

Pupil premium example statement (primary) word

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the [DfE pupil premium strategy statement template](#). All schools that receive pupil premium are required to complete and publish a statement on their school website by 31 December each year, using the above template.

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement
- The volume and type of activity that you spend your funding on
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)
- The targets you should set or outcomes to be achieved. For the purposes of this example, 'X' and 'X – Y' (for a range) have been used in place of specific figures and the Outcomes section demonstrates the type of information to include, without giving specific details.

Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement, but you can draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when allocations for the following financial year are published.

Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.

Pupil premium strategy statement – Christ Church Primary School 2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	(68) 22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024- 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Lee Archer</i> , Headteacher
Pupil premium lead	<i>Vicki Mason</i> , Deputy headteacher
Governor / Trustee lead	<i>Beth Hill</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,195
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£110,195

Part A: Pupil premium strategy plan

Statement of intent

The school's vision is to deliver excellence in education that builds life long memories in a secure environment that motivates and inspires our pupils to learn. We intend that our school ethos of 'Love to Learn and Learn to Love' is embedded for all pupils and that the Christ Church family embraces all backgrounds, cultures and religions whilst being inspired by and equipped for the endless possibilities in life provided by an excellent education.

At Christ Church Primary School, we strive to provide a high quality teaching, with a focus on areas in which disadvantaged pupils require 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.

Our pupil premium strategy works towards meeting the above expectations by:

- Closely monitoring the progress of our disadvantaged pupils so that the number reaching National Standard in all three areas is in line with expectation and non-disadvantaged peers.
- Ensuring that Effective emotional support is in place for children and families who require advice and intervention; with additional emphasis on mental health issues.
- Ensuring that disadvantage is rarely a barrier to taking advantage of provision that forms part of the children's cultural capital.
- By delivering an effective programme of intervention that provides academic support in order to raise pupil self-confidence and attainment.
- By closely monitoring the attendance of disadvantaged pupils to ensure that attendance above 95% is attained

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Internal and external assessments, observations and discussions with pupils indicate that disadvantaged pupils retain gaps with their peers in reading, writing and maths.
3	Poor home learning environments have a detrimental effect on children's learning and self-esteem and the cost of living continues to cause significant issues for many of our families. The school identifies that home support can be inconsistent or limited for some and continues to seek ways in which it can support pupils and families.
4	20% of disadvantaged pupils have additional SEND, specifically cognitive learning difficulties, requiring further intervention to address specific barriers to learning

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. To ensure that attendance for disadvantaged pupils is in line with non-disadvantaged pupils	• Attendance for all pupils is above 95% and persistent absence is reduced. • Absences are closely monitored using Arbor and communication with families is prompt • Lateness is monitored daily and late gates sessions are held regularly • Attendance assemblies/clinics are held termly to raise parent awareness • A range of rewards are used to raise pupil and parent awareness such as Little Heroes, certificates and prizes for 100% attendance • Parent survey shows that they are well informed about their child's attendance

2. To provide opportunities for accelerated progress with disadvantaged children in reading, writing and maths	• Whole school attainment shows that disadvantaged pupils make excellent progress from baseline starting points • Additional support provided to ensure pupils make progress through programme of interventions such as RADY, reading fluency, phonics catch up and FFT • Additional support and coaching provided for ECTs • Parent survey shows that EYFS Parents feel supported with the how they can support with early reading and phonics • Additional support provided to ensure pupils make progress through programme of interventions such as pre and post teaching • Parent workshops for Maths and English carried out • RADY beacon school training provided for all staff • Equitable teaching approaches adopted by all teachers to target disadvantaged learners • Uplift data generated for targeted year groups and shows gap between disadvantaged and non-disadvantaged is closing over time
3. To ensure that no child is disadvantaged when wanting to access the wider curriculum at Christ Church	• Laptops, where required, are provided for families whose children are classed as disadvantaged • Families of disadvantaged children are supported by Family liaison lead through food parcels, clothing and in person support • Disadvantaged children prioritised to attend after school provision • Breakfast club is subsidised for disadvantaged children • School trips are subsidised for disadvantaged children • Music lessons are subsidised for disadvantaged children • Residential trips are subsidised for disadvantaged children • Disadvantaged children are represented proportionally in all school groups such as school council, sports leaders, reading ambassadors, air aware ambassadors, Brave Brains etc.
4. Effective wellbeing support for all pupils, particularly	• Disadvantaged pupils prioritised for HOPE counselling • Disadvantaged children are supported by Family liaison lead through targeted support

disadvantaged pupils	- disadvantaged children prioritised for work with the mental health team - Disadvantaged children are represented proportionally in all school groups such as school council, sports leaders, Reading ambassadors, Air Aware ambassadors, Brave Brains etc. - Parent workshops provided to support elements of wellbeing provided by the Mental Health team Parent survey shows that parents feel supported on areas of wellbeing through a range of initiatives
----------------------	---

