

Christ Church Charnock Richard CE Primary School

Pupil Premium Strategy 2025-2028

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 Charnock Richard CE Primary School
Number of pupils in school	196 September 2025 September 2026 September 2027
Proportion (%) of pupil premium eligible pupils	9% September 2025 % September 2026 % September 2027 % September 2028
Academic /years that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Brooks
Pupil premium lead	Helen Brooks
Governor / Trustee lead	Jean Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£27,570
Pupil premium funding allocation this academic year 2026-27	£
Pupil premium funding allocation this academic year 2027-28	£

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Recovery premium funding allocation this academic year 2025/26	£0
Pupil premium funding carried forward from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

'I can do all things because Christ gives me strength' Phil 4:13

In accordance with our Mission Statement, the school team aims to prepare all children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

When making decisions about using Pupil Premium funding. We consider the context of our school and any particular challenges our families face alongside the research conducted by the EEF. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Many of the actions we take will benefit and enhance the education of every other child in school too. Our evidence-informed approach prioritises improving classroom teaching and providing specific targeted academic support to meet identified needs. This proactive approach seeks to intervene early, preventing gaps from growing between the attainment of our disadvantaged pupils and that of others.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School context

Christ Church is a church aided primary school situated in the village of Charnock Richard, on the outskirts of Chorley, in Lancashire's Diocese of Blackburn. This school is smaller than the average-sized primary school with an admission number of 30 since 2018. Up until 2018 the intake number was 25.

The vast majority of pupils are of White British heritage. The proportion of pupils who are identified as disadvantaged and supported by the pupil premium is below the national average. The proportion of pupils who have special educational needs is below the national average. The proportion of those who have disability or have a statement of special educational needs or an education, health and care plan is also below the national average.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to meet nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.
- To ensure that all disadvantaged pupils have access to the enriched curriculum across school.

Achieving these objectives

- Ensure all children have access to quality first teaching and learning support.
- Track and discuss the attainment of socially disadvantaged pupils; identifying barriers to learning, additional provision that could impact on progress and implementing where appropriate.
- Allocating resources, which included Teaching Assistant support to target pupils to achieve or exceed age related expectations.
- Provide additional support for those who are socially disadvantaged in local authority care or were previously in local authority care including the promotion of mental health and well-being
- Support payment for enrichments activities including in school activities, educational visits and residential. This will enable pupils to have first-hand experiences to use in their learning in the classroom and develop their skills and talents outside of school

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills are low on entry to school
2	Proficiency in reading and writing. In particular, handwriting, more limited vocabulary and application of grammar, punctuation and spelling to independent and extended writing. Recent teacher assessment attainment data demonstrates a slight gap between the attainment of pupil premium pupils and all pupils in these areas. The actual percentages are not comparable due to the small number of pupil premium pupils on roll.
3	Confidence in problem solving and reasoning within mathematics. In particular, a lack of self-belief, difficulties in understanding a given problem and, in some cases, a lack of fluent recall of key facts that have been learnt.
4	Ability to nurture their own social, emotional and mental wealth. Some pupils require social, emotional and behaviour support. Social and emotional challenges and issues
5	For some children limited to access to enriching experiences outside of school that offer opportunities to develop and enhance their cultural capital.

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
Disadvantaged pupils become more proficient in core reading and writing skills.	The gap between disadvantaged pupils and other pupils will decrease in core subjects' overtime. The number of disadvantaged pupils working at the expected standards in reading and writing will increase.
In mathematics, disadvantaged pupils draw on their improved confidence to achieve more success with problem solving and reasoning	Disadvantaged pupils improve recall scores within Times Tables Rockstars and Numbots. Disadvantaged pupils pass the Multiplication Tables Check in Year 4.

Language and communication skills will improve across Early years and Key stage 1	Assessments will show individual progress made through the use of specialised programmes.
Pupils are able to identify and discuss their emotions and any actions or responses to these.	Discussions in PSHE lessons and Kidsafe demonstrate that pupils understand their emotions and the impact it can have on others.
The curriculum equips pupils with opportunities to help then nurture their own social, emotional and mental wealth.	Pupils talk about how they look after their own mental-health and well-being discussing particular aspects of the curriculum e.g. PSHE
The enriched curriculum provides all children with opportunities to develop their knowledge of the world around them.	Children can talk about their interests dreams and understanding of the world around them confidently.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going staff CPD to improve understanding and pedagogy in Writing. (£2,000)	EEF Guidance Report: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 EEF	1,2
Careful ongoing formative assessment to inform next steps in teaching and teacher feedback. Coaching support and full staff support as necessary. (£2,500)	Strong evidence base for the impact of effective feedback on pupil outcomes: EEF Guidance Report: Teacher Feedback to Improve Pupil Learning +6 months	1,2,3
In English and mathematics pupils will continue to revisit previous learning regularly to secure the retention of knowledge over time and develop fluency. Coaching and CPD as necessary (£2,500)	Strong evidence base (within cognitive science) for the impact of 'retrieval practice' approaches to support the retention of knowledge: https://www.retrievalpractice.org/	1,2,3

