

Christ Church NW1

Pupil Premium Strategy



2025/26

Pupil Premium strategy statement

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 2025 to 2026 and the effect that last year's spending of Pupil Premium had within our school.

Pupil Premium (PP) is extra money targeted at children who receive Free School Meals (FSM). This money can be spent on anything, but the benefits, progress and results of these children must be recorded. Every term the school scrutinises data to ensure that this vulnerable group are making good or better progress. All interventions are closely monitored and evaluated by the school SENDCo (special educational needs and disability coordinator) and the SLT to ensure value for money and to inform decisions about continuing specific programmes for this group of children.

This statement also outlines 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 |
|---|--|
| School name | Christ Church Primary School, London NW1 |
| Number of pupils in school | 165 |
| Proportion (%) of Pupil Premium eligible pupils | 52.3% |
| Academic year/years that our current Pupil Premium strategy plan covers | 2025 -2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Lee Duffy (Executive Head teacher) |
| Pupil Premium lead | Amy Stroud (Head of School) |
| Governor | Gill Green Chair of Governors |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil Premium funding allocation this academic year | £119,187 |
| 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 | £119,187 |

Part A: Pupil Premium Strategy Plan

What is the Pupil Premium Grant?

The Pupil Premium Grant (PPG) is additional funding given to schools to support pupils who may face disadvantage and help close the achievement gap.

Who is it for?

Pupils who:

Have ever received free school meals (FSM)

Are looked after or adopted from care

Are from Service families

How is it used?

1. Teaching

Staff training and professional development to improve teaching and learning for all pupils.

2. Academic Support

Targeted help to overcome barriers to learning, such as tutoring or small group support.

3. Wider Approaches

Breakfast clubs

Music lessons

Help with trip costs

Speech and language therapy

These approaches help build confidence, resilience, and aspiration, and often benefit all pupils.

Statement of intent

Inclusion is at the heart of our school.

Christ Church Primary School strives to promote the achievement of **all** pupils, specifically those who are identified as vulnerable, or with additional barriers to education.

The Pupil Premium funding received is carefully used to support children's learning and well-being, with a particular focus on children who are, or who have in the past 6 years, been eligible for free school meals, adopted children and any child looked after by the Local Authority.

We believe that by having a fully inclusive and personalised approach to the education and development of our pupils we can maximise the academic, social and career outcomes for our

PP students. We are passionate about removing barriers so that our children can achieve the highest academic standards in order to prepare them well for the next stage of their educational journey. This additional funding supports the inclusive philosophy of the school to ensure that every child achieves to their best.

Our strategy aligns with the Education Endowment Foundation (EEF) Tiered Approach: prioritising high-quality teaching, providing targeted academic support, and implementing wider strategies to support attendance and emotional regulation.

52.3% of our school cohort have been identified as disadvantaged, we know that for many of these pupils, they face significant external challenges or barriers to education.

Our approach has been adjusted to acknowledge the needs of our pupils and the demographics of our community, recognising the potential impact of disadvantage for our children and how this presents for different groups.

Low attendance at school, feeling safe and engagement with education services is a challenge for many of our families.

Our Teaching and Learning approach is underpinned by Maslow's Hierarchy of Need, moving into using direct instruction guided by Rosenshine's Principles.

Therefore, to address this, we invest in specialist counselling (Place2Be) and adopt a Trauma-Informed Practice (TIP) approach across the school. This ensures that social and emotional barriers are mitigated before they impact academic outcomes.

In addition to this, we provide essential "readiness to learn" support, including subsidised educational visits, residential trips, and enrichment activities, ensuring no child is excluded due to financial hardship.

The different approaches we have adopted (*including bespoke and personalised programmes*) complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are effectively challenged
- have high expectations of all pupils
- ensure early intervention (regularly reviewed for impact) at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.
- adopt a TIP (trauma informed practice) approach

Monitoring and evaluation of our outcomes, show us that the outcome for our disadvantaged pupils is secure and they are achieving above their peers nationally. Our outcomes further down in this report demonstrate this.

| | | | | | | | | |
|---|--------------------|----------------|--|--|-----|-----|-----|-----|
| Disadvantaged | Whole school 52.3% | National 24.7% | | | | | | |
| <table><tr><td colspan="2">% Disadvantaged children at Christ Church 2025</td></tr><tr><td>Rec</td><td>52%</td></tr><tr><td>Yr1</td><td>42%</td></tr></table> | | | % Disadvantaged children at Christ Church 2025 | | Rec | 52% | Yr1 | 42% |
| % Disadvantaged children at Christ Church 2025 | | | | | | | | |
| Rec | 52% | | | | | | | |
| Yr1 | 42% | | | | | | | |

| | | |
|--|------------|------------|
| | Yr2 | 32% |
| | Yr3 | 52% |
| | Yr4 | 52% |
| | Yr5 | 63% |
| | Yr6 | 63% |

