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Pupil premium strategy statement

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	Christ Church CE VC Infant School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	December 2024 - 2027
Date this statement was published (edited this year)	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anna Martin Headteacher
Pupil premium lead	Jenni Rylands
Pupil Premium Governor	Jenny Sheppard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755
Recovery premium funding allocation this academic year	£0
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	£25,755

CHRIST CHURCH C OF E VC INFANT SCHOOL

Part A: Pupil premium strategy plan

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. This alongside current research conducted by the EEF, Sutton Trust. 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". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to individual challenges within our school environment and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their full potential and excel. To ensure they are effective we will:

Principles

• Ensure that teaching and learning opportunities meet the needs and provide challenge for all the pupils.

• Act early to intervene at the point the need is identified.

• We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed.

CHRIST CHURCH C OF E VC INFANT SCHOOL

• In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We feel strongly about working closely with families in our school community and ensure we have positive relationships with Pupil Premium and vulnerable families in school.

• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being Vulnerable.

• Pupil premium funding will be allocated according to need, we 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.

- We have high aspirations for all Pupil Premium and Vulnerable children so that they make good progress and attain well alongside their peers.

Ultimate Objectives

• To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

• For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2 and thus achieve well as they transition into KS2 and beyond.

Achieving These Objectives

• Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- Additional small group teaching and learning opportunities planned in daily to address gaps and pre-teach essential vocabulary.

• All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Dedicated PP Champion to support families, monitor progress and ensure needs are met.

• Additional learning support in class by trained TAs and HLTAs to allow for frequent check ins and scaffolded support. .

• Pay for activities e.g. educational visits and an after school club. Ensuring children have first-hand experiences to use in their learning in the classroom.

- We will support pupils to access a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.
- Structured conversations with pupils and their parents to ensure a good understanding of any barriers to learning.

This list is not exhaustive and will change according to the needs and support our priority pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring, assessment and professional discussion shows a gap in attainment between disadvantaged pupils and their peers. This is particularly apparent in KS1 writing.
2	Observations scrutiny of reading diaries, discussion with parents has shown that disadvantaged children have fewer modelled reading opportunities at home and so lag behind their peers in reading attainment.
3	Assessments, observations and discussions with teachers as well as preschools indicate that there are gaps in children's language and vocabulary development as well as oral language skills. This is evident from EYFS and throughout KS1 and is more notable among our disadvantaged children compared to their peers.
4	Through observations and discussions with pupils we have found that many of our pupil premium children do not have the rich and varied life experiences as non-disadvantaged children seem to have, limiting their knowledge of the world and vocabulary acquisition.
5	Regular assessment, pupil voice and profession discussion highlight that our disadvantaged pupils lack the self-regulation and executive function that allow them to have a go with confidence when working on Maths.

CHRIST CHURCH C OF E VC INFANT SCHOOL

6	Parental voice, tracking and monitoring of engagement through tools such as reading diaries has highlighted that parental confidence to engage with school is low within this group of parents.

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
Sustain: Children's language skills will improve in particular their acquisition of vocabulary and sentence structure. Monitoring: - Pupil voice - Attainment data (T2, 4, 6) - Learning Walks - Book look	Good progress with speech and language interventions will be seen through assessments and observations. This is evident through engagement in lessons, book looks and on-going formative assessment. Narrowed gap in attainment in reading and writing. Oracy is developed across the school in all subjects with particular emphasis on maths and English.
Sustain: Children have the appropriate experiences to be able to fully access the curriculum and to be inspired to learn and challenge themselves. Monitoring: - Planning inc. Planned pre teaching - Pupil voice - Lesson observations - Book look	Children are engaged in brand new enquiry curriculum. Pupil premium children will have additional enrichment opportunities which inspire them. Pupil Premium children and their Parents talk positively about their learning and experiences in school. Curriculum equity-Children will be given multiple opportunities to explore the curriculum content before embarking on challenges. "The more I know the more I want to know" Marc Rowland.
Sustain: Pupil premium who also have SEN will make good progress from their starting point. Monitoring: - Support plan monitoring	Teachers are clear on children's needs and the provision needed to ensure they access the learning. Lessons are clearly differentiated with support used effectively.

