

Pupil premium strategy statement – Christchurch C of E 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christchurch C of E Primary
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26, 2026/27, 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	L. Hall - Head of School
Pupil premium lead	L. Hall - Head of School Supported by D. Bishop (SENCO)
Governor / Trustee lead	Charlotte Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,594.80
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,594.80

Part A: Pupil premium strategy plan

Statement of intent

At Christchurch C of E Primary School we seek to create a safe, respectful, enquiring community rooted in love. We aim for our pupils to grow and learn together, supported by our firm foundations. We nurture and respect the individuals within our community, so that all can flourish and succeed, with aspirational hope.

“Do everything in love” 1 Corinthians 16:14

We use the Pupil Premium Grant to ensure that all pupils—regardless of their background, individual needs, or starting points—make strong progress and achieve highly across all curriculum areas. Our evidence-informed approach combines academic rigour with a holistic ethos, enabling disadvantaged pupils to be fully supported so that their potential is realised within the Christchurch CofE School community. While academic achievement remains central, as it significantly enhances pupils’ life chances, we also recognise the importance of broadening children’s horizons through a diverse range of cultural, artistic, musical, sporting and literary experiences.

This strategy is firmly embedded within our School Improvement Plan and takes a long-term, sustainable approach to delivering high-quality practice across the full educational spectrum. Research indicates that this approach has the greatest impact on all learners and best supports disadvantaged pupils of varying abilities. Our actions are not driven by assumptions or pre-conceived ideas; instead, they are rooted in the needs of each individual child. The circumstances and challenges faced by all vulnerable pupils—including those with a social worker and young carers—are regularly reviewed so that timely, appropriate support can be implemented as soon as need is identified.

We are committed to two core aims for our disadvantaged pupils. First, we aim for every child to reach their full academic potential, with progress and attainment that are at least in line with their peers. Second, we ensure that disadvantaged pupils benefit from rich cultural experiences and wider opportunities that expand their understanding of the world, supported directly by purposeful school action.

Our pupil premium strategy addresses these aims by responding to the range of influences within each pupil’s wider environment—from individual circumstances and family context to school culture, systems and teaching practices—drawing on high-quality evidence to inform decision-making. It aligns with our whole-school ambition for every pupil to engage meaningfully in a broad, enriching curriculum that promotes curiosity, confidence, and aspiration.

Success relies on the collective commitment of the whole school team. Staff engagement is essential: through evidence-based practice, professional development and reflective self-research, all staff develop a secure understanding of the principles underpinning this strategy. In line with the School’s Inclusion Strategy, staff recognise the importance of early identification of need, take responsibility for the outcomes of disadvantaged learners, and maintain high expectations of what these pupils can achieve. Robust diagnostic assessment is used alongside

professional judgement to evaluate impact, inform next steps, and continually strengthen the quality of teaching for all pupils.

Central to this approach is the belief that every child, irrespective of socioeconomic background, should receive the support necessary to thrive academically and to experience a wide range of enriching, life-building opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Difficulty with emotional regulation and limited resilience when faced with appropriate academic challenge.
2	Limited life experiences — Pupils have had reduced exposure to high quality texts, rich vocabulary, and experiences beyond their immediate community. Many have limited global awareness, independence, resilience, and opportunities to develop problem solving skills. They also have fewer experiences that build cultural awareness, empathy, and confidence in facing new challenges.
3	Impoverished language experiences — Pupils have limited expressive vocabulary and reduced exposure to high quality literacy experiences. They have had fewer opportunities to engage with rich language environments or a broad range of spoken and written language contexts.
4	Attendance and engagement — Pupils show lower levels of engagement and aspiration, which can contribute to inconsistent attendance and reduced motivation. These factors impact their confidence, participation, and overall progress.
5	Legacy learning gaps – Preexisting gaps in foundational knowledge and skills that hinder access to age-appropriate curriculum content.
6	Parental engagement – parents often lack the confidence to be able to better support their children at home, particularly with regards to phonics and early reading skills.
7	School readiness - The school also faces increasing challenges with pupils entering EYFS who are not 'school ready' and lack basic functional skills such as the ability to manage zips, put on their shoes and socks, use a knife and fork and go to the toilet independently.
8	Lower socio-economic backgrounds of disadvantaged children means that they are typically less able to access opportunities their peers would be able to – for example, high quality reading books, learning experiences, trips, educational toys and appropriate diet.

