Pupil premium strategy statement

Christ Church School, Hampstead
A village school in London inspiring *life in all its fullness*

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	Christ Church Primary School, Hampstead
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	Published November 2024 Reviewed November 2025 Reviewed November 2026 To be reviewed November 2027
Date on which it will next be reviewed	November 2027
Statement authorised by	Katy Forsdyke, Head teacher
Pupil premium lead	Katy Forsdyke
Governor lead	Jacob Nell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year November 2026 note: this figure and plan relate to the funding and provision for eligible pupils on roll at the October 2026 census	£6140

Part A: Pupil premium strategy plan

Statement of intent

We are an ambitious and inclusive school where our vision is for all pupils to experience *life in all its fullness* now and in the future (see our vision statement.)

We strive for academic excellence for all pupils, regardless of their background, and full participation in all our wide-ranging school activities for all pupils.

Our Pupil Premium Strategy, alongside our wider school improvement plan and equalities plan, is one part of how we seek to redress any inequalities and enable all pupils to achieve highly and experience an inspiring range of opportunities.

We currently have a very small number of pupils eligible for pupil premium funding and these pupils have a wide range of individual and different needs. We track these pupils individually and as a group and we also include in the provision detailed in this strategy a wider group of 'disadvantaged' pupils with individual needs and vulnerabilities.

November 2025 and November 2026 note: In the 25/26 and 26/27 academic years, the number of pupils in our school who are eligible for pupil premium funding has fallen below the statutory reporting threshold of five pupils, but we believe it is still important to report on and account for the funding and provision for this group.

Challenges

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

Challenge number	Detail of challenge
1	Supporting attainment and progress – reading, writing and maths We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that *some* individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths.
2	Developing long-lasting positive reading behaviours Our detailed knowledge of what and how children read when they read for pleasure shows us that some of our pupils who are eligible for pupil premium do not have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.
3	Developing vocabulary for oracy and writing Our observations of children's oral language and our knowledge of children's writing shows us that *some* pupils who are eligible for pupil premium do not have the same level and breadth of vocabulary use as their peers.
4.	Supporting personal development and well-being Our discussions with pupils and families, including well-being surveys and regular pupil voice sessions, have identified social and emotional issues for some families where children are eligible for pupil premium. We know that for some of these pupils (as well as

	for a wider disadvantaged group), there are varied barriers to them participating in the same level of extra-curricular and wider cultural experiences as their peers. We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities.

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 reading, writing and maths attainment for individual disadvantaged pupils.	Percentages of disadvantaged pupils reaching at least the expected standard in KS2 reading, writing and maths over the three years of this plan are at least in line with percentage for non-disadvantaged pupils nationally. Summer 2025, 2026 and 2027 data, averaged for small numbers. This data will take into consideration the very small numbers in our pupil premium group.
Increased evidence of long-lasting positive reading behaviours in our disadvantaged pupils.	Children in our disadvantaged group demonstrate an ability to make appropriate and engaging books choices for themselves and that they read widely for pleasure and can talk about what they have read. Data from class teacher and subject leader pupil voice sessions.
Improved use of wide-ranging and higher level vocabulary (Tier 2 and 3 vocabulary) in both speech and writing in our disadvantaged pupils.	Children in our disadvantaged group demonstrate appropriate Tier 2 and 3 vocabulary use in their speech and writing. Data from observations of pupils and assessments of writing over time.
Sustained increase in pupil well-being and personal development amongst all pupils and disadvantaged pupils in particular, through participation in a wide range of enrichment and extra-curricular activities.	Increase in well-being demonstrated through well-being surveys; increase in personal development demonstrated through PSHE assessments, for example. All disadvantaged pupils (pupil premium eligible and wider disadvantaged group) attend at least one after school club and participate fully in all enrichment activities within the school day, including our residential trip.

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: **£1140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of **DfE-validated Systemic Synthetic Phonics** programme and associated training and resources (Little Wandle for Letters and Sounds Revised) – ongoing subscription costs for up-to-date access to CPD for staff, resources and additional programmes	The DfE 2021 Reading Framework and 2022 Ofsted curriculum research review: English and Ofsted Subject Report for English include a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils: EEF Phonics	1, 2, 3
Participation in NCETM **Maths Hub 'Teaching for Mastery'** teacher CPD group and associated in-school CPD for other staff members 22/23 onwards: participation and training in NCETM Maths Hub **mastery specialist training** 24/25 onwards: trained mastery specialist teacher in school and access to **professional development work groups** for all class teachers in school 25/26 onwards: **extension of in school professional development work groups** to include wider curriculum areas and elements of our pedagogical approach (Maths hub programme is fully funded; pupil premium funding to be used for associated dissemination costs in school and for extension of the peer collaboration professional development group format to all teaching staff)	Both the DfE Maths Hubs programme, EEF toolkit and Ofsted curriculum research review and subject report for mathematics provide a range of evidence sources for the high impact of mastery approaches, including for disadvantaged pupils: Maths Hubs Mastery programmes EEF Mastery approaches Ofsted curriculum research review: Mathematics Ofsted Maths subject review	1
Increase understanding of **meta-cognition** across staff team (whole staff, curriculum leader training) and continue to implement, review and develop our school-developed 'learning skills' lessons	EEF reports a range of evidence that there is a strong impact of 'learning to learn' and metacognition activities on pupil outcomes: EEF Metacognition	1, 4

