

Pupil Premium Strategy 2024–2027

Christ Church CE Primary School

School overview

Detail	Data
Number of pupils in school	461 (29 Nursery)
Proportion (%) of pupil premium eligible pupils	53%
Academic years covered by this strategy	2024–25, 2025–26, 2026–27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sean Davies
Pupil premium lead	Charlotte Hollis
Governor lead	Lee Jeavons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,240
Pupil premium carried forward from previous years	£0
Total budget for this academic year	£327,240

Part A: Strategy plan

Statement of intent

Christ Church CE Primary serves a community with high deprivation. Our strategy's core aim is to secure high and rising standards for disadvantaged pupils through evidence-informed, high-quality teaching, targeted academic support, and wider strategies that remove barriers to attendance, engagement and personal development. We will prioritise early language, reading and writing, ensure equitable access to enrichment, and strengthen inclusion for pupils who are disadvantaged and have SEND. The strategy aligns to the Department for Education's pupil premium guidance and template and to Ofsted's Education Inspection Framework (EIF) for use from November 2025, with clear monitoring, evaluation and measurable outcomes over three years.

Challenges

Challenge number	Detail of challenge
1	Low attendance and punctuality for some disadvantaged pupils
2	Consistency of high-quality teaching to close attainment gaps in Reading, Writing and Maths
3	Significantly lower speech, language and communication on entry to EYFS impacting KS1 outcomes
4	High proportion of disadvantaged pupils with SEND requiring swift identification and tailored support
5	Limited access to enrichment activities, clubs and visits reducing cultural capital and engagement

Intended outcomes by July 2027 (with success criteria)

Intended outcome	Success criteria (measures)
Raise attainment and progress for disadvantaged pupils in Reading, Writing and Maths through quality-first teaching and responsive, targeted intervention.	KS2 disadvantaged combined RWM expected standard increases by ≥ 10 percentage points from 2024 baseline; in-school gap vs. non-disadvantaged reduced to ≤ 3 pp. KS2 Reading GDS for disadvantaged increases by ≥ 8 pp; Writing GDS increases by ≥ 6 pp. KS1 disadvantaged expected standards in Reading/Writing/Maths within ≤ 3 pp of non-disadvantaged by 2027.
Secure early reading and phonics for disadvantaged pupils.	Year 1 Phonics screening: $\geq 85\%$ pass rate for disadvantaged pupils by June 2027; Year 2 re-check: $\geq 95\%$ of remaining disadvantaged pupils pass.
Improve Speech, Language and Communication in EYFS for disadvantaged pupils entering with low starting points.	By end of Reception, $\geq 90\%$ of disadvantaged pupils achieve age-expected SLC benchmarks (WellComm/teacher assessment); EYFS GLD for disadvantaged within ≤ 2 pp of national disadvantaged.
Strengthen inclusion: identify needs earlier and implement effective support for disadvantaged pupils with SEND.	For all newly identified disadvantaged pupils with SEND, a child-centered plan is in place within 4 weeks; half-termly reviews show accelerated progress against personalised targets; evidence of appropriate reasonable adjustments in lessons.
Increase attendance and punctuality for disadvantaged pupils.	Disadvantaged attendance $\geq 96\%$ by July 2027; persistent absence (attendance $< 90\%$) for disadvantaged reduced to $\leq 10\%$; severe absence ($< 50\%$) $\leq 1\%$; late arrivals for

	disadvantaged reduced by $\geq 50\%$ from 2024 baseline.
Ensure equitable access to enrichment and wider experiences that build cultural capital.	At least 80% of disadvantaged pupils attend ≥ 1 free extra-curricular club per term by Summer 2027; disadvantaged pupils' representation in clubs, trips and leadership roles is at least proportional ($\geq 53\%$) and rising.