CHRIST CHURCH C OF E VC INFANT SCHOOL

- Pupil voice - Attainment data (T2, 4, 6) - Learning Walks - Book look	Opportunities to promote independence are given to ensure children experience and recognise success by themselves. This will be evident in lesson observations, book looks and support plans.
Sustain: Pupil premium children in Key Stage 1, in particular, make good progress and meet age related expectations. Monitoring: - Attainment data (T2, 4, 6) - Book look - Pupil voice - Staff voice - Curriculum lead data analysis	Outdoor provision engages the children and increases their experiences. Planning is centred on their needs to foster an enjoyment and inspire learning. Gaps in learning are addressed in timely manner with appropriate interventions with high quality teaching. New enquiry curriculum enhances their experiences and develops their understanding through a range of real experiences.
Develop: To increase parental confidence to engage with school. Monitoring: - Parental voice - Attendance at events - PP tracker - Staff feedback	Parents will have positive relationships with school staff and know who they can contact for support. Pupil premium lead will have developed a good working relationship with PP families. These will be evident through Parent survey to vulnerable families. PP tracker and teacher feedback will show an increase in engagement with school events and staff, supporting home learning, seeking support when needed.

CHRIST CHURCH C OF E VC INFANT SCHOOL

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: £18,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion ½ day week *£3,840*	Research suggests that relationships with disadvantaged children and their families is key to progress in school. Having someone to champion these children and their families has had a positive impact on our school and needs to continue so that we can understand the emotional and pastoral needs alongside the academic needs. The PP champion acts as a voice for these families in staff, SLT and Pupil progress meetings allowing needs to be identified and addressed as early as possible. EEF Toolkit Parental Engagement +4months Book: Addressing Educational Disadvantage, Marc Rowland. Feb 2021. Book: An updated practical guide to The Pupil Premium. Marc Rowland, Dec 2015 John Dunford "25 low cost ways to spend Pupil Premium and maximise impact as austerity bites." April 2017 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SEND.pdf	1, 4, 5
Speech and Language Therapist	There is strong evidence base that suggests oral language development and interventions are low cost and have a significant impact. EEF +6 mths "Supporting language development" Report, August 2021, EEF toolkit: Oral Language interventions +6months Book: Addressing Educational Disadvantage, Marc Rowland. Feb 2021.	2

CHRIST CHURCH C OF E VC INFANT SCHOOL

HLTA support in class *£14,522*	There is evidence to suggest that through effective use of teaching assistants high quality 1:1 and small group structured interventions can have a consistent impact on attainment. High quality feedback from teachers Education Endowment Foundation Teaching assistant interventions +4months	1
High quality Feedback	EEF teaching and learning toolkit +6 mths Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3, 5

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

Budgeted cost: £4,265.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading and word mastery (TAs) *£4265.36*	Education Endowment Foundation EEF Toolkit: Reading comprehension strategies +6 mths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Planned interventions daily inc. pre-teaching *(Teachers and TAs)*	There is evidence to suggest that through effective use of teaching assistants high quality 1:1 and small group structured interventions can have a consistent impact on attainment. Education Endowment Foundation EEF Toolkit: Teaching assistant interventions +4months, Small Group tuition +4months https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2
Weekly 1:1 check -in sessions *(SENDCo)*	There is extensive evidence associating childhood social and emotional skills and improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers Education Endowment Foundation EEF Toolkit: Social and Emotional learning +4months nurtureuk	4

	tes	

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

Budgeted cost: £3,127.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital focused enrichment intervention *£50 per term x 6 £300*	Sutton Trust research paper: "Fairness first, social mobility Covid Education recovery" 50 ways for children living life to the full Theatre in school and outside of school	3
Termly Enrichment mornings *£50 per term = £300*	Sutton Trust research paper: "Fairness first, social mobility Covid Education recovery"	3
Uniform Package *£1,473.64*	Based on our experience as well as parent feedback this helps to ensure children and families from disadvantaged backgrounds have the uniform and resources they need to feel part of the school community.	4
Nurture space/Lunchtime provision	Based on observation, parental input and CPOMs records there a number of children who find unstructured times a challenge and need a different approach to support their wellbeing and development of social skills.	3, 4, 5
2x trips/experiences per year. *£456*	Sutton Trust research paper: "Fairness first, social mobility Covid Education recovery" Parent feedback-they are very grateful of this support as trips can be expensive.	3, 4
After school club *£598.00*	Children enjoy attending an afterschool club. Parent uptake of this has been high. Pupil conferencing has shown that this is good for self esteem as children see themselves as part of team.	4

CHRIST CHURCH C OF E VC INFANT SCHOOL

Parent workshop on teaching self-regulation and recognising and managing own emotions using 'Zones of Regulation' and Emotion Coaching. *Parent support sessions on supporting children's emotional well-being and anxiety and sleep – working with CCJ*	Universal and targeted interventions can have a positive effect on mental health, well-being and self-esteem. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2, 5
SLT presence to support children during unstructured times (lunchtimes) to support with managing conflict, observe play and model interactions. Additional playleaders to support specific children in the playground.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2
Transition activities to support children as they transition from CCI to CCJ at the end of Year 2	Successful transitions, as identified from case studies in the research, are those with close cross phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5
All PP children to have their own champion that they can		5

CHRIST CHURCH C OF E
VC INFANT SCHOOL

celebrate successes in their learning with.		

