Pupil premium strategy statement

Christ Church (Church of England) Infant School and Nursery

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) Infant School and Nursery.
Number of pupils in school (Reception-Year2)	164
Proportion (%) of pupil premium eligible pupils	26.2% (43 children)
Academic year/years that our current pupil premium strategy plan covers 2025-2026	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 academic year	£63,409
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,409

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 our EYFS pupils to achieve the EYFS Early Learning Goals and our Key Stage 1 children to achieve age related expectations. Pupils eligible for Pupil Premium funding should achieve at least in line with their peers.

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 for 2025/2026 indicates that the attendance gap between the disadvantaged and the National Figure for all pupils is 1.6%. Our aim is to continue to reduce this gap and to improve overall attendance. 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 enrichment opportunities. Access to wider learning experiences and opportunities beyond those provided by the school have been limited for some pupils. This impacts 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 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

This explains the outcomes we are aiming for by the end of our current 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 disadvantaged and non-disadvantaged children is narrowed. The gap between disadvantaged pupils at Christ Church Infants and the National Figure for all pupils is 1.6%
To achieve and sustain improved well-being for all pupils.	Increase engagement of pupils in enrichment activities. High attendance rates of parents at workshops designed to empower them to support their children with their learning. Pupils supported in school by support staff or are referred to Reflexions have improved confidence and self-esteem. Evidenced through Strengths and Difficulties Questionnaire scoring 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 between pupils eligible for pupil premium and their peers is narrowed in the core subjects within the academic year.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Targeted academic support

Budgeted cost: £61,311

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 in each classroom for a minimum of three mornings per week.	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.	4

Staff receive quality CPD to ensure that they are fully trained to deliver quality interventions and teaching such as: • Read Write Inc. small group daily phonic lessons. • WellComm- A diagnostic language intervention strategy • Neli- Speech and Language • Speech and Language sessions following advice from speech and language therapists • Sensory circuits • 1:1 bespoke learning support. • Small group in class support. • Guided reading, • Individual reading These programmes are used to support children to access the learning and 'keep up' with their peers. .	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds. There is strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement but have a high impact on reading. NELI - The Nuffield Early Language Intervention has a positive impact on the language skills of pupils. By engaging in a sensory circuit, children are able to engage their senses and develop skills in a structured and supportive environment. This can help improve their attention spans, coordination, and overall ability to participate in daily activities. 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	

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

Budgeted cost: £2098

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. • Educational Visits • Visitors to School i.e. People who help us, Open the Book etc. • Visits to locations in the local community i.e. church, shops , local area walks etc. After School Activities • Football, Multi skills, Adventurous Activities • Choir 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)***	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. The Education Welfare Officer attends meetings in school every 3 weeks and works alongside school staff in monitoring and promoting good levels of attendance. 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 block of 20 school days. Letters and text messages are sent to parents to keep them fully informed of their	<u>Short term impact:</u> Behaviour change of the student so that they have increased attendance at school. <u>Long term impact:</u> Improved attendance results in improved attainment and improvement in social skills and behaviour choices. 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.	1

child's attendance and learning time lost through lateness.		
To provide emotional support to pupils who have struggled with learning, emotional regulation, self-esteem or confidence through the use of quality PSHE lessons. For pupils struggling with low mood or anxiety we also use Reflexions Service to support individuals and families. • SCARF Software is used to support teaching and learning in PSHE. • Reflexions service is used to provide individual well-being support to pupils and their families. • Reflexions provide parent workshops.	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. Invitations to many events are open to all families, but those with children eligible for Pupil Premium Funding are signposted through Class Dojo or meetings with teachers to relevant sessions for their child.	Parental engagement sessions are held frequently and include invitations to: PE workshops. Phonics Sessions, Mental Health sessions on Child Anxiety and Transition. E Learning Working together sessions- Design Technology, RE, Shoe Box Nativity.	3

Total budgeted cost: £ £63,409

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2025/2026 academic year.

Year 2

Our Pupil Premium Strategy

- *We provided additional classroom support in the form of Teaching Assistants who supported children within daily lessons and in providing quality interventions to address their individual needs. All children eligible for Pupil Premium funding are prioritised for support an interventions. The impact of this can be seen in the data tables below.*
- *We embedded 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 offered after school activity clubs and provided the opportunity for all children to access at least two clubs during the year. We also invited visitors into school to enhance our curriculum offer. Parent workshops were well attended. 58% of parents with children eligible for Pupil Premium attended at least one workshop on Phonics, Maths or pupil well-being.*
- *A wide range of educational visits were also organised and allowed the children to visit various educational settings to support their learning. All PP children attended all available visits. Funding for these pupils by the school made the visit 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 2.2% in 2024-2025. This is an improvement of 2.2% on the previous year compared to all children Nationally. In 2025-2026 this gap improved further so that a gap of just 1.6% remains.