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

Budgeted cost: **£3,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to run **'Reading for enjoyment and progress' Bookshop group for targeted group of pupils** (disadvantaged group and wider target group) • Led by TA and teacher, with half-termly visits to local book shop (or online ordering where needed) • Older children in the reading group acting as reading mentors for younger pupils and supporting with book choices and 1:1 reading • Purchase of pupil-choice books for sharing and discussion • Purchase of e-readers for sharing between this group	The DfE 2021 Reading Framework and 2022 Ofsted curriculum research review: English and Ofsted Subject Report for English include a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.	1, 2, 3, 4
Provide additional one-to-one **volunteer reader** sessions (using Beanstalk volunteers) targeted at disadvantaged pupils.	The DfE 2021 Reading Framework includes a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.	1, 2, 3, 4
Provide **after school booster/1:2 tutoring sessions** for disadvantaged pupils (and others) to target specific areas of the curriculum • Small groups (2-6) for series of 2-5 sessions • Led by class teachers	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition	1
Additional teacher and teaching assistant time directed at • individual reading sessions • individual/group phonics 'keep up' • individual or small group maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes: EEF One to One Tuition	1, 2, 3

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

Budgeted cost: **£1800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in **extra-curricular and enrichment activities**, through financial contribution In particular, support participation of disadvantaged pupils in after school enrichment, residential trip and school's pupil leadership groups	The 2024 EEF Pupil Premium Toolkit sets out how wider strategies can support pupils eligible for pupil premium to overcome 'significant non-academic challenges' alongside supporting academic outcomes. The EEF toolkit on lifeskills and enrichment provides research evidence that participation in arts activities and activities supporting social and emotional learning has a positive impact on pupils' academic learning and character development.	4

Total budgeted cost: £6,140

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 2023-2024 academic year (plus some relevant evaluation from previous years).

Academic attainment, progress and support

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. For example, our analysis of data (comparison of pupil premium/non-pupil premium group progress and attainment) shows that the gap between attainment in reading of the pupil premium group and other pupils in the school has been closing over the past several years. We believe the closure of the gap over time has been due in part to the positive impact of our pupil premium 'reading for progress and enjoyment' bookshop group. **In July 2026, all disadvantaged pupils in relevant year groups throughout the school (Y1, Y2, Y4, Y6) at least met expected standards in Reading, with some achieving more highly.**

Our assessments monitor individual progress and attainment for the small number of pupils eligible for Pupil Premium funding:

- Pupils eligible for pupil premium funding who left Year 6 in **2022** achieved positive end of key stage assessment results (one eligible pupil): Reading: expected; Writing: working towards expected; Maths: expected.
- Pupils eligible for pupil premium funding who left Year 6 in **2023** achieved positive end of key stage assessment results (two eligible pupils): Reading: expected, working towards expected; Writing: expected, working towards expected; Maths: expected, working towards expected.
- Pupils eligible for pupil premium funding who left Year 6 in **2024** achieved positive end of key stage assessment results (two eligible pupils): Reading: both greater depth; Writing: both greater depth; Maths: one expected, one greater depth
- Pupils eligible for pupil premium funding who left Year 6 in **2025** achieved positive end of key stage assessment results (four eligible pupils): Reading: three expected, one greater depth; Writing: all four expected; Maths; one working towards expected, two expected; one greater depth.
- No pupils eligible for pupil premium funding left Year 6 in **2026**.

The attainment over time of our small disadvantaged group is above that of *non-disadvantaged* pupils nationally.

% at expected in R,W,M	Christ Church disadvantaged	National disadvantaged	National non-disadvantaged
2024	100% (2 children)	46%	67%
2025	75% (4 children)	47%	69%
2026	- (0 children)	49%	70%
Three-year trend	83% (6 children)	47%	69%

In 22/23 and 23/24 some of our eligible pupils participated in series of ten or more additional group sessions with funding provided by both pupil premium and school-led tutoring funds, including 1:1 tutoring sessions for one of our disadvantaged pupils.

In 24/25 and 25/26 some of our eligible pupils took part in after school (and in-school) group and individual booster sessions with their class teachers to support pupil progress.

Wider enrichment provision

Positive feedback from pupils and parents also tells us that they value the wide range of opportunities provided at school including the range of after school clubs and our school journey.

In 2022/23 92% of pupils who were eligible for pupil premium funding took part in at least one after school club. All eligible pupils in KS2 had the opportunity to represent the school in a sports event and many also represented the school at an additional enrichment event such as science masterclasses or as part of our Well Being Champions team. All eligible pupils fully participated in all class trips, including the Y6 residential school journey, with funding/part funding for trips and clubs provided through pupil premium funds.

In 2023/24 100% of pupils who were eligible for pupil premium funding took part in at least one after school club. All eligible pupils in KS2 had the opportunity to represent the school in a sports event and many also represented the school at an additional enrichment event such as the inter-school debating competition or as part of our Well Being Champions team. All eligible pupils fully participated in all class trips, including the Y6 residential school journey, with funding/part funding for trips and clubs provided through pupil premium funds.

In 2024/25 100% of pupils who were eligible for pupil premium funding took part in at least one after school club. All eligible pupils in KS2 had the opportunity to represent the school in a sports event and many also represented the school at an additional enrichment event such as as part of school council or our Eco team. All eligible pupils fully participated in all class trips, including the Y6 residential school journey, with funding/part funding for trips and clubs provided through pupil premium funds.

In 2025/26 100% of pupils who were eligible for pupil premium funding took part in at least on after school club, with some taking part in several. All eligible KS2 pupils represented the school in a sports event and many also represented the school at an additional enrichment event such as at School Council or Well-being Champions events. All eligible pupils fully participated in all class trips, with funding/part funding for trips and clubs provided through pupil premium funds. (There were no eligible pupils in Y6 last year for whom to provide support for the residential trip.)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Revised systematic synthetic phonics scheme – renewal of annual subscription – part funded by core school budget	Little Wandle