



Christ Church
Primary SW9
A school for everyone

Christ Church Primary SW9 Pupil Premium Strategy 2026 - 2029

OVERVIEW

DETAIL	DATA
School Name	Christ Church Primary SW9
Number of Pupils in School	174
Proportion (%) of pupil premium eligible pupils (current as of September 26)	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Date on which it will be reviewed	Jayne Mitchell, Executive Headteacher
Pupil Premium Lead	Jayne Mitchell, Executive Headteacher
Governor Lead	Zoe Smith, Chair of Governors

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year (taken from 'Pupil Premium allocation 26-27 updated Sep 26'). £1550 per eligible pupil.	£88,000 (Funding based on October 2025 Census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,000

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Christ Church Primary SW9, our vision is that within a nurturing Christian community, we inspire life-long learners and prepare every child for a successful future. Our ultimate aim is to close the attainment gap between disadvantaged pupils and their peers, ensuring that all children make strong progress from their starting points and reach their full potential.

We strive to ensure that:

- **High-Quality Teaching Comes First:** Ambitious, well-sequenced classroom teaching is at the heart of our strategy. Proven to have the greatest impact on closing the disadvantage gap, high-quality teaching benefits all pupils, ensuring non-disadvantaged outcomes are sustained alongside progress for their disadvantaged peers.
- **Foundational & Broad Achievement:** Pupils secure strong foundations in oral communication, reading, writing, and mathematics, while accessing a broad and balanced curriculum that enables them to apply knowledge independently.
- **Holistic Well-being & Inclusion:** The health, attendance, safety, and emotional well-being of our pupils are paramount. We ensure every child feels included, supported, and confident to participate fully in school life, regardless of household income or additional needs.

Our approach is rooted in evidence-based research, aligned with the DfE Menu of Approaches and the EEF 3-tiered framework (Tier 1: High-Quality Teaching, Tier 2: Targeted Academic Support, and Tier 3: Wider Strategies). We treat Pupil Premium as a strategic resource to respond to identified barriers within our school context. Recognizing that disadvantage, SEND, and EAL are distinct and overlapping needs, decisions are driven by robust assessment, attendance data, and pupil and family voice to provide precise, coherent support.

CHALLENGES

1. **Economic disadvantage and access to learning.** Around 36% of pupils are eligible for Pupil Premium this means a substantial proportion of the school community may experience financial barriers to learning materials, enrichment or practical participation.
2. **On-entry low attainment:** Attainment on entry to the EYFS is typically significantly below the national average for our PP children.
3. **Identification of Learning Gaps:** As identified in our March 2025 Ofsted report, checks on pupils' understanding need to be consistently timely and precise so that gaps in knowledge are identified and addressed immediately.
4. **Oracy skills, language acquisition and vocabulary:** Lack of knowledge of, and exposure to, tier 2 and 3 vocabulary, and a reduced access to cultural capital for our PP children, creating a 'vocabulary gap'.
5. **English as an Additional Language (EAL):** A high number of pupils speak English as an additional language, which is above the national average.
6. **High SEND & EHCP Needs:** The percentage of pupils requiring SEND support and those with Education, Health and Care Plans (EHCPs) is above the national average. 22% of pupils have SEND and 5% have an EHCP. Pupils require carefully matched adaptations and specialist-informed support to access ambitious teaching and make progress; provision needs to be coordinated and reviewed without reducing access to the class teacher or curriculum.
7. **Attendance & Family Support Needs:** There is a high level of need for family support regarding attendance, punctuality, housing, and social-emotional factors. Our disadvantaged pupils have lower attendance levels.

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 Standards in Phonics, Reading & Writing	Maintain strong phonics delivery from EYFS. Increase the proportion of Pupil Premium pupils achieving expected standards and higher standards in Reading and Writing at KS1 and KS2.
Raised Attainment in Mathematics	Improve standards in mathematics at KS1 and KS2 and increase the number of Pupil Premium pupils reaching greater depth / higher standard.
Precision in Assessment & Closing Learning Gaps	Staff consistently conduct timely checks on learning as recommended by Ofsted, ensuring gaps in knowledge are identified and addressed quickly before moving to new learning.
High Attendance & Active Family Engagement	Attendance levels improve through targeted work by the Parent Partnership Lead, removing barriers to attending regularly and on time.
Enhanced Emotional Wellbeing & Inclusion	Vulnerable pupils and families receive individual and family psychotherapy, ensuring pupils are emotionally supported, safe, and ready to learn.