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: £43212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver training, modelling and coaching to consolidate the implementation of the curriculum linked to effective pedagogy.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development EEF mentoring could support a school's professional development culture across the board, as well as benefiting the mentee. Four things we've learned about supporting early career teachers EEF	2,
Teaching assistants receive regular training and are deployed throughout the school to carry out targeted interventions, as well as pre and post teaching tasks	Small group tuition has an average impact of four months additional progress over the course of a year Small group tuition EEF	2,4
Standardised diagnostic assessments purchased.	The (DfE) makes it clear that "Good teachers assess children regularly to inform teaching, provide feedback to pupils	2,4

Staff trained to ensure assessments are interpreted correctly with clear identification of gaps in learning	and to communicate children's progress to parents"	
Enhance our teaching of maths, reading and writing and curriculum planning in line with DfE and EEF guidance Fund CPD through Maths hub/EPATT, grammarsaurus, handwriting and spelling training Fund adaptive teaching training for all staff	Reading comprehension strategies are high impact on average (+6months) Reading comprehension strategies EEF Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. Improving Mathematics in Key Stages 2 and 3 EEF Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Primary school pupils' writing skills – including spelling, handwriting and typing – need to become automatic so that they can concentrate on the content of their writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1	4
Implement the use of and access to technology for increased interaction in homework that supports in school learning e.g. mathletics, numbots, reading eggs, TT rock stars, Collins e-books	Homework has a positive impact on average (+5 months) Homework EEF	2,3,4,5

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

Budgeted cost: £42700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club provision is subsidised for all disadvantaged children	Social and emotional learning EEF The DFE states 'Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour'	2, 3, 4
Teachers provide quality first wave teaching with emphasis on closing the gaps/ extensions to contracts to enable interventions, pre and post teaching.	Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them High-quality teaching EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF	2
Continue to embed the school's phonics programme and monitor it's impact. Ensure all new and existing staff have received training to deliver reading/phonics programme and interventions and are updated on new developments Time allocated for teachers and teaching assistants to carry out placement test for children new to year groups	Phonics has a positive impact overall (+ 5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for disadvantaged children. Phonics EEF	2
Continue to provide high quality training for our EYFS team to update language development To ensure all teaching staff and relevant TAs have received training to deliver NELI	Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication. A focus on developing oral language skills is particularly important EEF improving Literacy	2, 4

programme to enable them articulate key ideas, consolidate understanding and extend vocabulary	Four-and five-year-olds who received the targeted oral language intervention made an additional four months' progress in language skills, compared to those who did not receive it. Children receiving free school meals benefited the most, with a seven-month boost to their language skills. https://educationendowmentfoundation.org.uk/	
Increase resources for EAL children so that they can access the curriculum fully and develop speech and language skills Provide release time for teaching assistants to complete Bell's assessments with children new to the school	(The majority of approaches) are particularly important for EAL learners because they provide a rich context, additional support, opportunities for collaborative learning and exploratory talk, and all the important features of good practice in meeting the educational needs of EAL learners. EAL Strategies - The Bell Foundation	2, 4
To ensure that all staff have received RADY training to enable them to identify disadvantaged pupils, and apply an equitable approach across the school. Uplift is carried out for targeted year groups	The University of Bedfordshire state: RADY provides clarity and strategies for disadvantaged pupils https://www.beds.ac.uk/ired/projects/	

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

Budgeted cost: £28007

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our ethos through our school values by providing regular assemblies, communication with parents and rewards in order to maintain high standards of behaviour across the school. Training opportunities for staff to develop and implement new procedures	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) Metacognition and self-regulation EEF High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1, 2, 4

	Effective Professional Development EEF	
Continue to tackle poor attendance by promoting good attendance across the school through: • buying education welfare officer time • allocating family liaison worker hours within school to support families with attendance and acute need. • Regular analysis and monitoring and communication with parents • maintaining positive relationships with parents and carers • Setting clear expectations and regularly reviewing attendance data • Carrying out late gates exercises • Holding attendance assemblies for targeted families • regular communication with target families through phone calls • Continue a system of positive rewards for good attendance	(Pupils with persistent absence) are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. Evidence brief on improving attendance and support for... EEF Extended absence from school is linked with behavioural and social problems. These effects can be long lasting and affect a young person's mental health and their long-term life chances. EEF blog: Taking a tailored approach to improving attendance EEF	1, 2, 3, 4
Hope provision/mental health team support is offered to disadvantaged children who require additional support.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning strategies EEF	2, 4

Widen opportunities for disadvantaged children to access extra curriculum activities, school trips, residential and music lessons A range of after school clubs for all ages are provided	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor adventure learning EEF Clubs and activities help children engage with learning and feel fulfilled at school (Child Poverty Action Group) https://cpag.org.uk	2, 4
Continue to develop ways to increase parental engagement in relation to the education of our children (e.g. phonics, reading, writing, maths workshops)	Parental engagement has a positive impact on average of 4 months additional progress Parental engagement EEF	1, 2, 4

Total budgeted cost: £113,919

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Taken from Ofsted inspection October 2024

"Everyone at Christ Church Primary knows that pupils 'love to learn' and 'learn to love'. The school is a happy and purposeful place. The school values are at the heart of all that happens in the school. Children learn to be mindful, supportive and tolerant of others. They are aspirational, resilient and aim for excellence. Pupils are polite and considerate. They do their best to meet the high expectations the school has of them. Pupils are proud of their school and keen to tell visitors what they and others have achieved. "

"Pupils understand the need to behave well. They feel safe at school. They enjoy warm and positive relationships with each other and with adults. If they were worried about something, they would write a note for the class 'worry box' or go and tell a trusted adult. Pupils know they are listened to and that they will receive help and support when needed. "

"Pupils enjoy the wide range of after-school clubs available to them. They appreciate the many educational visits the school provides, such as trips to the local fire station, farms and local history centres. These experiences broaden pupils' horizons and enrich their learning."

