



# Lancaster Christ Church C of E Primary School

*Have Faith... In yourself... In others... In God.*

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils. (Indicates updates)

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	Lancaster Christ Church C of E Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	18% (37)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 / 2025 – 2026 / 2027
Date this statement was published	November 2024
Date on which it will be reviewed	Termly
Statement authorised by	Emma Simpson (HT)
Pupil premium lead	Emma Simpson (HT)
Governor / Trustee lead	Mrs Watson (CoG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390 (26 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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## Part A: Pupil premium strategy plan

### Statement of intent

Christ Church is a caring school with a strong sense of community. We value the uniqueness of every child and are committed to a fully inclusive learning environment.

We want our children to grow and learn surrounded by love and a feeling of belonging. We strongly believe that every child matters, value all individuals and celebrate diversity.

We want our children to become confident, independent learners with a strong sense of self-worth and a caring attitude towards others.

We encourage all children to *'Have faith...in themselves, in others and in God'*, as we believe that *"Nothing will be impossible with God."*

**Luke 1:37**

We are committed to ensuring that all children, regardless of their circumstances, can reach their full potential, both academically and personally, through:

- **High quality teaching**

*The best available evidence indicates that 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.*

- **Targeted academic support**

*Some pupils may require additional support alongside high-quality teaching in order to make good progress. Evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.*

- **Wider strategies**

*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support.*

We have developed this strategy document using a strong evidence base to outline the approach that we will take in ensuring that all children can thrive and achieve at Lancaster Christ Church.

We recognise that not all children who are eligible for Pupil Premium Grant (PPG) funding will require additional support, and that equally, not all children who require additional support will be eligible for PPG funding, therefore will use our funding however necessary to meet children's needs.

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## Challenges

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

Challenge number	Detail of challenge
1 Personal, Social and Emotional Development	Increasing numbers of children experiencing difficulties with personal, social and emotional development which impacts on their attendance (EBSA), relationships with peers, and/or engagement in learning.
2 Behaviour	Children may have additional needs or experience influences which impact on their behaviour in school.
3 SEND	High numbers of children with specific learning difficulties, speech and language difficulties, specific medical needs and/or disabilities.
4 SEND	Increasing numbers of children with EHCPs
4 Outcomes	Some children who are eligible for PPG are not achieving the expected standard in reading, writing and/or mathematics. Fewer children who are eligible for PPG achieve the 'greater depth' standard in reading, writing and mathematics than non-PPG eligible children.

## 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
Ensure effective support for personal, social and emotional developing using targeted approaches as well as by providing additional adult support as needed as key times of the school day	<ul style="list-style-type: none"> <li>Rapid support is provided for children who are experiencing challenges with personal, social and emotional development through targeted intervention</li> <li>Adult support ensures that difficulties during unstructured times (e.g. break / lunchtimes) are well managed and so do not impact negatively on learning</li> </ul>

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	<ul style="list-style-type: none"> <li>• Personal, social and emotional challenges do not become a barrier to academic attainment</li> <li>• Attendance improves for children with EBSA as a result of carefully planned reasonable adjustments</li> <li>• Children that they feel well supported if faced with difficulties (pupil surveys)</li> </ul>
Consistent, effective approaches to support management of behaviour	<ul style="list-style-type: none"> <li>• Where behaviour becomes a barrier to learning, additional support is accessed in a timely manner</li> <li>• Additional support minimises the impact of unwanted behaviour on the learning of all pupils</li> </ul>
Early identification, intervention and support for children with SEND	<ul style="list-style-type: none"> <li>• Specialist assessment and support to sought in a timely manner so that individual children's needs are quickly identified and supported</li> <li>• All children with SEND have an IPM in place, if required, which identifies the support / intervention that is needed to enable them to access the same curriculum entitlement as all other children</li> <li>• Regular discussion between SENCo, class teachers, parents and other specialists ensures that provision for children with SEND remains appropriate and effective</li> <li>• Children with higher levels of need have an EHCP in place which identifies appropriate outcomes and is supported by an appropriate level of funding</li> </ul>
Targeted provision for children with EHCPs	<ul style="list-style-type: none"> <li>• Children with EHCPs are given targeted time and support to work towards the objectives which are highlighted within these.</li> </ul>
Improve outcomes for children who are eligible for PPG in reading, writing and mathematics	<ul style="list-style-type: none"> <li>• Outcomes for children who are eligible for PPG funding are in line with outcomes of children who are not eligible for PPG funding in reading, writing and mathematics</li> <li>• increase in number of PPG eligible pupils achieving greater depth / higher standard</li> <li>• Outcomes for children eligible for PPG are in line with outcomes nationally at the end of Key stages 1 &amp; 2</li> </ul>

