

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christopher Reeves Primary School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2028-2029
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Bush Headteacher
Pupil premium lead	Sarah Bush Pupil Premium Lead
Governor / Trustee lead	Laura Chance Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,013
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	£16,013

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Affordability of additional opportunities – low income families means that pupils have a poor knowledge and understanding of the world and do not have the experiences to draw on when communicating, reading and writing.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and therefore their achievements throughout the curriculum.
4	Our attendance data for the previous academic year indicates that attendance among disadvantaged pupils has been 8% lower than for non-disadvantaged pupils. Our assessments 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil Premium children to be making good progress in line with non-PP children	At least 3 points progress in Reading, Writing, Maths and Science
More Pupil Premium children to achieve age-related expectations	As indicated by end of year attainment
Pupil Premium children to be accessing additional support, to build confidence and impact on their all round attainment	At least one key strength and / or interest identified and supported by additional opportunity
More Pupil Premium pupils have the cultural capital to be able to access learning across the curriculum and achieve expected standards	As indicated by end of year attainment
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by:

	<ul style="list-style-type: none">• the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with Voice21 to support the teaching of oracy skills and train teachers to implement strategies throughout the classroom.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Continue to teach Read, Write Inc to secure strong phonics teaching for all pupils. Update resources as necessary.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Use The Writing Framework to structure the teaching of English and implement strategies throughout the curriculum such as: <ul style="list-style-type: none"> • Specific handwriting teaching • Specific teaching of oracy techniques • Specific teaching of spelling 	There is strong evidence to suggest that children should be taught the components of writing before asking them to complete composite tasks to ensure they have the skills to write. https://www.gov.uk/government/publications/the-writing-framework	1, 3
Enhancement of our maths teaching and curriculum planning	The DfE non-statutory guidance has been produced in conjunction with the National Centre	1

<p>in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number).</p>	<p>for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sign up to and engage with Voice21 to support the teaching of oracy skills and train teachers to implement strategies throughout the classroom.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further</p>	<p>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:</p>	<p>3</p>

<p>phonics support.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Support pupils' academic progress through small group work and targeted interventions.</p> <p>Support pupils' academic progress through targeted teaching and splitting classes for English and maths to ensure specific year group content is taught.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Specific teaching of reading comprehension strategies using a guided scheme of work</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 3</p>

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every PP child will have opportunity to take part in a residential school trip to develop their life experiences	Some PP pupils have little experiences and therefore find it difficult to access reading papers due to lack of experience. Writing from real life experiences allows pupils to concentrate on composition rather than content	2
Improve parental engagement through workshops and information sessions so they can support at home.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £16,013

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal and external assessments during 2024/25 suggested that the attainment of disadvantaged pupils was lower than in previous years in writing however internal data shows that the progress they made was above expected. This meant they closed the gap on their peers. Disadvantaged pupils achieved well in writing and maths and made the expected progress.

Our assessment of the reasons for these outcomes points primarily to past impact lined to the COVID-19 pandemic, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to ensure that these pupils were involved in strategic interventions such as maths tuition and small group interventions.

Internal data demonstrates that Pupil Premium pupils are making good progress from their starting points. Interventions that take place ensure that they are closing the gap on their peers.

Attendance has improved year on year, particularly since the pandemic. Last Year's whole school attendance was 95%.

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