

Pupil premium strategy statement- Christow Community Primary School

This statement details Christow Community Primary’s use of pupil premium (and recovery premium for the 2022- 2023 academic year) 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	Review Dec '25
School name	Christow Community Primary School	
Number of pupils in school	79 (16 in preschool)	86 (+11 in preschool)
Proportion (%) of pupil premium / eligible pupils	10%	9.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024, 2025, 2026	
Date this statement was published	12/24	
Date on which it will be reviewed	11/25	(see below)
Statement authorised by	Amy Yeo	Amy Yeo
Pupil premium lead	Amy Yeo	Amy Yeo
Link Governor	Mike Wharton	Mike Wharton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8080
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	£8080

Part A: Pupil premium strategy plan

Statement of intent

- At Christow Community Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and develop a love of learning.
- 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.
- High quality teaching is at the heart of our approach, with a focus on areas in which disadvantage children need 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.
- In addition to this, we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum.
- Given the size of our primary school and the low percentage of children who are disadvantaged can disproportionately impact data. Our approach will be responsive to individual need, rooted in robust diagnostic assessment and specific targeted support, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in Key Stage 1 and negatively impacts progress and attainment in Literacy.
2	Assessment, observations and discussions with pupils suggest that disadvantaged pupils have a greater difficulty with phonics than their peers. This negatively impacts their development in reading and spelling ability in KS2.
3	Pupils and their families face challenges with lack of wider family support, socio-economic difficulties and wider social emotional support.
4	Pupils have limited cultural capital
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 83.6% - 94% Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress

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
Disadvantaged pupils make accelerated progress to ensure there is no attainment gap and that pupils meet or exceed their targets.	<ul style="list-style-type: none"> - End of summer 2024 and 2025 data will show that all disadvantaged pupils have met or exceeded their targeted outcomes.
To ensure pupils who have 'fallen behind' receive targeted high-quality intervention to support access to the curriculum.	<ul style="list-style-type: none"> - Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Pupils and families with identified social, emotional or wider family support needs are identified early and are well supported and signposted to avenues for support.	<ul style="list-style-type: none"> - SENDCo and Headteacher identify and support families and the and work to alleviate barriers to learning. - Early Help is offered which opens avenues to external support for key families. - Identified children are invited to emotional literacy sessions/ drawing and talking/ lego therapy - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. - Identified children are invited to Breakfast and After School club at no cost to the families. - Places in Sports Clubs and sporting opportunities are offered to disadvantaged children first, at no cost to the families.

<p>Pupils have a wide breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.</p>	<ul style="list-style-type: none"> - Christow/ ESW curriculum will provide pupils with exciting, varied and knowledge-rich learning opportunities. - A love of reading is fostered in all pupils who are given opportunities to read for information and pleasure - Pupil questionnaires/ pupil conferencing will show that they know and remember more and that pupils enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers will plan and deliver all elements of the enhanced curriculum offer: <ul style="list-style-type: none"> - targeting disadvantaged pupils' opportunities. - Children will be exposed to a wide range of social, cultural enrichment and sporting experiences within (and outside) the school day.
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Administrator/ Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence. - Engagement with the AIO where external support may be needed to ensure attendance improves

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: £ 5138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Mentoring and coaching</i></p> <p>Developing high quality teaching, assessment and an Early Years curriculum which responds to the needs of pupils.</p> <p>This will be achieved by</p> <ul style="list-style-type: none"> - Adaptive teaching – cold calling/hinge questions - Shared Pedological Principles <p>Step Lab used as a platform for coaching for all teaching staff to develop practice</p>	<p>https://files.eric.ed.gov/fulltext/ED591448.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/</p> <p>https://my.chartered.college/evnt/improving-outcomes-for-disadvantaged-learners-with-marc-rowland/</p>	<p>1, 2</p>
<p><i>Professional Development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</i></p> <p>Weekly RWI CPD for all staff to ensure teaching of phonics and delivery of fast track tutoring program is impactful.</p> <p>Half termly RWI assessment to ensure children are taught at their challenge point and gaps are identified quickly.</p> <p>Weekly coaching sessions from RWI lead to support staff delivery of RWI across the school.</p> <p>Professional Development for Early Years staff of early language development and creating a language rich environment.</p>	<p>High quality teaching and learning:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>https://www.researchgate.net/publication/11509918_Development_and_disadvantage_Implications_for_the_early_years_and_beyond</p>	<p>1, 2</p>