TIER 1 - HIGH-QUALITY TEACHING (CPD, SUBJECT LEADERSHIP, ASSESSMENT)		
Activity	Evidence that supports this approach	Challenge Numbers
Maths Subject Leadership & Training Maths subject leader to deliver training on mathematical subject knowledge, planning, and embedded checks on learning.	<i>EEF Impact: +5 months</i> High-quality professional development and subject mastery training have strong evidence of improving pupil outcomes.	2, 3
Educational Psychology (EP) EP support to develop educational provision, teaching adaptations, and outcomes for pupils with complex needs.	<i>EEF Impact: +4 months</i> Targeted specialist support ensures teaching is adapted effectively for pupils with SEND.	3, 6
Staff Training & Professional Development Senior leaders to lead staff training across curriculum areas, improving teaching, learning, and assessment checks.	<i>EEF Impact: +5 months</i> Professional development focused on formative assessment and curriculum design improves learning retention.	1, 3, 4

TIER 2 - TARGETED ACADEMIC SUPPORT (1:1, SMALL GROUP TUITION, INTERVENTIONS)		
Activity	Evidence that supports this approach	Challenge Numbers
TA-Led In-Class Writing Support & Catch-up Interventions Teaching Assistants to deliver targeted in-class writing support and flexible catch-up interventions to address learning gaps.	<i>EEF Impact: +1 to +4 months</i> Structured TA support targeted at specific learning gaps provides effective academic recovery.	1, 3, 6
1:1 & Small Group Reading Support (Code X) TAs to lead structured 1:1 reading interventions to accelerate progress for lower attaining pupils in KS2.	<i>EEF Impact: +5 months</i> Frequent, short 1:1 reading tuition shows high impact for lower attaining readers.	2, 3, 4
Speech and Language Therapy (SALT) SALT support one day each week to develop oral language provision and lead direct interventions for EYFS/SEND pupils.	<i>EEF Impact: +5 months</i> Oral language interventions support early vocabulary development and reading comprehension.	4, 5, 6
1:1 Daily Phonics & Early Reading Tuition Daily 1:1 phonics tuition for pupils at risk of missing age-related expectations by the end of Year 1.	<i>EEF Impact: +5 months</i> Targeted daily phonics interventions ensure pupils keep up with the core reading scheme.	2, 3, 4
Y5 & Y6 Academic Booster Classes Small group booster classes in Reading, Writing, GPS, and Maths to close attainment gaps and stretch higher attainers.	<i>EEF Impact: +3 to +4 months</i> Small group tuition targeted at specific curriculum gaps increases pupil attainment.	1, 3
Times Tables Fluency Support Targeted support and structured resources to extend pupils' multiplication tables knowledge.	<i>EEF Impact: +2 months</i> Building foundational arithmetic fluency supports overall mathematical problem-solving.	1, 3

TIER 3 - WIDER STRATEGIES (ATTENDANCE, FAMILY SUPPORT, WELLBEING)		
Activity	Evidence that supports this approach	Challenge Numbers
Parent Partnership Leader & Family Engagement Team Dedicated team offering support to families with school engagement, attendance, housing issues, secondary transfer, and family learning	<i>EEF Impact: +3 months</i> Active parental engagement and removing non-academic barriers directly improves attendance and outcomes.	1, 7
Educational Psychotherapy & Family Therapy Educational Psychotherapist in school one day a week delivering individual and family therapy sessions.	<i>EEF Impact: +4 months</i> Social and emotional learning interventions support pupils' self-regulation and readiness to learn.	6, 7
Subsidised Breakfast & After-School Club Places Free wrap-around care places to improve attendance, punctuality, social engagement, and access to healthy food.	<i>EEF Impact: +2 months</i> Breakfast clubs increase morning attendance and ensure pupils start the day ready to learn	1, 7
Enrichment, Arts & Subsidised Music Lessons Subsidised musical instrument lessons, sports, and after-school club places to develop talents, confidence, and self-esteem	<i>EEF Impact: +2 months</i> Arts and sports participation fosters positive self-esteem, engagement, and personal development	1, 4
Staff Wellbeing & Mental Health Support Staff development initiatives to promote wellbeing and maintain a supportive working atmosphere.	<i>EEF Rationale:</i> Supporting staff wellbeing ensures consistent high-quality teaching and positive classroom environments.	1, 3, 7

TOTAL BUDGETED COST: £88,000

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

IMPACT OF 2025-2026 SPENDING

This reviews the pupil premium strategy outcomes for the previous year of our 2026-2029 plan.

The Senior Leadership Team and Governing Body closely monitor how we use our Pupil Premium Funding to ensure that it is having an impact on the attainment, progress and wellbeing of eligible pupils. We carefully monitor and track the progress of individual pupils so that support and interventions can be put in place for children who need it.

- During the year senior leaders and our inclusion team have continued to work with our most vulnerable families. The need for social and emotional support for our families had increased.
- Our offer of support at Christ Church continued to be a strength throughout 2025/2026, despite the increased demand. We continued to offer psychotherapeutic support for individuals and families.

DATA

We compare data from 2025 to our most recent data and this demonstrates an improvement in some, but not all areas.

EYFS

- The percentage of pupils achieving a good level of development increased from 65% to 84%. The national average was 68%.

KS1

- The percentage of pupils achieving the expected standard in the Y1 phonics check has decreased from 91% to 71%. The national average was 80%.

KS2

- At KS2 standards were higher than the national average in all areas
- The percentage of pupils achieving the expected standard at KS2 in:
 - Reading was 86% in comparison to the national average of 75%
 - Writing was 76% in comparison to the national average of 73%
 - Maths was 83% in comparison to the national average of 75%

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year: N/A

Premium Strategy agreed by Governors: 06.11.2026

Date of next review: October 2027

Signed by Executive Headteacher:

Signed by Chair of Governors: