Pupil premium strategy statement

Christ Church (Church of England) Junior 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church (Church of England) Junior School.
Number of pupils in school (July 2025)	240
Proportion (%) of pupil premium eligible pupils	25%
Academic year that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Blower Executive Head Teacher
Pupil premium lead	Sarah Blower
Governor / Trustee lead	Mark Lee- Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this Financial Year 2026-2027	£107,436
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107,436

Part A: Pupil premium strategy plan

Statement of intent

Our distinctively Christian ethos contributes to Christ Church as a centre of learning excellence inclusive to **all**. Through living out our core Christian values – respect, kindness, honesty, love, friendship and perseverance – we are a community in which all our members are respected and valued, and can flourish as human beings equally created in the image of God. As a school we provide an engaging curriculum through which **every** child's potential may be fulfilled. Through positive encouragement and nurturing, **each child** has the opportunity to develop to the full – socially, emotionally, spiritually and academically – so as to be equipped with the life skills needed to live as a valued and valuable member of society.

We aim for all of our pupils to achieve Key Stage 2 age related expectations and for children eligible for pupil premium funding to achieve in line with their peers at both the expected and greater depth standards.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data at July 2026 indicated that the attendance gap between the disadvantaged pupils and their non-disadvantaged peers was 2.5%. Our aim is to ensure that the attendance gap remains a focus in future years. Absenteeism negatively impacts on the academic achievement of pupils. They miss the teaching of key skills and knowledge which results in gaps in knowledge, skills and understanding.
2	Our observations and discussions with pupils have identified a lack of engagement in enrichment opportunities beyond the school day. This impact on pupils understanding of the world and their ability to bring that knowledge to their thinking and learning.
3	Our contact with parents indicates that some parents lack confidence and skills to support their child with their learning. The partnership between home and school is vital to support children with their learning beyond the school day.
4.	Our observations indicate that some children struggle to fully engage in the class based learning due to their mental health and well being. In addition some children struggle with self-esteem and lack confidence in their abilities.

Intended outcomes

The purpose of this strategy is to improve the attainment of pupils eligible for Pupil Premium funding so that they achieve in line with their peers.

This explains the outcomes we are aiming for by the end of this one year plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils.	The overall attendance is improved and the attendance gap between pupil premium children and non eligible pupils remains a focus.
To achieve and sustain improved well-being for pupils.	Increased engagement of pupils in enrichment activities. Increased attendance rates of parents at workshops designed to empower them to support their children with their learning. Pupils supported in school by the pastoral lead have improved confidence and self esteem. This will be evidenced through a Strengths and Difficulties Mapping Tool pre and post support.
Pupils achieve in line with their peers in age related expectations in the core subjects.	Accelerate progress of individuals so that the attainment gap with non-disadvantaged peers is narrowed in the core subjects within an academic year.

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.

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

Budgeted cost: Teaching Assistants providing additional pupil support small group focussed teaching = £86,467

Activity,	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom support compliments and enhances the quality first teaching provided by the class teacher. Additional support is provided for every class for the full morning session each day and for some afternoon sessions. Staff receive CPD to ensure that they are delivering high quality interventions such as: • Pre Teaching • Precision Teaching • No Nonsense Phonics • Rapid Reasoning • Speech and Language Sessions • Sensory Circuits • Toe by Toe individualised teaching support • Cool Kids • Focussed small group work • 1:1 bespoke learning support • In class support • Think Bricks	Teaching Assistants who receive clear instructions and guidance from the class teacher regarding the learning outcomes and the intention of the task are well placed to provide additional support that positively impacts on pupil progress and attainment. Research suggests that teaching assistants, who provide one to one or small group support, show a stronger positive benefit of between three and five additional months on average. Often support based on a clearly specified approach which teaching assistants have been trained to deliver**.** **Education Endowment Foundation**	4