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1. | Pupils entering school with poor oracy (vocabulary deficit) and delays in language acquisition. |
| 2. | Pupils entering school well below expected standards in Reading, Writing, Maths in EYFS and through in year admission |
| 3. | Poor attendance and persistent absenteeism |
| 4. | Poor mental health and emotional regulation |
| 5. | High level of deprivation leading to basic needs not always being met, impacting on children's ability to engage with learning. |
| 6. | High level of deprivation leading to limited access to enrichment activities outside school. |

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 |
|--|--|
| A. Improve oral language skills and vocabulary for disadvantaged pupils in all year groups. | Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the curriculum and meet their academic targets in all subjects and specifically in reading and writing. |
| B. To diminish any difference between the attainment of disadvantaged pupils compared to non-disadvantaged pupils in reading, writing and maths (in the Year 1 and Phonics Screening and in KS2 SATS). | To identify DA when they are underperforming in one or more areas of RWM and to put in targeted support and intervention to bring that subject into line with the others so that the child is performing at least expected in all three areas. |

| | |
|--|--|
| C. To increase attendance levels of disadvantaged | Overall attendance for DA pupils is at least 95% or in line with the national average for all pupils. Persistent absence (below 90%) for DA pupils is reduced to below 15%, with the gap between DA and non-DA peers narrowing. |
| D. To access mental and emotional health support leading to better emotional regulation and readiness to learn. | Pupils with identified Social, Emotional, and Mental Health (SEMH) needs demonstrate improved self-regulation evidenced by reduced behavioural incidents, and positive pupil voice. These pupils make expected or better progress in RWM. |
| E. To ensure that the DA children are adequately resourced, looking at the 'whole child', ensuring that they are well nourished, have sufficient clothing, academic resources and access to trips and enrichment activities. | 100% of DA pupils have essential resources (uniform, equipment, nutrition) as per the school's Maslow-based pedagogy. Participation data confirms that DA pupils access trips, residential visits, and after-school clubs at the same or higher rates than their non-DA peers. |

Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Phonics & Reading CPD: Continued professional development for all staff in the Little Wandle Letters and Sounds Revised scheme. | Phonics (+5 months): The EEF Toolkit indicates that Systematic Synthetic Phonics (SSP) has a very high impact on early reading. Consistent staff training ensures high-fidelity implementation, which is critical for disadvantaged pupils who may lack home-reading support. | 1,2 |
| Ongoing CPD for class teachers in effective teaching through using Rosenshine's principles of direct instruction. Programme of regular | Rosenshine's principles of direct instruction were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports. Research in | 1,2 |

| | | |
|--|--|-------|
| evaluation, feedback and coaching | cognitive psychology shows strong evidence of the impact of regular retrieval practice, modelling worked examples and teaching in small steps to take into account the limits of working memory and aid the process of moving learning to long term memory and keeping it there. | |
| Employ a second teacher for a year group with 63% DA and 38% SEND to provide additional high quality first teaching. | The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier. The second teacher model ensures that DA pupils receive more frequent teacher-led interactions. | 1,2,4 |

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

Budgeted cost: £ 38,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Individual and group support phonics, vocabulary acquisition and Oracy through Little Wandle and the NELI (including NELI pre-school for Nursery children) programmes. | The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading. NELI- an evidence-based programme with proven effectiveness: EEF: 'Children who received the language intervention made the equivalent of 3-5 months additional progress in language and reading skills compared to those who did not receive the intervention'. | 1,2 |
| Structured TA-led Interventions: Deployment of Teaching Assistants to deliver 1:1 and small group tuition in Reading and Maths. | Teaching Assistant Interventions (+4 months): The EEF guidance emphasizes that Tas have the greatest impact when delivering structured, brief, and regular interventions that complement classroom teaching, rather than general classroom support. | 2 |

| | | |
|--|--|-----|
| Commissioning extra EP time for diagnostic assessments and bespoke learning strategies for DA/SEND pupils. | Individualised Instruction (+4 months): EP involvement provides targeted diagnostic data that allows for highly tailored learning pathways. This aligns with the EEF's emphasis on identifying specific barriers to learning to ensure interventions are precisely matched to pupil needs. | 2,4 |
|--|--|-----|

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

Budgeted cost: £ 36,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Commissioning Place2Be for 1:1 counselling, "Place2Talk" self-referral, and parental support. | The EEF Toolkit shows that Social and Emotional Learning interventions significantly improve pupils' self-regulation and attitudes to learning. Targeted 8counselling removes emotional barriers to attendance and academic engagement for the most vulnerable DA pupils. | 3,4 |
| Full or partial funding for curriculum-linked trips (e.g., museums, theatre), Year 6 residential, after-school clubs and Breakfast Club. Provision of uniform, learning resources, and nutritional support (emergency food parcels/vouchers) to ensure basic needs are met. | Providing enrichment ensures DA pupils build cultural capital and social skills (SEL) in line with their non-disadvantaged peers. The EEF notes that Breakfast Clubs can improve attendance and punctuality. Meeting physiological and safety needs is a prerequisite for cognitive engagement. Addressing "cost of the school day" barriers prevents stigma and ensures DA pupils are physically and mentally ready to learn upon arrival. | 3,5, 6 |

