

Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2025 to 2026 academic year - funding provided 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Colne Christ Church CE Primary School
Number of pupils in school	186 (Oct 2025 Census)
Proportion (%) of pupil premium eligible pupils	22.5% (36 + 6 PLAC) (Oct 2025 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Mr A Peers (Headteacher)
Pupil premium lead	Mr A Peers (Headteacher)
Governor lead	Mrs A. Brown

Funding overview

Detail (<i>Based on 2024/25 Budget</i>)	Amount
Pupil premium funding allocation this academic year	£70,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70,900

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is additional funding school receives to raise attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. As a smaller than average sized one form entry primary school we recognise the challenges our individual children face and accept that there is no “one size fits all”.

At Christ Church we have a culture where:

- ✓ Staff believe in all children
- ✓ There are NO excuses for underperformance
- ✓ Staff adopt a solution focused approach to overcoming barriers

What are our ultimate objectives for disadvantaged pupils at Christ Church?

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum – focusing on basic knowledge and skills linked to reading, writing and mathematics.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To support our children’s individual learning needs through identified SEND provision and support where appropriate.

We aim to do this by:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate enrichment provision is made for all pupils which includes adequate and appropriate assessment of needs.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Recognising that at Christ Church a large proportion of pupils in receipt of Pupil Premium are identified as having SEND (Special Educational Needs) **(48% 2025/26)**

Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

How we will achieve these objectives:

- By ensuring all children have access to quality first teaching and learning support.
- By tracking, and discussing termly, the attainment of socially disadvantaged pupils; identifying barriers to learning, additional provision that could impact on progress and implementing this where appropriate.
- Allocating resources, which include Teaching Assistant support, to target pupils to achieve or exceed age related expectations (either in small groups or 1:1).
- By providing additional 1:1 or small group support for specialised programmes for those who are socially disadvantaged with SEND including the promotion of mental health and wellbeing.
- By providing additional support for those who are socially disadvantaged in local authority care, or were previously in local authority care, including the promotion of mental health and wellbeing.
- By allocating 'catch up' support providing small group work focussed on overcoming gaps in learning.
- By supporting payment for enrichments including activities, educational visits and residential visits. This will enable pupils to have first-hand experiences to use in their learning in the classroom and to develop their skills and talents outside of school.

What are the key principles of our strategy plan?

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

Challenges (updated Summer 2025)

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

Challenge number	Detail of challenge
1	48% of our pupil premium children (Y1-Y6) also fit into other vulnerable group(s) such as having additional special educational need / looked after children.
2	25% of our pupil premium children (Y1-Y6) access counselling support for identified mental health & well-being issues which impact on achievement.
3	Attainment in reading, writing and mathematics remain lower for pupils eligible for the pupil premium than for other pupils.
4	Access to enrichment activities can be limited.

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
Progress in phonics and reading	Pass the statutory phonics screening check. Achieve age related expectations in KS1 and national average progress in KS2. SEND / PP pupils should make at least expected progress.
Progress in writing	Achieve age related expectations in KS1 and achieve national average progress scores in KS2. SEND / PP pupils should make at least expected progress.
Progress in mathematics	Achieve age related expectations in KS1 and achieve national average progress scores in KS2. SEND / PP pupils should make at least expected progress.
Improved confidence and self esteem	Pupils have access to rich and varied activities, nurturing individual talent and supporting mental health and wellbeing.

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: **£33,495.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff CPD to improve teaching staff understanding and pedagogy in writing. (0.1FTE Assistant HT Release £9,460) Professional development to support the implementation of evidence based approaches CPD for Teaching and primarily Non-Teaching staff on supporting pupils with SEND. (£6,075 – this equates to 48% of total SEND Specialist Teacher cost which is equivalent to the number of SEND children eligible for Pupil Premium + £17,960 SENCO Release).	EEF Improving Literacy in KS1 & KS2 Guidance Reports English lead (Assistant Headteacher) to develop quality and consistency of writing in EYFS and KS1 (<i>as per our school improvement plan</i>). EEF Special Educational Needs in Mainstream Schools Guidance Report SEN Specialist Teacher (1 day per fortnight) + SENCO (2.5 days per week). Part of this work will include providing specialist advice for staff and CPD opportunities (for teaching and non-teaching staff) to develop a range of teaching strategies (Recommendation 3) in terms of flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND and scaffolding. Recommendation 4 in the report highlights the need to complement high quality teaching with carefully selected small-group and 1:1 interventions.	1, 3

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

Budgeted cost: **£28,945.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meetings with teacher, Headteacher, Assistant Headteacher & SENCO	Time for ongoing professional dialogues regarding further support needed for PP children will help keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet academic and emotional needs.	1, 2, 3
<i>We will redeploy (through our provision map) support for pupils who are working below national year group expectations.</i> TA3's / HLTA's will take targeted intervention groups to address barriers in learning and to support catch up. <i>Total TA3/HLTA Cost: (£120,120 all pupils; Approx £27,027 for PP children (22.5% of school in receipt of PPG).</i> Speech Therapist support / Assessment of Pupils / Support for TA's to deliver programs to support language and	<i>The most experienced teachers / staff should work with the most vulnerable children so that they are getting quality personalised support.</i> <i>EEF One to One Tuition (+5 months)</i> providing intensive individual support by a teacher or teaching assistant. Greatest impact achieved when linked to classroom learning and learning gaps are identified. <i>EEF Small Group Tuition (+4 months)</i> Delivered by either a teacher or trained TA with 2-5 pupils working together. Teaching to be targeted at specific needs / learning gaps. Tuition to be linked to classroom content. Targeted at those disadvantaged pupils falling behind age related expectations / catch up support. <i>EEF Teaching Assistant Interventions (+4 months)</i> Targeted deployment of TA's trained to deliver an intervention to small groups has a higher impact. Interventions should be linked to classroom content. <i>EEF Oral Language Interventions (+6 months)</i> Training to support TA's to model and develop pupils oral language skills and	1, 3 3 3 3 1,3