Total budgeted cost: £25,755

CHRIST CHURCH C OF E VC INFANT SCHOOL

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

EYFS GLD														
Reception	Pupil count	Entry 2023		T2 2023			T4 2024			T6 2024			Target	
		GLD		GLD			GLD			GLD			GLD	
Whole	75(100%)	61%		75%			78%			79%			83%	
PP	5(7%)	33%		67%			67%			60%			50%	
PP w SEND	1(1%)	0%		0%			0%			0%			0%	
PP w/o SEND	4(5%)	40%		80%			80%			75%			60%	
Non-PP	70(93%)	64%		76%			79%			80%			86%	
Difference		**-30%**		**-9%**			**-13%**			**-20%**			**-36%**	

EYFS Pupil Premium Point Progress 2023-2024	
Reading	7
Writing	7.2
Mathematics	7

Key Stage 1 Pupil Premium Point Progress 2022-2023	
Reading	Year 1: 5.8 Year 2: 7
Writing	Year 1: 5.8 Year 2: 7.2

CHRIST CHURCH C OF E VC INFANT SCHOOL

Mathematics	Year 1: 5.8 Year 2: 7.2

Pupil Premium children in Year 1 have made just below expected progress during last academic year and so this group of children will be closely monitored throughout their time in Year 2, with additional support to help to close those gaps. The Pupil Premium children in Year EYFS and Year 2 made expected progress with some accelerated progress in places.

Key Stage 1 Pupil Premium Phonics Data 2023-2024	
Year 1	60% PP eligible children passed the phonics screening in year 1.
Year 2 (Re-take)	Of the Pupil Premium eligible children who needed to re-take the phonics screening 100% passed.

End of year attainment data

EYFS GLD													
Reception	Pupil count	Entry 2023		T2 2023			T4 2024			T6 2024			Target	
		GLD		GLD			GLD			GLD			GLD	
Whole	75(100%)	61%		75%			78%			79%			83%	
PP	5(7%)	33%		67%			67%			60%			50%	
PP w SEND	1(1%)	0%		0%			0%			0%			0%	
PP w/o SEND	4(5%)	40%		80%			80%			75%			60%	
Non-PP	70(93%)	64%		76%			79%			80%			86%	
Difference		**-30%**		**-9%**			**-13%**			**-20%**			**-36%**	

CHRIST CHURCH C OF E
VC INFANT SCHOOL

Combined															
Year Grp	Cohort	Pupil count	Entry		T2 2023			T4 2024			T6 2024			Target	
			ARE	AARE	ARE	AARE		ARE	AARE	Prog	ARE	AARE	Prog	ARE	AARE
Year 1	**Whole**	75 (100%)	78%	7%	71%	7%		70%	10%		70%	7%		79%	7%
	PP	5 (7%)	60%	0%	20%	0%		20%	0%		40%	0%		60%	0%
	PP w SEND	2 (3%)	0%	0%	0%	0%		0%	0%		0%	0%		0%	0%
	PP w/o SEND	3 (4%)	75%	0%	25%	0%		33%	0%		67%	0%		75%	0%
	Non PP	70 (93%)	80%	7%	74%	7%		74%	10%		70%	7%		80%	7%
	SEND	11 (15%)	25%	0%	25%	0%		0%	0%		9%	0%		25%	0%
Year 2	**Whole**	75 (100%)	74%	8%	71%	11%		67%	13%		72%	16%		75%	11%
	PP	4 (5%)	50%	0%	50%	0%		50%	0%		75%	0%		50%	0%
	PP w SEND	1 (1%)	0%	0%	0%	0%		0%	0%		100%	0%		0%	0%
	PP w/o SEND	3 (4%)	67%	0%	67%	0%		67%	0%		67%	0%		67%	0%
	Non PP	71 (95%)	75%	9%	72%	11%		68%	14%		72%	17%		76%	11%
	SEND	7 (9%)	0%	0%	0%	0%		14%	0%		44%	0%		0%	0%

CHRIST CHURCH C OF E VC INFANT SCHOOL

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Looking carefully at and discussing bias and subconscious bias around labels with staff and challenging this as appropriate.
- Continuing to embed a new Enquiry led' curriculum which is focused on making learning meaningful, developing resilience and providing curriculum equity and additional life experi
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated if activity undertaken in previous years had had the desired impact expected and if it hadn't looked at why this might have been.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, parent questionnaires, conversations with parents, and teachers in order to identify the challenges faced by disadvantaged children in our school community. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, as well as attending webinars discussing the the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

CHRIST CHURCH C OF E
VC INFANT SCHOOL

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.