Activity in this academic year

Teaching (CPD, recruitment and retention)

Activity	Evidence underpinning the approach	Challenges addressed
Implement a validated SSP phonics programme (e.g., Essential Letters and Sounds—teacher-led) with fidelity, including CPD, coaching and matched decodables.	DfE SSP validation; EEF Toolkit: Phonics shows moderate positive impact with strong evidence; fidelity and staff training are critical.	2,3
Instructional coaching and consistent training in Reading, Writing and Maths (including feedback and responsive teaching).	EEF Toolkit: Feedback (+8 months) and mastery/reading comprehension strategies show high impact when embedded with coaching; teacher effectiveness drives outcomes.	2
Planned PPA for TAs (1 hour weekly) focused on assessment, intervention planning and training.	EEF notes trained TAs delivering targeted interventions can have positive impact; dedicated planning time improves quality.	2,3,4

Targeted academic support (tutoring, 1:1, small-group, structured interventions)

Activity	Evidence underpinning the approach	Challenges addressed
Deploy Learning Assistants across EYFS/KS1/KS2 to deliver responsive, targeted interventions (e.g., precision teaching, group reading, maths boosters).	EEF Toolkit: Small group tuition (+4 months) when targeted to need; trained TA delivery increases impact.	2,3,4

Same-day “keep-up” phonics sessions led by trained TAs and teachers.	EEF Toolkit: Small group tuition (+4 months); ensuring pupils do not fall behind improves pass rates.	2,3
Oral language interventions (EYFS/KS1), including WellComm screening and Big Book of Ideas follow-up.	EEF Toolkit: Oral language interventions high impact (+6 months); WellComm provides structured screening/intervention though requires careful implementation.	3

Wider strategies (attendance, behaviour, wellbeing, cultural capital)

Activity	Evidence underpinning the approach	Challenges addressed
Attendance strategy aligned to DfE statutory guidance (proactive family engagement, home visits, early help, data tracking); commissioned EWO capacity for targeted support.	DfE “Working together to improve school attendance” (Aug 2024) sets expectations for early intervention, data-led practice and multi-agency support.	1
Targeted SEMH programmes (drawing & talking, Lego therapy, Friends), school-based assistant psychologist and play therapist to build readiness to learn.	EEF: Social and emotional learning shows moderate positive impact; structured programmes support engagement and behaviour.	2,5
Universal breakfast provision (toast/bagels) and links with local foodbank to reduce hunger-related barriers.	Public health evidence links nutrition to concentration; universal offer supports inclusion and attendance.	1,2
Subsidised trips, experience days and visitors; free access to all after-school clubs; monitor equitable participation for disadvantaged pupils.	EEF: Arts participation and outdoor learning show positive effects; representation targets ensure equitable access to cultural capital.	5
Weekly music education (keyboard, ukulele, steel pans) with performance opportunities and progression mapped to the Model Music Curriculum; optional graded exam pathways.	High-quality arts education builds engagement and cultural capital; structured progression supports inclusion.	5

Indicative budget allocation (2024–25)

Area	Amount
Teaching (CPD, programme resources, coaching)	£83,000
Targeted academic support (LSAs, interventions, tutoring)	£84,000
Wider strategies (attendance, SEMH, enrichment, breakfast, EWO, music, clubs, transport)	£160,240
Total	£327,240

Monitoring, evaluation and reporting

We will use half-termly data cycles to review attainment, phonics, EYFS SLC, attendance and enrichment participation for disadvantaged pupils. Governors will receive termly Pupil Premium impact reports. We will evaluate implementation fidelity (e.g., SSP lesson reviews, intervention logs), and use diagnostic assessments to refine targeting. A mid-year and annual impact review will inform budget adjustments and next-year planning.

Governance, compliance and publication

This strategy follows the DfE pupil premium template and guidance. The statement will be published on the school website by 31 December each academic year and reviewed termly by the Pupil Premium lead and the governing board. Our approach is aligned to Ofsted’s EIF (from November 2025) with a focus on disadvantaged and SEND pupils across evaluation areas (curriculum & teaching; attendance & behaviour; achievement; personal development & wellbeing; inclusion).

Appendix: evidence base

Key sources informing this strategy: DfE pupil premium guidance and template; Ofsted Education Inspection Framework (from Nov 2025); DfE statutory attendance guidance (Aug 2024); Education Endowment Foundation (EEF) Teaching & Learning Toolkit (phonics, feedback, small group tuition, oral language; SEL); EEF Guide to the Pupil Premium; DfE SSP validation list (including Essential Letters and Sounds); WellComm research and EEF measures.