vocabulary development. <i>Approx Cost £1,365 (39% of SEND pupils are in receipt of Pupil Premium)</i>	vocabulary development through structured programs.	
Online learning platforms to ensure consistency of curriculum learning between school and home (homework) KS2 = TTRS (£189.80) Spelling Shed = (£220.00) Literacy Shed (£142.50)	EEF Homework (+5 months) Homework linked to classroom work is more effective. Studies show that where digital technology is used it has greater impact.	3

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

Budgeted cost: **£11,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will implement a subsidy to enable Pupil Premium children to fully access enrichment activities – this will include subsidised access to school trips and access to activities such as sports clubs & music tuition. Approx Cost £1000	EEF Physical Activity (+1 month) The average impact of engaging in physical activity is about one month's progress over the course of the academic year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing.	4
Year 6 children will have access to an intensive residential outdoor adventure course in September 2025. Total Cost £1000	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem solving, explicit reflection and discussion of thinking and emotion may also be involved.	4
Social and Emotional needs are met through the deployment of an	EEF Social and Emotional Learning (+4 months) Such interventions seek to improve pupils decision-making skills, interaction	2

independent school counsellor. Approx Cost £7,400	with others and their self-management of emotions. Work is usually 1:1 for those pupils identified with particular needs.	
Breakfast and After School Club support for working families to help support economic wellbeing. Approx Cost £2,000	Pupils are physically ready for learning; parents are supported economically.	4

Total budgeted cost: £73,840.00

Further information (optional)

Governors approved additional funding from school reserves to support our objectives and outcomes by releasing the Assistant Headteacher 0.6FTE and the SENCO 0.5FTE from their full time teaching commitment for the academic year 2025/26.

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 2024 to 2025 academic year.

Progress in Phonics and Reading:

Phonics Screening Check:

(Year 1): 70% (19/27) pupils passed the statutory phonics screening check at the end of Year 1. 50% of FSM Pupils passed the screening check (note 67% of those not passing had identified SEND needs).

(Year 2): 0% (0/0) pupils passed the re-screen test at the end of Year 2 (100% of Pupil Premium children passed the screening check in Y1)..

Evaluation: The pupil premium strategy remains on track in this area.

Reading:

End of Key Stage 1 (Year 2): Overall 74% of pupils were teacher assessed at working at 'age related' expectations (of which 15% were assessed at working at the higher standard). 100% of FSM pupils were teacher assessed at working at 'age related' expectations (note 50% of FSM pupils in this cohort have SEND).

End of Key Stage 2 (Year 6): 78% of pupils were working at the 'expected level' (national average 75%) of which 48% were assessed at working at a 'greater depth of study' (national average 33%. Our average scaled score (where 100 is the expected standard) was 106.2 (national average = 106 in 2025). 75% of FSM pupils (3/4) were working at the 'expected level +', with 2/4 (50%) working at 'greater depth' (note 50% of FSM pupils in this cohort had SEND).

Evaluation: The pupil premium strategy is on target to achieve the outcomes of our strategy in reading.

Progress in Writing:

End of Key Stage 1 (Year 2): 67% of pupils were teacher assessed at working at 'age related' expectations. 100% of FSM pupils were teacher assessed at working at 'age related' expectations (note 50% of FSM pupils had SEND).

End of Key Stage 2 (Year 6): 78% of pupils were working at the 'expected level' of which 26% were assessed at working at a 'greater depth of study'. 50% of FSM pupils (2/4) were working at the 'expected level' (note 50% of FSM pupils in this cohort had SEND).

Evaluation: The pupil premium strategy is on target to achieve the outcomes of our strategy in writing. This remains a focus for school improvement.

Progress in Mathematics:

End of Key Stage 1 (Year 2): 74% of pupils were teacher assessed at working at 'age related' expectations (of which 7% were assessed at working at the higher standard). 100% of FSM pupils were teacher assessed at working at 'age related' expectations and above (note 50% of FSM pupils had SEND).

End of Key Stage 2 (Year 6): 70% of pupils were working at the 'expected level' of which 13% were assessed at working at a 'greater depth of study'. Our average scaled score (where 100 is the expected standard) was 102.7 (national average 105). 50% of FSM pupils (2/4) were working at the 'expected level +' (note 50% of FSM pupils in this cohort had SEND).

Evaluation: The pupil premium strategy is on target to achieve the outcomes of our strategy in mathematics. We will continue to focus on attainment in KS1.

Improved confidence and Self Esteem:

- Where appropriate PP pupils have had access to the school counsellor to support their wider mental health and well-being.
- PP Pupils have had access to enrichment activities (Drama / Sport) to ensure no pupil is disadvantaged.
- PP Pupils have had access to Year 6 Residential – to develop teamwork skills, independence and resilience.
- PP pupils have had access to breakfast and after school club provision (to support parents economically and ensure pupils are ready to learn)
- All pupils across the school have begun to access 'My Happy Mind' from Summer Term 2024.

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
Times Table Rockstars	Maths Circle
Phonics intervention: Fast Track and Bounce Back Phonics	Lancashire LPDS
Little Wandle (Phonics)	Little Wandle / Collins
My Happy Mind	NHS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A