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

Budgeted cost: £ 1254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy.</p> <p>All reception children to be screened using Language Link in September. Targeted intervention groups run by trained staff.</p> <p>Small group snack times to promote conversational language skills/ speaking and listening</p>	<p>https://www.educationdevelopmenttrust.com/our-expertise/uk/early-years-improving-outcomes-for-disadvantaged-c</p>	<p>1, 2</p>
<p>Teaching Assistant deployment and interventions</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1, 2</p>
<p>One to one and small group tuition.</p> <ul style="list-style-type: none"> - Language Link Groups - RWI Fast Track Tutoring - Lego Therapy/ Emotional Literacy 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p>

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

Budgeted cost: £748

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioral needs.</p> <p>Weekly Emotional Literacy sessions. Mental Health lead trained within school to support children.</p> <p>SENDCo supporting in referrals to external agencies to support where necessary – Children's Centre/ CAHMS</p>	<p>https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/</p>	<p>3</p>
<p>Communicating and supporting parents.</p> <ul style="list-style-type: none"> - Half termly 'Focus Child' Sheets for Reception parents. - Longer parent meetings with teachers/ SENDCo to discuss interventions or need. - Audio/ Video newsletters - Phone calls to distribute important information - Microsoft forms to gather feedback. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1, 2, 3, 5</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</p> <ul style="list-style-type: none"> - Interests of the children gathered through Pupil Conferencing - Free Family Ticket to attend Buckland FC games - Music lessons and instrument hire subsidized - Trips and residential visits subsidized 	<p>Provision of a range of initiatives to extend children's experiences see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Education Endowment Trust Toolkit</p>	<p>4</p>

<p>Supporting attendance</p> <p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 95%.</p> <p>Partnership working with AIO re pupils <90%.</p> <p>Midday calling from Administrator.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>3, 5</p>
<p>Free attendance for morning and after school clubs</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>3/4</p>

Total budgeted cost: £8080

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on disadvantaged pupils during the 2024–25 academic year, evaluated against the success criteria set out in our 2024–26 strategy.

1. Attainment and Progress of Disadvantaged Pupils

Our aim was for disadvantaged pupils to make accelerated progress and for there to be no significant attainment gap between disadvantaged and non-disadvantaged learners.

Internal tracking and teacher assessments show that most disadvantaged pupils made expected or better progress from their starting points. Improvements were most notable where attendance was secure and where pupils engaged consistently with targeted support such as RWI Fast Track Tutoring or Language Link interventions.

Coaching through StepLab, weekly RWI CPD, and focused EYFS language development training strengthened teaching across the school. Staff demonstrated improved use of adaptive teaching strategies, cold calling, hinge questions and vocabulary modelling.

Due to small cohort sizes, outcome trends should be interpreted cautiously, but overall progress for individual disadvantaged pupils was positive.

Outcomes of disadvantage pupils 2024/25								
EYFS- 1 pupils			KS1- 5 pupils			KS2 0 – pupils*		
	Disadv.	Other		Disadv.	Other	Attainment	Disadv.*	Other
GLD	100%	91%	Reading	60%	81%	Reading	n/a	100%
			Writing	60%	63%	Writing	n/a	100%
			Maths	60%	81%	Maths	n/a	100%

Summary of impact:

- Most disadvantaged pupils met their individual progress targets.
- Phonics and reading fluency improved for pupils receiving RWI tutoring and structured support.
- Pupils receiving early language interventions showed improved expressive vocabulary, listening and attention.
- High-quality teaching had a demonstrably positive impact on disadvantaged learners across all key stages.

2. Effectiveness of Targeted Academic Support

Our aim was to ensure that pupils who had fallen behind received timely, high-quality intervention to accelerate progress.

Targeted academic support was delivered consistently. Language Link screening identified early needs in Reception, allowing staff to deliver structured programmes promptly. Small-group language-focused snack-time sessions developed oral confidence and conversational structures.

RWI Fast Track Tutoring and small-group phonics support helped address decoding and spelling gaps. Lego Therapy and Emotional Literacy interventions supported pupils’ readiness to learn.

Summary of impact:

- Language Link interventions improved speech and language targets for identified pupils.
- Pupils in RWI tutoring groups made accelerated progress in early reading skills.
- Targeted interventions helped close gaps in phonics, language and writing for several disadvantaged learners.
- Emotional literacy sessions increased readiness to learn and improved self-regulation.

3. Social, Emotional and Family Support

Our intended outcome was for pupils and families with wider needs to be identified early, supported effectively and

signposted where appropriate.