Milestones:

Termly Milestones for Tracking Progress

Raise attainment and progress in Reading, Writing and Maths

Academic Year & Term	Milestone
2024–25	Autumn: Baseline; Spring: +3pp; Summer: +5pp
2025–26	Autumn: Gap ↓ 1pp; Spring: +7pp; Summer: +8pp
2026–27	Autumn: Gap ≤4pp; Spring: +9pp; Summer: ≥10pp; gap ≤3pp

Secure early reading and phonics

Academic Year & Term	Milestone
2024–25	Autumn: Fidelity checks; Spring: 75%; Summer: 78%
2025–26	Autumn: 80%; Spring: 82%; Summer: 84%
2026–27	Autumn: 85%; Spring: Year 2 re-check ≥93%; Summer: ≥95%

Improve Speech, Language and Communication in EYFS

Academic Year & Term	Milestone
2024–25	Autumn: WellComm complete; Spring: 70%; Summer: 75%
2025–26	Autumn: 80%; Spring: 85%; Summer: 88%
2026–27	Autumn: 90%; Summer: GLD gap ≤2pp

Strengthen inclusion for disadvantaged pupils with SEND

Academic Year & Term	Milestone
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2024–25	Autumn: Plans in 4 weeks; Spring: 80%; Summer: 90%
2025–26	Autumn: Maintain; Spring: 85%; Summer: 90%
2026–27	Autumn: Maintain; Summer: 95%

Increase attendance and punctuality

Academic Year & Term	Milestone
2024–25	Autumn: $\geq 94\%$; Spring: $\geq 95\%$; Summer: $\geq 95.5\%$; PA $\leq 15\%$
2025–26	Autumn: $\geq 95.5\%$; Spring: $\geq 96\%$; Summer: PA $\leq 12\%$
2026–27	Autumn: $\geq 96\%$; Summer: PA $\leq 10\%$; severe absence $\leq 1\%$; late arrivals $\downarrow 50\%$

Ensure equitable access to enrichment

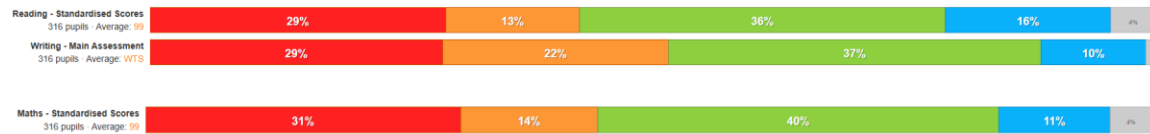
Academic Year & Term	Milestone
2024–25	Autumn: 50%; Spring: 60%; Summer: 65%
2025–26	Autumn: 70%; Spring: 75%; Summer: 78%
2026–27	Autumn: 80%; Summer: Maintain $\geq 80\%$

Data: 24-25

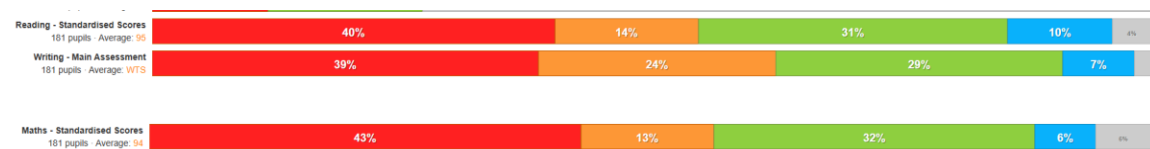
Key stage 2 SATs Disadvantaged

Subject	Sch %	Nat %	Sch Scaled Score	Nat Scaled Score	Sch Higher Standard %	Nat Higher Standard %
Read	54%	62%	101.3	102.7	11%	18%
Write	39%	59%			0%	16%
Maths	61%	59%	100.6	105.6	4%	13%
RWM	32%	47%			0%	11%
Y1 Phonics						
Phonics Check	60%	67%				

Years 1-5 All



Years 1-5 Disadvantaged



Reception Good Level of Development All



Reception Good Level of Development Disadvantaged



Attendance Data 24-25 All

Summary of 454 Pupils (All (from 2024-2025))

Attendance percentage

School	93.9%
National	94.8%
Local Authority	94.1%

15-18 days missed School: 39

19+ days missed School: 68

Absences

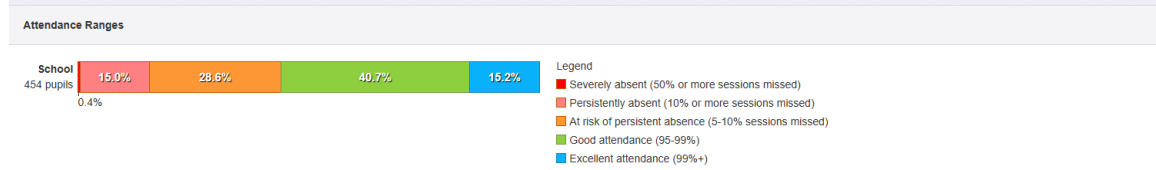
- 6.1% overall absence
 - 3.7% authorised
 - 2.4% unauthorised
- 15.4% persistent absence
- 8 pupils unauthorised absent for 10+ days