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 develop strong emotional regulation and increased resilience, enabling them to remain focused, persevere with appropriate academic challenge, and engage positively in learning.	Pupils develop independence, confidence and positive learning attitudes and behaviours, showing ambition and consistently setting high expectations for their progress and achievement. Rates of fixed term suspension remain low, with 0% permanent exclusion sustained. Children speak ambitiously about their future at secondary school and potential further education
Disadvantaged pupils develop broad cultural, social and academic experiences that strengthen their vocabulary, independence, resilience, problem-solving skills, and understanding of the wider world. They show increased confidence, empathy and readiness to engage with new challenges beyond their immediate community.	Disadvantaged pupils use a broader and more sophisticated vocabulary in both spoken language and written work. Pupils show greater independence and resilience, demonstrating improved learning behaviours and confidence when tasks become challenging. Pupils demonstrate enhanced problem-solving skills, as evidenced through classroom activities, discussion, and work outcomes. Increased cultural awareness and empathy are visible in pupil voice activities, class discussions and interactions with peers. Disadvantaged pupils engage fully in enrichment opportunities, including trips, cultural events, arts, music and sports activities, with participation rates comparable to their peers. Pupils express greater confidence and readiness to take part in new experiences beyond their immediate community.
Disadvantaged pupils develop strong expressive vocabulary and secure language skills through consistent exposure to high quality literacy experiences and rich language environments, enabling them to communicate effectively and access the full curriculum with confidence.	Disadvantaged pupils use a wider and more precise expressive vocabulary in both spoken language and written work. Pupils show improved understanding of new vocabulary, demonstrated in discussions, comprehension tasks and classroom activities. Increased engagement with high quality texts and language rich learning experiences is evident in lesson observations and pupil voice. Pupils demonstrate greater confidence in speaking and listening, contributing more readily to class dialogue and group work. Work scrutiny and assessments show clear progress in language development, closing the vocabulary gap between disadvantaged pupils and their peers.
Disadvantaged pupils show improved engagement, motivation and aspiration, leading to consistent attendance, increased participation in learning and greater confidence in their ability to achieve well.	Attendance for disadvantaged pupils improves over time and moves closer to, or exceeds, national expectations. Disadvantaged pupils show increased engagement and motivation, demonstrated through positive learning behaviours and sustained participation in lessons. Pupils demonstrate higher aspirations, speaking confidently about their goals and showing belief in their ability to succeed. Reduced incidents of low level disengagement, lateness, and lesson avoidance among disadvantaged pupils. Increased participation in wider school activities, including clubs, enrichment, and leadership opportunities.
Disadvantaged pupils make accelerated progress to close preexisting gaps in foundational knowledge and skills, enabling them to access age appropriate curriculum	Disadvantaged pupils make accelerated progress in core subjects, reducing gaps in foundational knowledge and skills. Assessments show improved security of key concepts, enabling pupils to access age appropriate curriculum content.

content with confidence and achieve in line with their peers.	Work scrutiny demonstrates increasing independence and accuracy in applying previously insecure skills. Pupils show greater confidence and participation in learning activities that previously posed difficulty. The gap between disadvantaged pupils and their peers narrows over time in reading, writing and mathematics.
Parents of disadvantaged pupils develop greater confidence and skills to support their children's learning at home, particularly in phonics and early reading, leading to improved home-school partnership and enhanced progress for their children.	Increased attendance and participation of disadvantaged families in phonics, early reading and home learning workshops. Parents show greater confidence in supporting phonics and early reading at home, evidenced through feedback, surveys or informal conversations. Pupils of engaged parents demonstrate improved reading fluency and progress, as shown in phonics assessments and teacher observations. Home-school communication improves, with more regular and positive engagement from parents (e.g., reading records, messages, attendance at events). Disadvantaged pupils show greater consistency in home learning routines, such as regular reading at home.
Disadvantaged pupils enter EYFS with improved school readiness skills, including independence in self-care routines and confidence in managing basic functional tasks, enabling them to engage positively and successfully in early learning.	Disadvantaged pupils demonstrate increased independence in self-care routines, including using the toilet, managing zips, and dressing themselves. Pupils show improved fine and gross motor skills, enabling them to complete practical tasks such as using cutlery, handling tools and participating confidently in classroom routines. EYFS staff observations indicate that pupils settle more quickly into routines and transitions, showing confidence and readiness to learn. Baseline assessments show reduced gaps in school readiness skills between disadvantaged pupils and their peers. Parents engage more consistently with early years transition activities, supporting the development of functional skills at home.
To empower pupils to be continually involved in their learning and school life through a focus on metacognition and pupil voice.	Pupil's will begin to monitor their cognitive processes and understand how to use their strengths and overcome their weaknesses towards an increase in self-scaffolded learning behaviour. Pupils will be involved in decision making to create meaningful change and better academic outcomes. Pupils will express their views, wishes and experiences of school and feel a sense of empowerment and inclusion.
Disadvantaged pupils are able to access a wide range of high quality educational resources, enrichment activities and wider life opportunities—such as books, learning experiences, trips, creative arts, sports and nutritious food—ensuring they experience the same breadth of opportunity as their peers and can engage fully in all aspects of school life.	Disadvantaged pupils access high quality reading materials and educational resources, with borrowing and usage rates increasing over time. Pupils' participation in trips, visits, clubs and enrichment activities increases, with disadvantaged pupils represented proportionately. Pupils demonstrate broader knowledge, confidence and engagement as a result of wider learning opportunities, as evidenced through pupil voice and classroom observations. Families engage more consistently with opportunities that support access to enrichment, such as subsidised events, workshops or resource loans. Pupils show improvements in wellbeing, concentration and readiness to learn, supported by access to appropriate nutrition and wider life experiences.