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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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop <b>Quality First Teaching</b> approaches across school through: <ul style="list-style-type: none"> <li>• Access to high quality, relevant CPD</li> <li>• Additional release time for Subject Leaders to support and monitor the implementation of QFT strategies</li> </ul> <b>£5000 (to include all training needs)</b>	<b>EEF School Improvement Planning Toolkit: <a href="#">High Quality Teaching</a></b> <i>“The best available evidence indicates that 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.”</i> <b>EEF guidance report: <a href="#">Special Educational Needs in Mainstream Schools</a></b>	4 & 5
<ul style="list-style-type: none"> <li>• Improve teaching in <b>Foundation Subjects</b> by developing unit plans which clearly identify the key learning, sequence of teaching and progression of skills across each unit.</li> </ul>		4 & 5
<ul style="list-style-type: none"> <li>• Develop provision for high quality teaching and learning in <b>Mathematics</b> through purchase of Red Rose Maths programme to ensure a consistency of approach across the school.</li> </ul>	<b>EEF guidance reports:</b> <a href="#">Improving Literacy in Key stage 1</a> <a href="#">Improving Literacy in Key stage 2</a>	

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<ul style="list-style-type: none"> <li>Purchase of additional reading books to support development of early reading.</li> </ul> <p><b>c£500 to supplement and replace books in reading scheme as required</b></p>	<p><b>DfE report:</b>  <a href="#">The Reading Framework: Teaching the foundations of literacy</a></p> <p><b>EEF Education Evidence: Teaching and Learning Toolkit:</b> <a href="#">Phonics</a></p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund staff to enable continue implementation of targeted <b>language intervention</b> using Talk Boost Programme</p> <p>Fund staff to enable <b>targeted support</b> towards outcomes for children with <b>EHCPs</b>.</p> <p><b>c£17,500 (TA2b 26.25 hours / week)</b></p>	<p><b>I can: Talk Boost</b>  <a href="#">evidence summaries</a></p> <p><b>EEF Toolkit: Oral Language Interventions</b></p>	<p><b>4 &amp; 5</b></p>
<p>Fund staff to enable continue implementation of targeted <b>phonics intervention</b> using 'Fast Track Phonics' and 'Bounce Back Phonics'</p>	<p><b>EEF guidance report:</b>  <a href="#">Special Educational Needs in Mainstream Schools</a></p>	<p><b>4 &amp; 5</b></p>

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<p>Fund staff to enable continue implementation of targeted <b>mathematics</b> intervention using '1stClass@Number1' and '1stClass@Number2'</p> <p><b>c£8,000 (TA2b 15 hours / week)</b></p>	<p>EEF Toolkit: <a href="#">Teaching Assistant Interventions</a></p> <p>EEF Toolkit: <a href="#">Phonics</a></p>	
<p>Renew subscription to enable continued implementation of targeted <b>spelling intervention</b> using 'IDL Literacy'</p> <p><b>c£200</b></p>	<p><b>1stClass@Number:</b> <a href="#">EEF evaluation report and executive summary</a></p> <p><b>The Effectiveness of IDL Literacy:</b> <a href="#">A summary of research</a></p>	<p>4 &amp; 5</p> <p>4 &amp; 5</p> <p>4 &amp; 5</p>

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

Budgeted cost: £26,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole school approach to improving children's <b>Social and Emotional Learning</b> (SEL) through:</p> <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Use of specific resources: SCARF, Anna Freud Foundation</li> <li>• Collaboration with external agencies e.g. YMCA (Body, Mind, Spirit programme). Lancashire Emotional Health in Schools and Colleges (SMHL programme)</li> </ul>	<p><i>"While rates of mental ill health do increase as children get older, early intervention is key to giving young people the best start in life.</i></p> <p><i>Primary schools have a vital role to play in supporting children's mental health – teaching them the skills they need to recognise and deal with their emotions, and helping those with difficulties get the support they need."</i></p>	<p><b>1 &amp; 2</b></p>
<p>Fund Children and Families Support Worker to support identification and implementation of Early Help strategies, including the delivery of <b>Targeted support</b> for children's social and emotional development, behaviour and mental health and wellbeing using a range of existing interventions:</p> <ul style="list-style-type: none"> <li>○ Bounce Forward Resilience</li> <li>○ Seasons for Growth</li> <li>○ Lego Therapy</li> <li>○ Young Minds Resilience Programmes</li> <li>○ Zippy's Friends</li> <li>○ Apples Friends</li> <li>○ Passport</li> </ul>	<p><b>Anna Freud Foundation</b></p> <p><b>DfE guidance:</b> <a href="#">Promoting mental and supporting mental</a></p>	<p><b>1 &amp; 2</b></p>