DfE penalty notice consideration threshold
(10+ unauthorised absences in 10 rolling school weeks)

- 100 pupils previously met the threshold between 01/09/2024 and 18/07/2025

Absence Patterns

- 59 pupils have been repeatedly late or absent on the same day
- 193 pupils have been absent before or after a school holiday



Attendance Data 24-25 Disadvantaged

Summary of 236 Pupils ((from 2024-2025) who are disadvantaged)

Attendance percentage

School	92.3%
National	94.8%
Local Authority	94.1%

15-18 days missed School: 27

19+ days missed School: 47

Absences

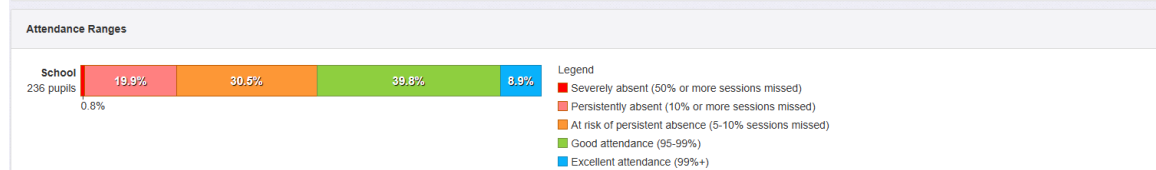
- 7.7% overall absence
 - 4.2% authorised
 - 3.5% unauthorised
- 20.8% persistent absence
- 6 pupils unauthorised absent for 10+ days

DfE penalty notice consideration threshold
(10+ unauthorised absences in 10 rolling school weeks)

- 71 pupils previously met the threshold between 01/09/2024 and 18/07/2025

Absence Patterns

- 52 pupils have been repeatedly late or absent on the same day
- 116 pupils have been absent before or after a school holiday



Attendance Data 25-26 Autumn All

Summary of 452 Pupils

Attendance percentage

School	95.0%
National	94.8%
Local Authority	94.5%

15-18 days missed School: 3

19+ days missed School: 6

Absences

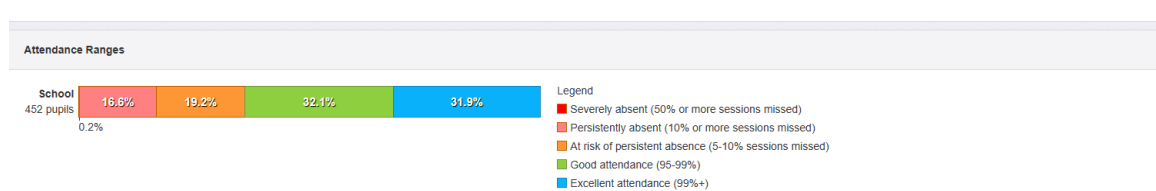
- 5.0% overall absence
 - 3.2% authorised
 - 1.8% unauthorised
- 16.8% persistent absence
- 2 pupils unauthorised absent for 10+ days

DfE penalty notice consideration threshold
(10+ unauthorised absences in 10 rolling school weeks)