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: £15,500

Staffing for 1:1 support and LSA support as detailed in next section.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice regular refreshers for all staff	De Young, A.C., Kenardy, J.A. & Cobham, V.E. 2011, Trauma in Early Childhood: A Neglected Population", Clinical child and family psychology review, vol. 14, no. 3, pp. 231-250. EEF Guidance report – 'Improving Behaviour in Schools'.	1,
Teaching and Learning Framework Collaborative CPD	McCullough, L (2020) Creating a Teacher-Driven Professional Development Program. San Francisco: George Lucas Educational Foundation.	1, 2, 3, 4, 5
Growth mindset whole school approach	Dweck, C., Mindset: Changing The Way You think To Fulfil Your Potential. London: Robinson	1,4
Feedback CPD	EEF guidance report – 'Teacher Feedback to Improve Pupil Learning'.	1, 2, 5
Zones of Regulation CPD	https://www.zonesofregulation.com/research--evidence-base.html	1, 4
Metacognition CPD	EEF guidance report – 'Metacognition and Self-regulated Learning'.	1, 4, 5
Mindfulness CPD delivered by school therapist	Mindfulness in schools project - https://mindfulnessinschools.org/the-evidence-base/?c=impact-data Griffith, G.M., Crane, R.S., Baer, R., Fernandez, E., Giommi, F., Herbert, G. & Koerbel, L. 2021, Implementing the Mindfulness-Based Interventions; Teaching Assessment Criteria (MBI:TAC) in Mindfulness-Based Teacher Training , Global advances in health and medicine, vol. 10, pp.	1, 2
Inclusive Classroom Practice CPD	Provided by ESSET (Essex Special Schools Education Trust) 'Ordinarily Available' https://schools.essex.gov.uk/sites/default/files/2024-03/Ordinarily%20Available%20Inclusive%20Teaching%20Framework.pdf	1,3,4,7

Staff Supervision and Therapy	Lauchlan, F., Gibbs, S., & Dunsmuir, S. (2012). Teachers' well-being. Educational and Child Psychology, 29 (4), pp. 5-7. Shohet, R and Shohet, J. (2020). In Love with Supervision: Creating Transformative Conversations. Monmouth: PCCS Books Ltd.	1, 4, 5
National College	All staff have access to this CPD for training for all teaching and learning elements.	1, 2, 4
Counsellor	Children see a counsellor to support emotional wellbeing supports the families.	1, 2
Senior Mental Health lead	Staff to attend CPD to support children with mental health concerns. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	1, 2, 3
Wellbeing	The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	
Curriculum Subject Knowledge and moderation	Teachers attend regular CPD from the Trust, Dengie Hub working and English Hub to support effective teaching and leadership	1, 2
Pupil progress monitoring for disadvantaged pupils. Termly meetings to analyse data and review effectiveness of targeted support.	Detailed monitoring of disadvantaged pupils enables us to ensure interventions are effective and where an intervention is not supporting pupil progress, timely changes can be made. Detailed meetings about wider aspects of education for a child are important to ensure they are able to fulfil their potential. This is discussed within the Pupil Progress Meetings each term.	1, 2, 3, 4

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

Budgeted cost: £38,809

Staffing for 1:1 tuition and TA support as detailed in previous section.

