



Pupil premium strategy statement

St Christopher's CE School 2026- 2027

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	119
Proportion (%) of pupil premium eligible pupils	8 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	FGB
Pupil premium lead	Rachel Veeder
Governor / Trustee lead	Joanna Thompson

Detail	Amount
Pupil premium funding allocation this academic year	£31,240
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,240

Part A: Pupil premium strategy plan

Statement of intent

At St Christopher's CE School we target the use of pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to: Remove barriers to learning created by poverty, family circumstance and background, to narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally and ensure that ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. We aim to develop confidence in their ability to communicate effectively in a wide range of contexts. We aim to enable pupils to look after their social and emotional wellbeing and to develop resilience. We want ALL pupils to access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	<i>Varied needs of pupil premium children, including families receiving additional support and children with Special Educational Needs</i>
2	<i>Access to wider opportunities</i>
3	<i>Ensuring that children are emotionally ready to learn</i>
4	<i>Developing positive learning behaviours through consistent approaches to teaching and developing a love of reading</i>
5	<i>Ensure Service children receive provision to support their emotional wellbeing.</i>

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
<i>Consistent teaching of Mathematics, writing and reading across the school, including the targeted use of phonic interventions.</i>	Improved outcomes for all children, especially PP children, with progress data being in line, or above, the national average
<i>Children have access to a broad and balanced curriculum with a range of experiences planned both educationally and culturally</i>	Broad and balanced curriculum embedded which ensures that children develop both the knowledge and the skills required through primary education. Monitoring of books and pupil voice will show that children have developed a love of learning.
<i>Children develop a love of reading.</i>	Children will read for pleasure and talk passionately about reading. The number of children passing their phonics screening check and leaving Year 6 at the expected standard will increase, as will the progress which children make.
<i>Improve the provision for service children across school</i>	Establish a service children club Employ a forces liaison officer Work in collaboration with partnership schools.

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: £ 9,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>CPD to be provided for the teaching of writing through – ODS</i> <i>£1,550 to provide cover for class teachers for training and to monitor and support teachers across the school</i>	EEF effective professional development EEF improving literacy in Key Stage 1 EEF improving literacy in Key Stage 2	4 and 1
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<i>Develop the role of the mathematics subject lead attending developing mastery program and embedding across the school</i> <i>£561 to cover attending of developing mastery CPD programme</i> <i>£500 for additional mathematics resources to support mathematics teaching across the school</i>	EEF effective professional development EEF improving mathematics in the Early Years and Key Stage 1 EEF improving mathematics in Key Stages 2 and 3 NCETM teaching for mastery EEF mastery learning	4 and 1
<i>Support in subject leadership</i> <i>Reading and mathematics consultant to support the school</i> <i>£1,000</i> <i>Purchase of additional reading books to support the developed reading spines of core text across the school.</i> <i>£500</i> <i>Additional teaching hours to release phase/subject leaders</i> <i>£5,000</i>	EEF effective professional development EEF improving literacy in Key Stage 1 EEF improving literacy in Key Stage 2	4 and 1

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

Budgeted cost: £ 13,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Teaching Assistants known to children to deliver immediate one to one</i>	EEF making best use of teaching assistants EEF research on feedback	1,3 4

<i>and small group interventions based on teachers' assessment of learning and to support class teaching with teachers give feedback (nurture, Articulate, ELSA support,)</i> £5,327	EEF teacher feedback to improve pupil learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to develop TAs to deliver and embed ELSA and nurture training + SENDCO time</i> £2825 <i>Continue to develop use of Jigsaw PSHCE</i>	Mentally healthy schools – transitions EEF school transition tool EEF improving social and emotional learning in primary school EEF working with parents to support children's learning	1,3
<i>Ensure that all children have access to trips and that cost is not a barrier</i> £000	Pupil premium, using the pupil premium for learning outside of the classroom Council for Learning Outside the Classroom	2, 4, 5
<i>Forces club and liaison officer</i> £2250 to include resources and training £900 staff running costs	Service pupil premium: examples of best practice	1,3, 5

Total budgeted cost: £ 31,240

Part B: Review of the previous academic year

To support PP children in making accelerated progress across reading, writing and mathematics, the school invested in developing whole school pedagogy with a focus on teaching in mixed age classes. English consultant suggested high quality text that would appeal for all. 88% of children passed their phonics screening check.

Investment was also made in developing mathematics fluency and step counting across the school, ensuring the mathematics was consistent for all.

ELSA training was provided for one member of staff and support for children has been invaluable – ELSA still continues to have frequent supervision.

Standardised teacher assessments support teacher assessments which show that our pupil premium children made progress in line with their peers compared to non-pupil premium children in reading, writing and mathematics.

However, pupil-premium children are, on average, still performing slightly below their non-pupil premium peers. The difference is largest in writing.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How we will spend our service pupil premium?**

Children eligible for service premium are supported with their transition in and out of our school. We have recently employed a forces liaison officer who ensures this is smooth and well supported. When the role has been established she will contact the school the children are transitioning to, she will ensure safeguarding paperwork has been sent and thoroughly understood, she will ensure any additional needs are fully understood by the next school, she will work with the children to smooth the transition by showing maps and websites of the next school. She will create leavers packs for those moving on.

The forces liaison officer will aim to meet the service children weekly at a 'Forces club' - where she will support emotional wellbeing.

The school aims for the Forces Liaison officer to work closely with the HT, DHT, SENDCo and office staff to ensure a smooth start for our families. She will aim to check in on these children in a timely fashion to ensure they have got friendships and are well supported. The school aim to develop links with other schools who also have a small number of service children.