This year, the SENDCo and Headteacher continued proactive early identification and offered Early Help where families required wider support. Engagement with external partners (e.g., Children’s Centre, CAMHS) ensured appropriate follow-up where needed.

Weekly Emotional Literacy sessions contributed to improved emotional well-being for identified disadvantaged pupils. Parent questionnaires and conversations showed that disadvantaged families felt well supported, particularly where communication was enhanced through extended meetings, phone calls, and multimedia newsletters.

Summary of impact:

- Early Help assessments opened access to external support for families requiring it.
- Emotional Literacy support increased pupils’ confidence and wellbeing.
- Parental engagement and communication improved, strengthening home–school partnerships.
- Removal of financial barriers (e.g., club places, uniform, trips) ensured equitable access to school life.

4. Cultural Capital and Access to a Broad, Rich Curriculum

Our intended outcome was for disadvantaged pupils to experience a wide range of cultural, sporting and enrichment opportunities to support contextual understanding and enjoyment of learning.

The ESW/Christow curriculum continued to provide rich, knowledge-based learning. Disadvantaged pupils were prioritised for funded music tuition, trip and visit subsidies, and free sports clubs. Pupil conferencing showed high levels of enjoyment and enthusiasm for learning.

No disadvantaged pupil was prevented from accessing enrichment due to financial constraints.

Summary of impact:

- Trips, residential and enrichment opportunities were accessible to all disadvantaged pupils.
- Music tuition and instrument hire increased engagement in the arts.
- Sports and outdoor activities supported physical development and confidence.
- Pupils reported enjoying school, recalling key knowledge and showing a love of reading.

5. Attendance

Our intended outcome was for disadvantaged pupils to meet or exceed national non-disadvantaged attendance levels (96%) and to reduce persistent absence.

Although the overall picture shows improvements for several pupils, attendance remains an area requiring continued focus. The strengthened attendance strategy—daily absence calls, Headteacher meetings for <95% attendance, AIO involvement for persistent absentees and free breakfast/after-school club places—had a positive effect for some disadvantaged pupils.

However, persistent absence continues to impact progress for a small number of pupils. Further targeted intervention will remain a priority into 2025–26.

Summary of impact:

- Some disadvantaged pupils showed clear improvements in attendance compared with 2023–24.
- Increased communication and pastoral support helped remove barriers to regular attendance.
- Persistent absence reduced for specific pupils but remains a key development area.

Externally provided programmes

Programme	Provider
Accelerated Reader	RenLearn
Music tuition	Joanna Todd Gaelle Hammond
Singing tuition	Rebecca Squires

Annex A Pupil premium strategy outcomes – 2023/24 review

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

During 2023-24 we used the Pupil Premium and Service Premium Grant in the following ways:

As part of our continuing school improvement plan to provide intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap, the PPG and SPG was used in the following ways:

Staffing:

- Teachers working with small groups of pupils
- TA allocated per Key Stage to support the teacher with both learning and pastoral needs including addressing children's behaviour, social and emotional needs
- Additional SEN teaching assistants supporting personalised programmes (through SEND plans and provision maps for Literacy and Numeracy and specific intervention such as Speech and Language work, Social and Communication Skills)
- Support staff addressing the needs of the more vulnerable children
- Trained Teaching Assistants working with individual children and small groups in classes across the school to deliver targeted interventions.

Resourcing:

- Subsidising trips and educational visits at the Head Teacher's discretion
- Financial support for extended school provision
- Opportunities funded – music lessons in addition to wider opportunities
- Support with school uniform/ PE Kit provided.

Measurement criteria:

To narrow the gap in pupil outcomes so that pupil premium and service premium children are achieving in line with their peers. Barriers to learning, such as behaviour, attendance, accessibility in learning are reduced or removed.

Outcomes of disadvantage pupils 2023/24								
EYFS-0 pupils			KS1-0 pupils			KS2 – 1 pupils*		
	Disadv.	Other		Disadv.	Other	Attainment	Disadv.*	Other
GLD	n/a	100%	Reading	n/a	89%	Reading	0%	78%
			Writing	n/a	89%	Writing	0%	89%
			Maths	n/a	78%	Maths	0%	100%

* disadvantaged child started in Year 6 in March. Working below key stage.

Year 1 Phonics for 2023/24- 3 PP children, overall 73% of all children achieved the result. 2 PP children did not pass.

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
Accelerated Reader	Renlearn
Music tuition	Joanna Todd
Singing tuition	Rebecca Squires

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: 2 service children

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Measure	Details
How did you spend your servicepupil premium allocation last academic year?	