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<p><b>£21,500</b></p>	<p><a href="#">health and wellbeing in schools and colleges</a></p>	
<p>Fund <b>specialist mental health and wellbeing support</b> via New Start where required:</p> <ul style="list-style-type: none"> <li>○ play-based therapy</li> <li>○ counselling</li> <li>○ therapeutic support</li> </ul> <p><b>Included in 'Bought in Services' costings</b></p>	<p>EEF Toolkit: <a href="#">Social and emotional learning</a></p> <p>EEF Guidance Report: <a href="#">Improving Behaviour in Schools</a></p>	<p>1 &amp; 2</p>
<p>Active engagement in Primary Mental Health Champions Network</p>	<p>EEF Toolkit: <a href="#">Behaviour interventions</a></p>	
<p>Engagement with Inclusion Hub</p>	<p>DfE Guidance: <a href="#">Behaviour in schools</a></p>	
<p>CPD opportunities for all staff to develop relational approach to managing behaviour</p>	<p>EEF Toolkit: <a href="#">Teaching assistant interventions</a></p>	
<p>Support, as required, from Behaviour Support Team (LCC)</p>	<p><a href="#">Lancashire Educational Psychology Service</a></p>	<p>3</p>
<p>Fund <b>training</b> for new <b>SENCo</b> to enable timely intervention and support for children with SEND</p> <p><b>Included in 'training needs' costings</b></p>	<p>EEF guidance report: <a href="#">Special Educational Needs in Mainstream Schools</a></p>	<p>2, 4 &amp; 5</p>
<p>Fund <b>additional Welfare Assistants</b> to support children with personal, social and emotional development at lunchtimes.</p> <p><b>£2500</b></p>		
<p>Maintain a structured timetable of <b>Supervision</b> across the school so that staff have an opportunity to spend focused amounts of time discussing the needs of individuals within their class and how these can best be addressed.</p> <p><b>£1750</b></p>		<p>All</p>
<p>Provide financial support to families in need by subsidising activities that carry an additional cost to enable all children the opportunity to participate.</p> <p><b>£500</b></p>		<p>2</p>

**Total budgeted cost: £59,250**

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## 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 2022 to 2023 academic year.

Throughout the 2024 – 2025 academic year, Lancaster Christ Church:

- Continued to promote Quality First Teaching through regular opportunities for CDP for all staff.
- Continued to provide a range of targeted academic interventions to support children in reaching ARE including: 1stClass@Number1, 1stClass@Number2, IDL, Fast Track Phonics, Bounce Back Phonics.
- Provided early assessment for children with SEND so that their needs could be quickly identified and support put in place to enable them to access the same curriculum provision as their peers.
- Continued to provide a range of targeted pastoral interventions to support children's social, emotional and mental health, including Young Minds Resilience, Lego Therapy, Bounce Forward.
- Provided multi-agency support for a number of families through the implementation of Early Help Plans, which were continually revisited and reviewed through regular TAF meetings.
- Liaised with a range of external agencies, including CFWB, CANW, NEST, Barnardos, CAHMS, IEST, School Nursing Service and CSC to provide targeted intervention and support to our families.

As a result:

- Outcomes in phonics improved with 78% of children in Year 1 achieving age related expectations (broadly in line with Lancashire and national averages), and 57.1% of Year 2 children who resat the screening check achieving age related expectations (significantly higher than both Lancashire average (48%) and national average (50.1%)).
- All disadvantaged pupils in Year 1 met the expected standard in the Phonics Screening Check at the end of 2025.
- Outcomes at the end of KS2 were significantly higher than both the Lancashire and national averages in reading (82.1%), writing (78.6%) and SPAG (85.7%) and in line with the national average in maths (71.4%).
- The percentage of pupils achieving the combined expected standard was in line with the national average (64.3%).
- The percentage of pupils achieving a greater depth standard in reading was significantly higher than the national average (46.4%), as was the percentage of pupils achieving a greater depth standard in writing (17.9%), maths (39.3%) and SPAG (50%).
- The percentage of pupils achieving a combined higher standard (17.9%) was significantly higher than both Lancashire (7.4%) and national (8%) averages.

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- 75% of PPG eligible children attained EXP+ in Reading at the end of KS2 (National: 75.1%), with 50% of these children achieving GDS (National 33.5%).
- 75% of PPG eligible children attained EXP+ in Writing at the end of KS2 (National: 72%).
- 25% of PPG eligible children attained achieved GDS in in Maths at the end of KS2 (National: 26.3%).
- 75% of PPG eligible children attained EXP+ in GPS (National: 72.6%).
- 50% of PPG eligible children achieved the combined expected standard for reading, writing and maths at the end of KS2.
- The number of families who required referrals at Level 3 on CON was reduced from previous years, and proactive intervention at a school level reduced the number of children requiring support from external agencies.

## 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



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## Further information

Lancaster Christ Church C of E Primary School are committed to ensuring that children eligible for PPG funding are provided with the same broad, balanced curriculum as all other children in school, and have an opportunity to discover and develop their areas of talent, skills and ability:

*“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”*

**1 Peter 4: 10**

To achieve this:

- Subject Leaders are aware of the children who are eligible for PPG funding and seek opportunities to develop their skills, talents and abilities within specific areas.
- Financial support is made available to those families who may otherwise struggle to access extra-curricular provision.
- Activities in school which are subject to additional costs, such as visits or visitors, are subsidised where necessary to ensure that all children can participate.

We strive to ensure that:

- Opportunities for children to develop skills, talents and abilities in specific subject areas are identified and facilitated by Subject Leaders.
- Finance does not become a barrier to participation in any of the events, activities or experiences that we offer.
- The percentage of PPG eligible children achieving ARE or better in Foundation Subjects is in line with that of non-PPG eligible children.
- The percentage of PPG eligible children participating in extra-curricular clubs is in line with that of non-PPG eligible children.

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