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted support to accelerate progress, with the use of support staff	Teaching assistants can provide a large positive impact on learner outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
LSA delivering targeted interventions to individuals and small groups	LSA interventions targeted at pupils that require additional support helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Our LSA structure means that these staff members are not assigned to a class but work across year groups to deliver interventions and other targeted support.	1, 2, 4
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed.	1, 2, 3
Five-minute boxes	1 to 1 sessions to support with addressing gaps in learning. These are used across the school to support children in securing their knowledge in mathematical fundamentals.	1, 2, 4
Little Wandle SEND and Little Wandle catch up	These are delivered by trained LSAs. It is taught in small groups daily to address gaps in Phonics and Reading.	1, 2, 4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed. Member of staff trained in delivering ELSA intervention	1, 2, 3

Enrichment activities, including the KS2 residential visit.	The residential visit enables the children to access outdoor adventurous activity which is not possible on the school site, building confidence and self-esteem.	5, 3, 4
Trauma Perceptive Practice - Refreshers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	1, 2
Attendance monitoring, action planning, individual support	Poor attendance creates gaps in learning and can affect the ability to form effective relationships.	1, 3, 5
Wider opportunities/cultural capital	Ensuring all children have access to the same curriculum and cultural experience as their peers.	1, 2
Healthy eating (snacks)	Ensuring all children have access to fruit at breaktimes	1
Music Therapy / Piano teacher	To give children access to a new skill, which they otherwise would not learn about. To support with mindfulness and calming strategies. To develop self-confidence.	1, 5

Total budgeted cost: £55,309

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching

Staff have completed Trauma Perceptive Practice (TPP) training, which now underpins the school's behaviour policy for the 2024–2025 academic year.

Disadvantaged pupils engage in Forest School's, which has increased their engagement, focus and resilience in learning, alongside improving their confidence and self-esteem: outcomes at Early Years, KS1 and KS2 this year were largely in line with their non-disadvantaged peers.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to the results achieved by our own non-disadvantaged pupils.

EYFS GLD	Dis	Non- Dis
	100%	73%
Y1 School Nat LA		
	67% 67% 61%	75% 83% 84%

Each term, the Christchurch CofE Primary School hold pupil progress meetings to review children's performance, attainment, progress, and wellbeing. During these meetings, disadvantaged pupils are specifically identified to ensure that funding and support are directed appropriately to enhance their learning and development.

The data indicates that non-disadvantaged pupils performed significantly better than disadvantaged pupils in phonics. As a result, we have invested in Little Wandle Catch-Up interventions for Y1, Y2 and YR.

Y6 School Nat LA	Dis	Non Dis	Gap between Sch Dis and Nat Dis	Gap between Dis and Non Dis
Reading	67% 63% 62%	67%	+4%	0
Writing	67%	78%	+8%	-11%

	59% 56%			
Maths	67% 61% 58%	33%	+6%	+34%
GPS	67% 60% 57%	67%	+7%	0
R/W/M Combined	67% 47% 44%	33%	+20%	+34%

We remain committed to accelerating progress for all disadvantaged pupils by ensuring consistently high-quality classroom practice, with a whole-school focus on language acquisition across the curriculum.

Our Attendance Officer works with the Head of School, meeting regularly to identify families that need support. This work has led to improvements in both overall absence and persistent absence.

Data from 2024–25 shows a +1% improvement in overall attendance for disadvantaged pupils from the previous year, and 1.3% improvement from 2023–24; resulting in a gap of only –0.9% compared to disadvantaged pupils nationally.

Embedding the national attendance framework remains a key whole-school priority as we continue to build on these improvements and further reduce persistent absenteeism. We firmly believe that consistent attendance and success in the classroom are crucial to improving pupils' life chances.

Promoting and sustaining the wellbeing of all pupils—especially those who are disadvantaged—continues to be central to our ethos. By investing in targeted initiatives, we aim to ensure that every child has the emotional and social foundations needed to thrive academically. Pupil behaviour, attitudes and wellbeing remain key priorities within our 2025–26 School Improvement Plan.

Additionally, phonics training has been delivered to the Reading Lead, all EYFS and KS1 teachers, and LSAs. Ongoing support from Mylands English Hub continues this year, alongside collaborative subject leadership work with Dengie schools.

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
White Rose Maths	White Rose
TTRS (Times tables)	Maths Circle Ltd
Twinkl (General)	Twinkl

National College (CPD)	National College
Literacy Shed	Literacy Shed
Kapow	Kapow
Jigsaw and Discovery RE	Jigsaw