Pupil premium strategy statement – Christ Church Hanham CE VC Primary

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025- 2026 2026- 2027 2027- 2028
Date this statement was published	31st December 2025
Date on which it will be reviewed	
Statement authorised by	Headteacher
Pupil premium lead	Neil Turner
Governor / Trustee lead	Helene Scwartz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 745
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*	£50, 745

Part A: Pupil premium strategy plan

Statement of intent

In line with our vision of Nurture-Grow-Flourish, our intention is that all pupils, regardless of their background, barriers or challenges, make good progress and achieve well during their time at school.

As a school, we know the importance of building effective and strong relationships and how, through a culture of love and safety, this can positively impact upon the wellbeing and achievement of all pupils but especially those whom are disadvantaged.

Our strategy will incorporate the wider strategies which help to build and sustain a strong sense of belonging, self-worth and aspiration alongside supporting families to understand the impact of attendance upon children's academic outcomes.

"Helpful to all pupils, harmful to none, and crucial for some" (Snow and Juel, 2005)

High quality teaching lies at the heart of the CCH approach and strategy. Supporting our staff to continually grow as practitioners and refine their teaching approaches will ensure that our disadvantaged and vulnerable pupils receive high quality teaching and therefore, attain well and make good progress. However, as the focus of our strategy is on the continual growth of teaching and learning pedagogies, these approaches will positively impact our non-disadvantaged pupils whose attainment and progress will be sustained and improved as a result of the realisation of this plan.

Our approach will be responsive and built upon diagnostic assessment, not assumptions about the impact of disadvantage. To ensure this strategy achieves its intended outcomes for our disadvantaged and vulnerable pupils, we will:

- Adopt a whole school approach in which all staff take responsibility for the wellbeing, educational provision and achievements of our disadvantaged pupils
- Ensure the attainment and progress of disadvantaged pupils is reviewed regularly and, in addition to, usual pupil progress reviews to enable early intervention
- Ensure that the voice and lived experience of our disadvantaged and vulnerable pupils underpins our responsive strategy

Challenges

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

Challenge number	Detail of challenge
1	Over time, too few disadvantaged pupils achieve the expected standard in all subjects at the end of KS2. The 3-year average attainment gap between all pupils and disadvantaged pupils in reading and maths is between 27 and 29%.
1a	Despite the phonics attainment gap for disadvantage pupils being small, too few disadvantaged pupils reach the expected standard in reading at the end of key stage two. This is as a result of barriers with fluency, regular reading pupils not seeing themselves as readers.
1b	Internal and external assessments indicate that disadvantaged pupils recall and retention of multiplication tables and key mathematical number knowledge is lower than that of non-disadvantaged pupils. In the Year 4 Multiplication Tables Check, whilst the average attainment for disadvantaged pupils has improved over time, a gap remains when compared to all pupils and the national disadvantaged figure.
2	Internal and external observations alongside our understanding of individual pupils and families identifies social, emotional and mental health (SEMH) needs which, for some, is linked to an attachment or trauma profile. This results in pupils not being able to manage the classroom resulting in exiting and safety-seeking. The number of suspensions is highest for this group of pupils. This challenge impacts upon their wellbeing and belonging as well as learning an attainment.
3	Discussion with pupils and analysis of wider school data indicates that many of our disadvantaged pupils do not take part, fully, in wider school life such as through attending extra-curricular clubs or representing the school in sport or performance opportunities. Disadvantaged pupils find it difficult to articulate their strengths and aspirations as a learner.
4	Our attendance data indicates that, although the gap between disadvantaged and non-disadvantaged pupils, has reduced over time, attendance for our disadvantaged pupils remains between 2 to 3% lower than it is for all pupils.

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
1. Improve reading and maths attainment for disadvantaged pupils by the end of KS2.	KS2 reading and maths outcomes show an increase in the number of disadvantaged pupils who achieve the expected standard. By 2027-28, more than 65% of disadvantaged pupils meet the expected standard within individual subjects.
2. Improve attainment in the Multiplication Tables Check at the end of Year 4.	The average attainment for disadvantaged pupils is at least 20.0 by 2027-28.
3. To further enhance feelings of safety and belonging for all pupils, particularly our disadvantaged pupils.	By 2027-28: - Reduction in unsafe and exiting behaviours - Reduction in suspensions - Pupil voice shows increased feeling of safety and belonging -
4. All pupils feel a sense of belonging, identity and self-worth as learners, particularly our disadvantaged pupils.	By 2027-28, all disadvantaged pupils will: - Attend at least one club per year - Represent their school - Identify their strengths and progress as a learner - Identify what they would like to get better at and link this to aspiration for their future
5. To improve and sustain attendance for all groups of pupils, particularly our disadvantaged pupils.	By 2027-28: - The attendance gap between disadvantaged and all pupils has reduced to 1% - The attendance for disadvantaged pupils is in line with the national attendance figure for all pupils