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

Budgeted cost: Enrichment activities, Attendance Support, Pastoral Lead, SCARF software = £20,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a range of additional activities to enrich the pupil's experiences. They are then able to draw on these experiences within their work and when making future choices. • Author Visits • Educational Visits • Residential Visits • Entrance to competitions and tournaments • Additional Music Tuition • Visitors to school After School Activities: • Coding • Magical Maths • Whizz Pop Science • Choir • Homework Club • Sports- Football, Netball, Dodgeball All children eligible for Pupil Premium Funding are invited to access one club free of charge for the duration of each term.	Cultural capital refers to the social and cultural knowledge that can help a student make progress. In education, cultural capital should be woven through the whole curriculum, giving context and reference points to topics that allow students to build schema. ***(Pierre Bourdieu 1970)*** ***Evidence that this approach is a key strength of Christ Church:*** ***Personal Development – Outstanding OFSTED October 2024*** Pupils benefit from an extensive range of activities which promote their personal development. The many activities include trips, visits, residentials and after-school clubs. Pupils' talents are nurtured and celebrated. For example, pupils who are talented musicians play the piano as pupils enter assembly. They also coach other pupils who have similar interests but benefit from some extra help.	2
The Pupil Premium funding is used to procure the services of an Education Welfare Officer to liaise with parents and complete home visits where absenteeism is persistent.	'Short term impact: Behaviour change of the student so that they have increased attendance at school. Long term impact: Improved attendance results in improved attainment, and improvement in social skills and behaviour choices.	1

The Education Welfare Officer works with families to improve attendance of children with attendance below 90 and 96%. A frequent review of attendance is completed after each 20 school day block. Letters and Class Dojo messages are sent to parents to keep them fully informed of their child's attendance and learning time lost through lateness.	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to evidence **published by the Education Endowment Foundation (EEF)**.	
To provide emotional support to pupils who have struggled with learning, emotional regulation, self-esteem or confidence, through the use of quality PSHE lessons and the use of the school counsellor to provide support to the most vulnerable. • SCARF Software is used to support teaching and learning in PSHE • The School Pastoral Lead supports pupils with a variety of issues/ difficulties. • Junior Chaplaincy is a nurture group that supports small groups of pupils. • Reflexions is a service that is used to provide individual well-being support for pupils.	Adopting strategies and practices that seek to improve pupil health and wellbeing offers important benefits for whole-school effectiveness as well as for pupils. An 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve students' social and emotional learning Systematic structured teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement **Public Health England -The link between pupil health and wellbeing and attainment.**	4
To promote parental engagement with school so that parents are more confident to support their child with learning at home.	Parent engagement sessions are held frequently and include invitations to: Parent Lunches, Creative Church PE Workshops Curriculum workshops focussing on areas such as reading or maths. E learning events.	3

Total budgeted cost: £ 107,436

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 in the 2025-2026 academic year.

Our Pupil Premium Strategy

- *We provided additional classroom support in the form of Teaching Assistants who supported children both within daily lessons and in providing quality interventions to address their individual needs. All children eligible for Pupil Premoium funding are prioritised for classroom support and interventions. The impact of this can be seen in the attainment and progress data below.*
- *We introduced a rigorous attendance monitoring procedure which included a four-weekly review of attendance supported by text messages, letters and meetings with parents for children falling below 96% and 90%.*
- *Quality first teaching for all pupils was provided as standard classroom practice*
- *We provided a wide range after school activity clubs and provided the opportunity for all children to access at least two clubs during the year. We also invited visitors back into school to enhance our curriculum offer. Parent workshops were well attended which builds positive relationships between home and school and equips parents with information to allow them to support their children with learning at home.*
- *Educational visits and residential visits were arranged and allowed the children to visit various educational settings to support their learning. All children access all of the activities with consent from parents. School funding ensures that the visits are viable.*

The impact of our actions resulted in:

Attendance

The gap in attendance between the children eligible for pupil premium and the National figure for all pupils was 3.2% in July 2024. An exceptional cohort in July 2025 exceeded the attendance of non pupil premium children. The attendance gap figure in July 2026 is 2.5%. This is an improvement of 0.7% on July 2024 and continues to show an improving trend over time.

