate their emotions.

## Challenges

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

Challenge number	Detail of challenge
1	Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school is within the highest 20% compared to all schools. High mobility – number of transient children from local refuge. 24% of families are receiving additional support provided by school.
2	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and TAF and Early Help. Many of our families need support from school to help them to address their needs and to support their children's learning.
3	SEND: 19% of pupils receiving SEN support against a national average of 13.6%. SEN cohorts vary across classes.

## 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
To improve levels of progress in all areas for all groups.	<ul style="list-style-type: none"><li>• Improved standards and progress in reading- improving fluency and comprehension across school, teaching of phonics</li><li>• Improve standards in writing</li><li>• Improve standards in grammar and punctuation</li><li>• Improve standards in spelling</li><li>• Improve standards in maths- focus on fluency and reasoning</li><li>• Improve outcomes for disadvantaged (progress inline with other pupils, narrow attainment gap in school)</li><li>• Improve outcomes for higher ability pupils</li></ul>
Remove specific barriers for individual pupil premium children.	<ul style="list-style-type: none"><li>• Providing access to mental health services where wait times are proving too long.</li><li>• Specific targeted interventions with measured impact and progress to be reported and shared.</li><li>• Support with uniform</li></ul>

Support mental health and wellbeing of all pupils	<ul style="list-style-type: none"> <li>• School nurse supporting parents, completing referrals. Undertaking targeted support programmes with individual pupils.</li> <li>• Intervention lead to support transitions throughout the day, support parents, lead specific targeted interventions around metacognition, working memory, resilience, emotional support and wellbeing.</li> </ul>
Support disadvantaged SEND pupils through targeted intervention & support	<ul style="list-style-type: none"> <li>• Widgit subscription to help communication, visual time tables, sensory circuits, support packs to share with parents.</li> </ul>
We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities.	Opportunities provided deepen the understanding in subject areas and enable children to develop positive attitudes towards education both in and outside the classroom.
Teaching, learning and assessment to be consistently good/outstanding leading to good/outstanding outcomes for all pupils.	<ul style="list-style-type: none"> <li>• Develop mastery across all curriculum areas</li> <li>• Develop fluency in reading, writing and maths</li> <li>• Good/outstanding progress and outcomes for all</li> </ul>
Increase attendance rates for pupils eligible for PP across the school – supported through the use of sports clubs, breakfast clubs, uniform subsidies and monitoring.	<ul style="list-style-type: none"> <li>• Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups.</li> </ul>

## 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: £39,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1,2,3
Pupil progress meetings planned throughout the year to monitor the progress of all children to ensure that timely actions are put in place when required	EEF- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.	1,2,3
Staff training to focus on how all staff can deepen the learning of all pupils	EEF -Supporting high quality teaching is pivotal in improving children's outcomes. Promoting professional development plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3
Staff training to ensure all children are scaffolded to enable them to access all learning throughout the curriculum despite their learning barrier.	EEF -Supporting high quality teaching is pivotal in improving children's outcomes. Promoting professional development plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver appropriately timed feedback that focuses on moving learning forward	<p>EEF-Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/ or self-regulation, and is then used by pupils.</p> <p>EEF-Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</p>	1,2
Intervention Lead	<p>EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	1,2,3
Maths and English leads to support TAs to provide appropriate interventions when agreed through pupil progress meetings.	<p>EEF- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</p> <p>EEF- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.</p>	1,2,3
HLTA to provide interventions to those in danger of falling behind to enable them to catch up	<p>EEF- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</p> <p>EEF- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.</p> <p>EEF- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p>	1,2,3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Care guidance and support lead to run parenting support classes	EEF - Engaging parents 4/5 impact for very low cost 1/5. Use of Solihull Approach to enhance emotional wellbeing, improve home-school relationships, improve attendance and behaviour.	1,2
School nurse	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,2,3
Financial support with uniforms, residentials and educational visits.	With regular arrivals in school from the local women's refuge, we aim to provide families with a new uniform. We subsidise residentials for app PP premium.	1,2
Behaviour support through the LA	Specialist support with children displaying challenging behaviours in school. Support with Early Help. EEF deem such interventions to be ran in conjunction with social and emotional programmes as well as activities which promote parental engagement.	1,2,3
Psychotherapy targeting individual children	EEF – Children's skills can be improved purposefully through school-based Social and emotional programmes, and this persists over time.	1,2,3
Attendance audit completed by Care, Guidance and support lead to support families where attendance is impacting on attainment and progress	EEF - Engaging parents 4/5 impact for very low cost 1/5. EEF – PP toolkit non-academic interventions such as improving attendance.	1,2
1:1 support program devised for children with individual barriers to learning related to wider issues	A number of our children require bespoke support relating to wider issues such anxiety and issues at outside of school. Staff are rapid to respond and engage with parent/carers to effectively address any barriers.	1,2,3



**Total budgeted cost: £114,120**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

#### Review November 2025

##### To Improve levels of progress in all areas for all groups

Reading – mean progress score across years 2-5 4.15 (expected 4.5) Year 1 3.4 (expected 3pts). Promotion of reading for pleasure, creating a culture of readers across school. KS1 phonics screen 74%

71% EXS KS2 Reading 31% Disadvantaged

Writing/Spelling – mean progress score across years 2-5 3.8 (expected 4.5) Year 1 3.9 (expected 3pts). 75% EXS KS2.

Grammar & Punctuation - 64% EXS KS2. 64% Disadvantaged

Maths – mean progress score across years 2-5 4.2 (expected 4.5) Year 1 3.4 (expected 3pts).

67% EXS KS2 73% Disadvantaged

##### Disadvantaged Pupils

Expected Progress 4.5pts Years 2-6 /3pts Year 1.

Yrs 2-5 Dis	Reading	Writing	Maths
	4.7	4.8	4.8
Non/Dis	3.9	4	4

##### Remove Specific Barriers for Individual Pupil Premium Pupils

Access to Mental Health Services – access to Mental Health Practitioner and other professionals via North Tyneside's Mental Health consultation service.

Access to School Nurse - onsite half day a week providing intervention regarding pathways such as anxiety.

Support with uniform – Free uniform for any child in need. All children who arrive from the women's refuge and those who require support are supplied with a full school uniform.

**To provide additional enrichment in order to broaden curriculum opportunities**

All clubs are free, residentials are subsidised. Trips are taken on the Metro (for which we have a pass) to keep costs down. Contributions to trips are always voluntary. Investment in outside providing an outside classroom, planting across the site to allow the growing of vegetables and wild flowers.

**Teaching, learning & assessment to be consistently good/outstanding leading to good/outstanding outcomes for all pupils**

Mastery across all curriculum areas – foundation tracker in use across the curriculum for assessment. Basic, Advanced and Deep planning for all subjects in place to enable deep tasks.

Develop fluency in reading, writing and maths – as outcome one.

Good/outstanding progress and outcomes for all – as outcomes 1 & 2.

**Increase attendance rates for pupils eligible for PP across the school**

Pupil Premium attendance 96%

School average attendance 93%

Breakfast started at school from 8am at a cost of £2 per day. Cost removed for families facing financial hardship.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Tapestry	The Foundation Stage Form Ltd
Purple Mash	2Simple
MarvellousMe	MarvellousMe

Spelling Shed	Edshed
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