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.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance

Attainment at year 6 SATs 2025 is as follows:

8 disadvantaged	Disadvantaged		Non-disadvantaged		All	
	Expected	Higher standard	Expected	Higher standard	Expected	Higher standard
Reading	62.5%	37.5%	89.2%	40.5%	84.4%	40%
Maths	37.5%	12.5%	83.8%	29.7%	75.6%	26.7%
GPS	87.5%	-	91.8%	-	91%	-
Writing	62.5	0	89.2%	0%	84.4%	0%

Attainment at year 2 Optional SATs 2025 is as follows:

	Disadvantaged		Non-disadvantaged		All	
	Expected	Higher standard	Expected	Higher standard	Expected	Higher standard
Reading	100%	16%	76%	8%	80.4%	9%
Maths	83%	33%	62%	5.4%	78%	16%
GPS	100%	33%	76%	5.4%	76%	22%
Writing	100%	0%	64%	5.4%	69%	4.5%

Attainment at year 1 Phonics screening check 2025 is as follows:

	Disadvantaged	Non-disadvantaged	All
Phonics	86%	89%	89%

Attainment at reception EYFSP 2025 is as follows:

	Disadvantaged	Non-disadvantaged	All
EYFSP	62.5%	80%	66.7%

Standards for disadvantaged pupils at the end of KS2 increased in both reading and GPS. There were also improvements in higher standard maths. Reading and grammar were school priorities for the year. Non-disadvantaged pupils are still achieving higher than their disadvantaged peers in all areas.

Data at the end of KS1 showed increases for disadvantaged in all areas at the expected standard as well as higher standard for maths and GPS. Disadvantaged pupils outperformed their non-disadvantaged peers all areas except higher standard writing.

Support for families around attendance including workshops, assemblies, EWO and late gates continued as well as additional targeted support through family liaison. These actions have had a positive effect on attendance which has risen from 92.9% for the previous year to 95.9% for 2024-25 the attendance data for disadvantaged pupils was 94.68% compared with 95.27% for non-disadvantaged. OFSTED stated:

“Improving attendance to be in line with the national average is a school priority. The school has ensured that it works closely with families and external agencies. Pupils are rewarded for having high attendance. Parents are invited to attendance assemblies and information meetings. Comments made by parents reflect their improved understanding of the importance of good attendance to support their children’s education. The school is doing whatever it can to reduce absence and persistent absenteeism. There are signs of improvement, and the school is aware of the need to continue with the efforts it has made.”

Our disadvantaged pupils continue to be prioritised for after school provision with 60% attending after school provision and tournaments over the year, many of whom attended several clubs.

The school has continued to offer additional music lessons as part of our whole school music offer and 3 disadvantaged pupils have accessed funding support.

The implementation of the Little Wandle Phonics scheme has continued to have had a positive impact on the Phonics delivery and learning throughout the school. As a result 89% of pupils in Year 1 passed the threshold. This result is above the National expectation, as is the attainment of year 1 disadvantaged pupils. 100% of year 2 pupils who retook the check passed. Half termly assessments and a rigorous intervention programme have continued

The NELI programme has continued to have a positive impact for our reception pupils, with pupils completing the programme making 10.9 points progress compared to 3.72 for those not accessing the programme. Disadvantaged children continue to be prioritised for this intervention and those children made improvements of 12.16 percentile points compared to 7.6 for the non-disadvantaged pupils

Preparation for the Multiplication tests ensured the school achieved 45.8% of all pupils gaining full marks and 55.6% of pupil premium pupils achieved full marks which has increased from the previous year. The average point score was 22.8 for non-disadvantaged and 22.5 for disadvantaged children.

Whole School Attainment summer 2024

ARE+	PP	NON-PP	Difference
Reading	67.6%	79.9%	-12.3
Writing	57.3%	72.0%	-14.7
Maths	61.8%	75.1%	-13.3

<i>HS</i>	<i>PP</i>	<i>NON-PP</i>	<i>Difference</i>
<i>Reading</i>	13.2	18.6	-5.4
<i>Writing</i>	2.9	3.9	-1
<i>Maths</i>	22.1	27	-4.9

Externally provided programmes

Programme	Provider
NELI	OxEd and Assessment Ltd
Little Wandle Early Reading/phonics programme	Little Sutton
The Place value of Punctuation and Grammar	Grammarsaurus
Spelling with Grammarsaurus	Grammarsaurus
Achieving excellence in handwriting	Martin Harvey & Debbie Watson
First Class at Number	Edge Hill University
Reading Catch Up	FFT
EPATT	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.