	CC All Pupils	*CC PP Pupils*	*CC Not PP Pupils*	*In School Gap PP/Not PP pupils*	*National All Pupils*	*CC PP/ National All pupil Gap*
2023-2024	*94.4%*	*91.3%*	*95.4%*	*4.1%*	*94.5%*	*3.2%*
2024-2025	*96%*	*97.5%*	*95.9%*	*+1.6%*	*94.8%*	*+2.7%*

*2025-2026 *	*94.2%*	*92.4% 94.1%*	*94.8%*	*2.5%*	*94.9%*	*2.5% 0.7%*

**There are 5/60 children in the Pupil Premium data that have impacted significantly on the data. Appropriate support or court action has been taken to address attendance in these cases. Without the impact of these five cases the attainment gap would be 0.7%*

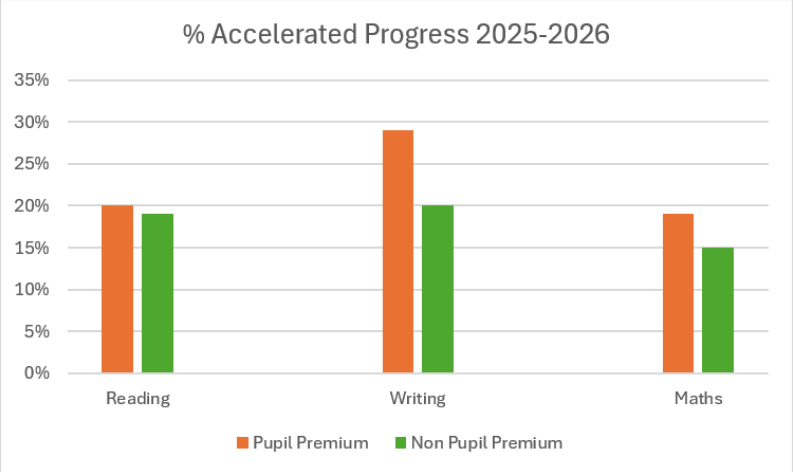
Progress

The strategy effectively supported pupils eligible for funding in the last academic year as 81% in reading, 85% in writing and 76% in maths of eligible pupils in Year 3 to 6 made expected progress or better.

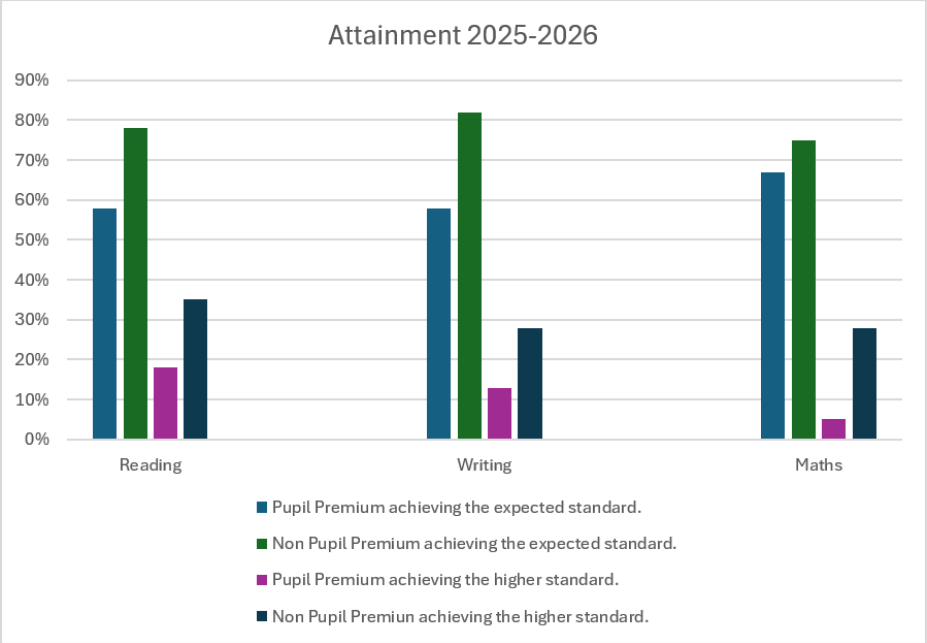
	Pupil Premium Children making ***Expected Progress (or better)*** *2025-2026*	*Non Premium children making* ***Expected Progress (or better)*** *2025-2026*
Reading	*81% (20%)*	*89% (19%)*
Writing	*85% (29%)*	*86% (20%)*
Maths	*76% (19%)*	*92% (15%)*

(Teacher Assessment Data used for all cohorts).