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments in reading and maths. Ongoing training for staff to ensure assessments are used to identify gaps and inform teaching.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1a, 1b £3,200
Implement 6 x per year Pupil Progress Meetings for disadvantaged and vulnerable pupils.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1a, 1b, 2, 3, 4 £1,200
Training and coaching support for teachers on checking for understanding and responsive teaching strategies.	Research on the importance of cognitive science identifies the crucial role checking for understanding plays in teachers being able to respond to, and adapt, teaching to meet the needs of all pupils. EEF Teacher feedback to improve learning: Check and Adapt	1a, 1b £9,345
Implementation of new daily additional maths lesson for UKS2 focussing on core number and arithmetic knowledge and skills.	The DfE's Ready to Progress Criteria (non-statutory guidance) identifies the importance of foundational and critical knowledge. DFE Non-Statutory Guidance The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1b £1,000

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement (Herts4Learning) reading fluency catch-up sessions for small groups.	The EEF's Reading House makes clear the importance of fluency in being the bridge between decoding and comprehension. EEF Reading House Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF	1a £9,000
Daily reading for pupils in need of additional support or who have fallen behind in reading. Additional phonics sessions for pupils in KS2 who have not passed phonics check.	The EEF's Reading House identifies the building blocks required to be an effective reader. EEF Reading House Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1a £11,000

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of SEMH specialist to co-regulate with pupils and support them to manage the classroom.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and Emotional_ Learning in Primary Schools | EEF	2, 4 £10,000
Funding to support every disadvantaged pupil to attend at least one extra-curricular club.	EEF research identifies benefits to wellbeing, physical and mental health as well as improving attendance and attainment. EEF Physical Activity EEF Teaching and Learning Toolkit	3, 4 £2,500
Reviewing attendance procedures and support in line with school policy	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

and DfE guidance on attendance. This will involve release time for senior leaders to meet with families and external agencies.	DFE Working together to improve school attendance.	£2,000
Contingency fund to ensure all disadvantaged pupils can attend whole school opportunities such as trips and residential.	We have identified the need to set a small amount of funding aside to support pupils to participate in the enrichment opportunities.	All £1,500

Total budgeted cost: £ *50,745*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that attainment for disadvantaged pupils was strong across the statutory data set. Apart from Year 1, the cohort size in other statutory year groups was low and so overall percentages can be skewed by this.

Statutory outcomes 2025-26:

EYFS: 50% of disadvantaged pupils achieved a good level of development (there were only 2 children in this cohort).

Y1 Phonics: 86% of disadvantaged pupils achieve the phonics check (6 out of 7 pupils).

Y4 MTC: 20% of disadvantaged pupils achieved full marks in the multiplication tables check (1 out of 5). However, the average attainment for disadvantaged pupils was 21.0 which is equal to the 2025 national average score for all pupils.

Y6: 100% of disadvantaged pupils achieved the expected standard in reading, writing and GPS (2 out 2 pupils). 50% achieved the expected standard in maths and 50% achieved the expected standard in reading, writing and maths combined.

50% of disadvantaged pupils achieved the higher standard in maths and GPS.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is higher than the national comparisons. In reading, writing and GPS, our disadvantaged pupils attained better than their non-disadvantaged peers.

This data demonstrates that impact is beginning to be seen in terms of reading (as evidenced by the Y1 phonics attainment and KS2 reading attainment). Whilst the average attainment for disadvantaged pupils in the Year 4 MTC is higher than the average attainment for all pupils, there is still further work required to enable more disadvantaged pupils to achieve full marks.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

This data demonstrated that the attendance gap between FSM pupils and all pupils was 3.8%. This is similar to previous years and requires further attention in the 2026-27

strategy. The number of suspensions and the number of pupils who received a suspension reduced in 2025-26.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that further strengthening is required, next year, in relation to the intended outcomes 4 and 5 in order to meet the desired outcomes by the end of this strategy. We were unable to implement some of the approaches planned and these will be continued in next year's plan. We have reviewed our strategy plan and, as a result, will make some changes to how we intend to use some of our budget this academic year. This will be reflected in the 2026-27 activity and approaches.