	CC All Pupils	*CC PP Pupils*	*CC Not PP Pupils*	*In School Gap*	*National All Pupils*	*CC PP/ National All pupil Gap*

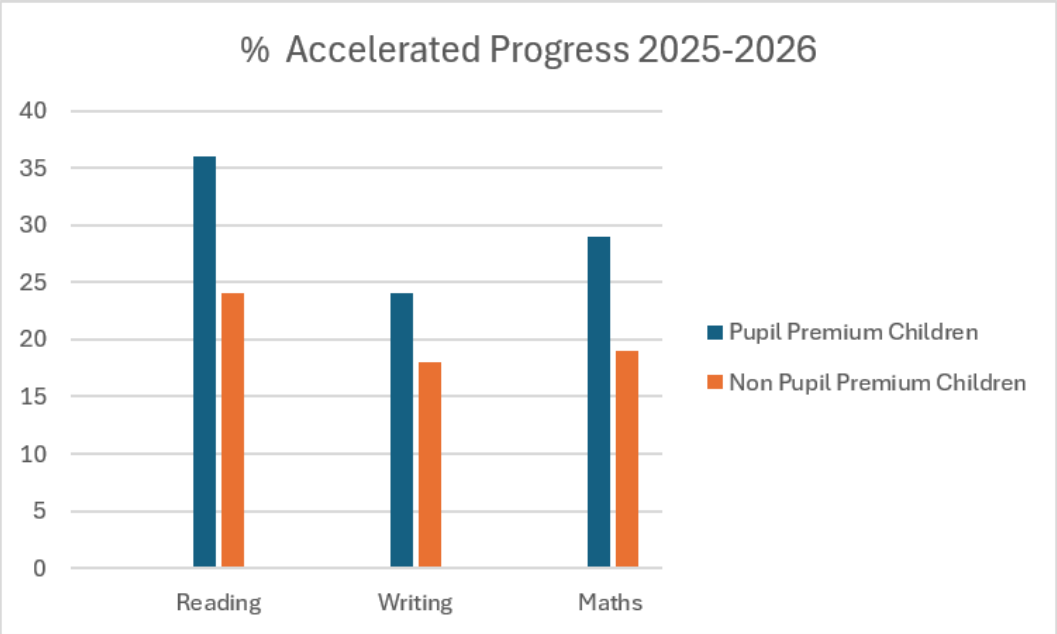
2023-2024	*92%*	*90.1%*	*95.3%*	*5.2%*	*94.5%*	*4.4%*
2024-2025	*94.2%*	*92.6%*	*94.7%*	*2.1%*	*94.8%*	*2.2%*
2025-2026	*93.7%*	*93.3%*	*93.8%*	*0.5%*	*94.9%*	*1.6%*

Progress

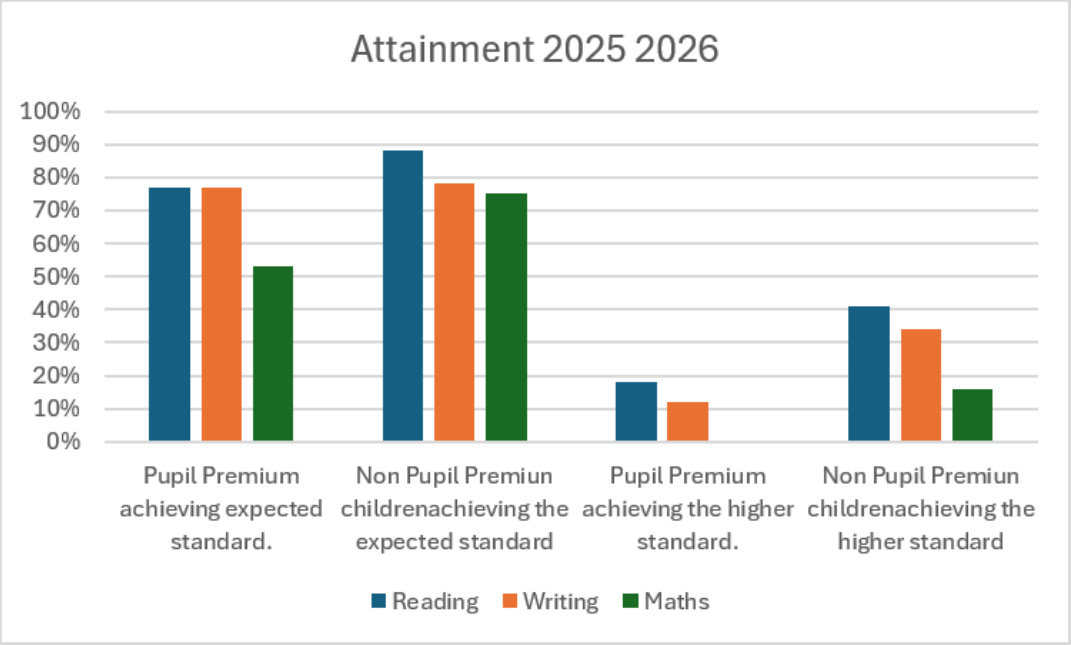
The strategy was effective in supporting pupils eligible for pupil premium in the last academic year as:

	Pupil Premium Children making ***Expected Progress (or better)*** *2025-2026*	*Non Pupil Premium children making* ***Expected Progress (or better)*** *2025-2026*
Reading	*76% (36%)*	*94% (24%)*
Writing	*76% (24%)*	*94% (18%)*
Maths	*83% (29%)*	*96% (19%)*

36% of pupils eligible for pupil premium funding in Key Stage 1 made accelerated progress in Reading, and 24% made accelerated progress in Writing and 29% in Maths. This is a higher rate of accelerated progress than the pupils not eligible for pupil premium.



Attainment- Year 2 2026



Enrichment Activities

54% of children eligible for pupil premium funding attended extra-curricular clubs during the year 2025-2026. This is an increase of 4% on the previous year. This enhances their exposure to new activities and experiences. The percentage of children eligible for pupil premium accessing the extra curricular clubs has increased.