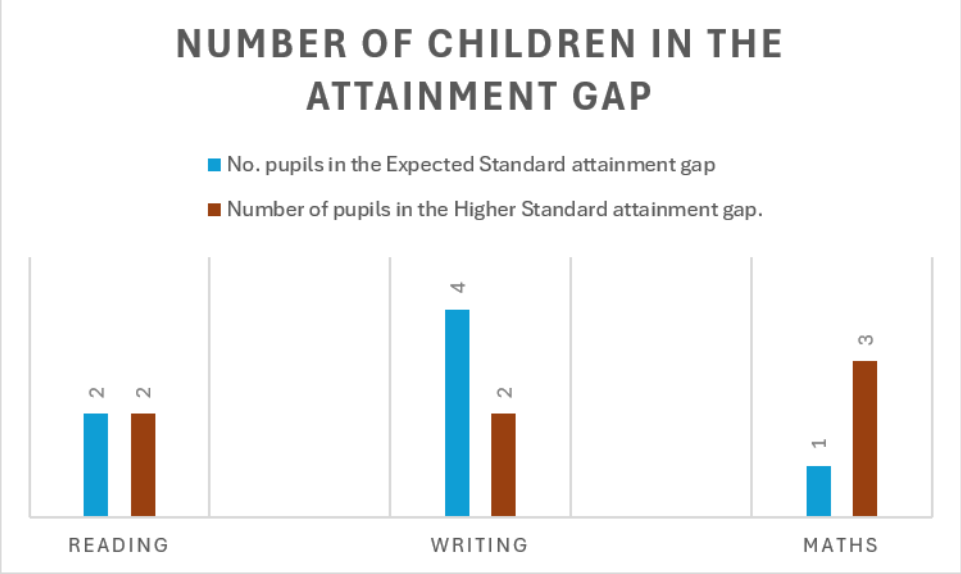
The strategy effectively support pupils eligible for funding in the last academic year in Years 3-6 to make accelerated progress. 20% made accelerated progress in Reading, 29% in Writing and 19% in Maths.



Attainment Year 6 2026 – Teacher Assessments

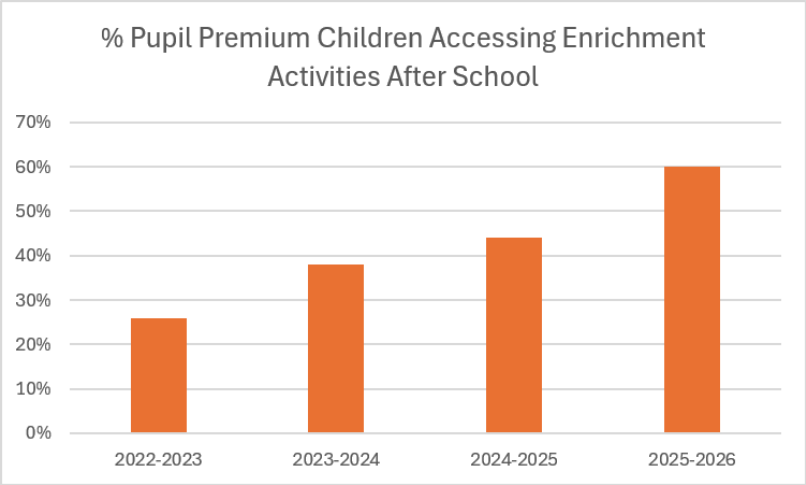


- *Note: Each child eligible for Pupil Premium Funding represents 8.33% on this chart.*



Enrichment

60% of children eligible for pupil premium funding accessed at least one after school club in 2025-2026. This is an increase of 16% on the previous year.
The barrier to higher engagement for after school activities is the distance that families travel to the school. This can create a difficulty when there is more than one child wishing to attend clubs on different day. The school will focus on increasing the availability of lunchtime clubs to address this issue.



Pastoral Support

The pastoral lead has supported 20% children eligible for Pupil Premium Funding this year. This has included children on the EBSNA pathway - children who find it difficult to engage with learning due to their emotional needs. 63% of her timetable has focussed on the support of children eligible for Pupil Premium funding. The interventions and support provided develops the children's ability to manage their social and emotional needs so that they are more able to engage with learning.

Parent Workshops

27% of parents who have children eligible for pupil premium funding have attended workshops designed to equip families with the skills and information to support their child at home. This engagement builds positive home school relationships. This area of our strategy will form a focus for the coming year.