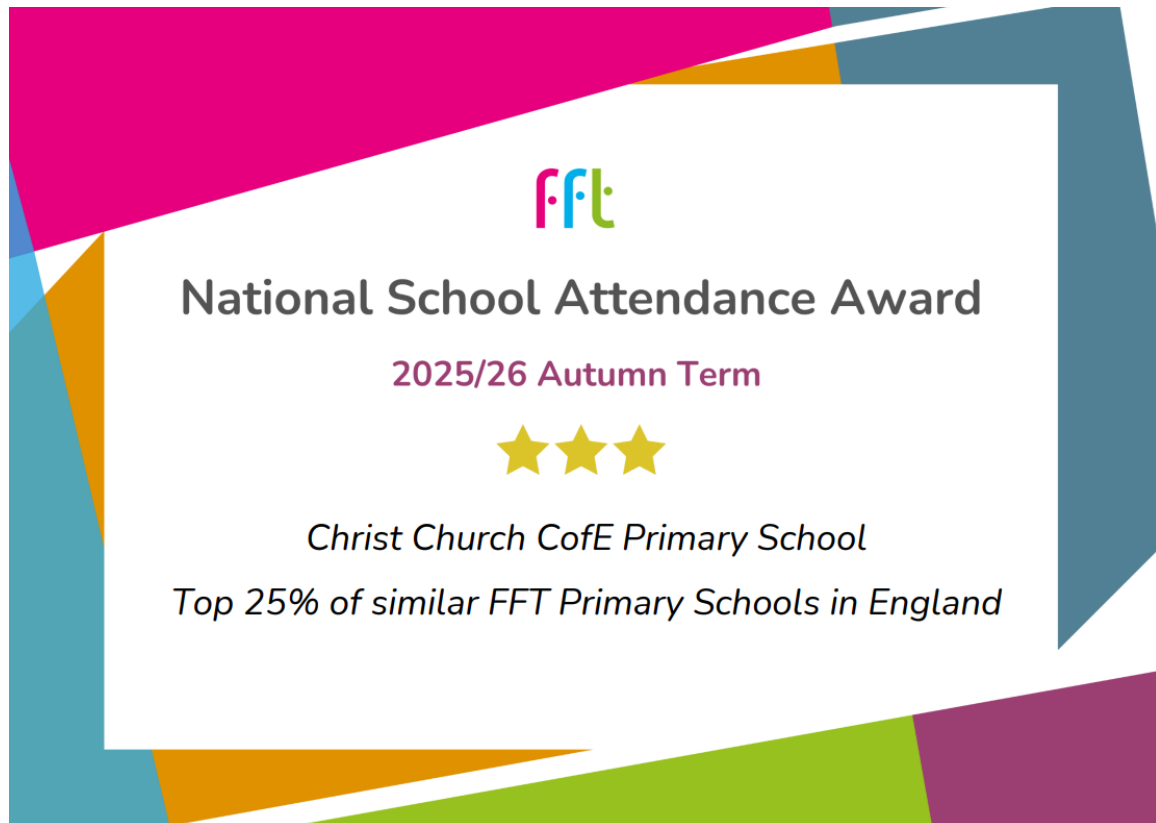
- 62 pupils previously met the threshold between 01/09/2025 and 04/01/2026

Absence Patterns

- 65 pupils have been repeatedly late or absent on the same day
- 60 pupils have been absent before or after a school holiday
- 30 pupils have recently worsened from previous good attendance
- 33 pupils have recently improved from previous poor attendance



Attendance Data 25-26 Autumn Disadvantaged



Enrichment Activities:2303

Trip	Free to Parents	Free to Us	PP Supported	No: Pupils
Year 1 Playtropolis	Yes	No	Yes	57
Reception Playtropolis	Yes	No	Yes	60
Year 3 Tolley & Thomson - Mad Museum (2 separate dates)	No	No	No	59
Year 2 Country Living Museum	Yes	No	Yes	58
Year 5 Kabbadi World Cup	Yes	Yes	No	61
Year 5 Space Centre	No	No	Yes	60
Reception Twycross Zoo	No	No	Yes	60
Nursery Alpaca & Animal Farm	Yes	No	Yes	29
Condover Hall 2026	No	No	Yes	54
Year 5 Camp Out	Yes	Yes	Yes	56
Year 2 Conkers Trip	Yes	No	Yes	58
Rainbow Cosford Trip	Yes	Yes	No	5
Year 4 Lichfield Cathedral (2 separate dates)	Yes	Yes	No	59
Year 3 & 4 Woodlands Activity Centre (4 separate dates)	Yes	Yes	Yes	118
Year 3 Lego Discovery Centre	No	No	Yes	59
Year 3 Walsall Football Club (2 separate dates)	Yes	Yes	No	57
Moonlight Safari Park	Yes	No	Yes	10
Sandwell Valley Reward Trip	Yes	No	Yes	249

Year 1 & Year 2 National Adventure Farm Trip	No	No	Yes	116
Reception Hollybush Christmas Trip	No	No	Yes	59
Year 5 Ironbridge (2 separate dates)	Yes	Yes	No	61
Rainbow Christmas Trip	Yes	No	Yes	8
KS2 Christmas REP Theatre	Yes	Yes	Yes	235
KS1/EY Panto	Yes	No	Yes	180
Year 5 Chapman University of Wolverhampton	Yes	Yes	No	29
Sunshine & Moonlight Hoo Zoo Trip 2026	Yes	No	Yes	18