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes 2025

Externally provided programmes

| Programme | Provider |
|---|--------------------------------------|
| Mental Health support and counselling service | Place2Be |
| Little Wandle Letters and Sounds Revised (top up resources) | Harper Collins |
| Neli (speech and language catch up programme) | Nuffield Early Language Intervention |
| Magic Breakfast | Magic Breakfast |
| TIP training | Camden EP service |

| Desired outcomes 2024-2025 (ongoing 2025) | |
|---|--|
| | Disadvantaged pupils (non-SEN) in Year 1 and Year 2 are additionally supported to pass the phonics screening test. |
| | Additional support for PP children who are in the lowest 20% for RWM. |
| | Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use. |
| | Diminish differences between the attainment of disadvantaged pupils compared to non-disadvantaged pupils in reading at the end of KS2 by improving pupil skills in answering more complex reading comprehension questions. |
| | Provide support for the PP to 'level' the playing field to ensure that they have equal access extra-curricular events, resources and where talents are nurtured beyond the school gates. |
| | To provide access to mental health support within the school walls (Place2Be) |
| | To focus on the PP pupils as part of the whole school attendance strategy. |

Attainment of disadvantaged pupils in 2025

The school's Inspection Data Summary Report (IDSR) shows the beneficial impact of the school's Pupil Premium strategy.

KS2

Attainment

The three-year average for all pupils, including disadvantaged pupils shows that they achieve very well in comparison to their peers nationally. This is a result of the strategic planning for interventions to support the most disadvantaged pupils at Christ Church. The school analysed data through regular Pupil Progress Reviews and created Assess, Plan, Do, Review cycles for pupils where necessary. This granular approach to data analysis led to disadvantaged pupils achieving the expected level in reading, writing and maths at a significantly higher level (3-year average-64%) than their peers nationally (3-year average- 46%).

Progress

All pupils in individual subjects of reading and maths make progress in line with national and above in writing.

Disadvantaged pupils' progress is significantly above in reading and writing and in line in maths. This is a result of the school's relentless focus on quality first teaching for all pupils and timely identification of barriers to learning and intervention where necessary.

Disadvantaged pupils - Reading, writing and mathematics expected standard

| Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | |
| 3-year | 47 | 64% | 46% | Above (sig+) | 68% | -4 | Not applicable | Not applicable |
| 2025 | 9 | 67% | 47% | Above (non-sig) | 69% | -2 | Narrowing | - |
| 2024 | 18 | 56% | 46% | Close to average (non-sig) | 67% | -12 | Widening | High - FSM |
| 2023 | 20 | 70% | 44% | Above (sig+) | 66% | 4 | Positive gap | High - FSM |

EYFS Good Level of Development

This cohort was very small with 13 pupils.

10 pupils met GLD, 4 of these are disadvantaged.

3 pupils did not meet GLD and these pupils are disadvantaged.

Disadvantaged pupils at EYFS have performed broadly in line with national in 2025 (School- 60%, National- 59%).

GLD average over time is in line with national. From significantly low starting points, disadvantaged pupils achieve above average with 58% achieving GLD compared to 52% of their peers nationally.

Year 1 Phonics Screening

School attainment for all pupils- 89%

| 2025 | School | Camden | National |
|---------------|--------|--------|----------|
| Disadvantaged | 75% | 79% | 67% |

Disadvantaged pupils have performed above national. Children have received targeted small group and individual support where they have not passed the threshold. This resulted in three out of the four Year 2 pupils who had not yet passed, passing the phonics check in 2025. The year 2 pass rate for disadvantaged pupils was 67% compared to 45% in Camden.

Multiplication Tables Check

| 2024-2025 | | |
|-----------|--------|----------|
| Cohort | School | National |
| 23 | 52% ● | 37% |
| 22 | 23.0 ● | 21.0 |

52% of pupils got full marks in the MTC and the average score was 23. The rate of full marks was the same for disadvantaged as non-disadvantaged pupils.

Summary

The school's Inspection Data Summary Report (IDSR) shows that our Pupil Premium strategy continues to have a strong and positive impact on outcomes for disadvantaged pupils. Across the school, disadvantaged pupils achieve well and perform in line with, or above, national averages.

At Key Stage 2, disadvantaged pupils' attainment in reading, writing and maths is significantly higher than that of disadvantaged pupils nationally. This reflects the school's careful use of assessment information, high-quality teaching and well-targeted support to meet individual needs. Progress for disadvantaged pupils is particularly strong in reading and maths and remains in line with national expectations in writing.

In the Early Years, despite low starting points and small cohort sizes, disadvantaged pupils achieved broadly in line with national outcomes. Over time, outcomes show that disadvantaged children make strong progress from their starting points. Phonics outcomes for disadvantaged pupils were above national figures, supported by targeted small-group and individual interventions.

Overall, the effective use of Pupil Premium funding has helped to reduce barriers to learning, support pupils' well-being and ensure that disadvantaged pupils are able to achieve well across all key stages.