CPD for phonics provided to new staff as needed. (£1,000)	Phonics approach has proven impact: Phonics EEF + 5 months EEF Guidance Report: Improving Literacy in Key Stage 1	1,2,
CPD to upskill staff on interventions for speech and language development as needed. (£1,000)	Identifies priorities for improving practice in the support and management of children with delays in early language development. Oral language interventions EEF +6 months Targeted support programme https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/early-language	1,2,4
Training and development from specialist agencies for staff working at a one-to-one level with pupil premium children (including Specialist Teachers). (£1,000)	Approach to all staff development to be informed by evidence: EEF Guidance Report: Effective Professional Development Phonics EEF	1,2,3,4

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

Budgeted cost: £11,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant in key stage 1 Additional 16 hours per week across key stage (£26,376) 10 % cost =£2,640	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments Over time internal data shows the impact of high quality 1-1, small group intervention to ensure accelerated progress to ensure children have the basic skills to access the challenge of the key stage 2 curriculum.	2,3
Additional teaching assistant support in key stage 2 additional 16 hours across Key stage (£26,376). 10%of cost = £2,640	TAs and additional adults deployed in line with findings from research Use of Teaching Assessments Over time internal data shows the impact of high quality 1-1, small group intervention to ensure accelerated progress to close the gap ensure children reach age related expectations where ever possible at the end of key stage 2	2,3
Pupil progress meetings Headteacher /SENCo .1 release =£6,189	Time for Professional conversations to discuss support for PP children and identify their barriers to learning.	
Careful use of interventions and precision teaching that are brief, regular and sustained.	Research emphasises the need to carefully select interventions that complement (rather than replace) teaching:	1,2,3

	<p>EEF Guidance Report: Special Educational Needs in Mainstream Schools</p> <p>Small group tuition EEF+4 months</p>	
<p>One-to-one TA support in lessons to provide social, emotional, behavioural and academic support for pupil premium pupils with specific needs (in line with behaviour plans, Individual Support Plans, Education and Health Care Plans, etc.).</p> <p>Continue implementation of CPD to sustain and extend existing strong practice.</p>	<p>TAs and additional adults deployed in line with findings from research:</p> <p>EEF Guidance Report: Making Best Use of Teaching Assessments</p>	1,2,3
<p>In maths, daily teaching and Early Bird sessions are adjusted in response to gaps identified. Immediate feedback provided to close the feedback loop / maximise impact. New units begin by revisiting previous learning. Review provided by ta.</p>	<p>Strong evidence base for the impact of effective feedback on pupil outcomes: EEF Guidance Report: Teacher Feedback to Improve Pupil Learning</p> <p>EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3</p>	

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

Budgeted cost: £ 7,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture specialist provided at lunchtime (£752)</p>	<p>Additional person to do smaller group work planned in conjunction with the SENCO to facilitate the development of social skills.</p> <p>Identifying the social, emotional and health needs of children (case studies) https://www.nurtureuk.org/research-evidence/research-news/building-evidence-base-nurture-key-areas-consider</p>	4
<p>Residential and education visit support. £1,000</p>	<p>Educational visits and the Y6 residential provide excellent experiences and challenges for our pupils that support our children socially and emotionally.</p>	5
<p>Experience of learning a musical instrument. £5,330</p>	<p>Learning of a musical instrument increases the self-esteem and musical knowledge of all children.</p> <p>Year 1/2- P -Buzz</p> <p>Year 4 Ukuleles</p> <p>Year 6 Guitars</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment A well-rounded culture rich curriculum is key</p>	5

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Total budgeted cost: £ £28,551 (received £27,570 additional from the school budget)

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 2025 to 2028 academic year.

Results for the academic year 2025-2026 (to be completed October 2026)

National Attainment and progress scores

(Year 1): /26 children passed the statutory phonics check at the end of year 1. % of FSM6 pupils passed the screening check.

(Year 2): (/1) of pupils passed the re-screen test at the end of Year 2.

Evaluation : the pupil premium strategy remains on track in the area

End of Key Stage 1 (Year 2 Internal data):

Reading:

Overall % of pupils were teacher assessed at working at 'age related' expectations.

% of FSM pupil (children) was teacher assessed at working at 'age related' expectations

Writing:

% of pupils were teacher assessed at working at 'age related' expectations.

% of FSM pupil (children) was teacher assessed at working at 'age related' expectations

Mathematics:

% of pupils were teacher assessed at working at 'age related' expectations.

% of FSM pupil (children) was teacher assessed at working at 'age related' expectations

End of Key Stage 2 (Year 6):

Reading:

% of pupils were working at the 'expected level' (national average 75%) of which % were assessed at working at a 'greater depth of study'. Our average scaled score (where 100 is the expected standard) was (national average = 107 in 2025).

% of PP pupils (/) were working at the 'expected level'.

Writing:

% of pupils were working at the 'expected level' (national average %) of which % were assessed at working at a 'greater depth of study'.

% of PP pupils () were working at the 'expected level'.

Mathematics:

% of pupils were working at the 'expected level' (national average %) of which % were assessed at working at a 'greater depth of study'. Our average scaled score (where 100 is the expected standard) was 105 the same as the previous year.

% of PP pupils () were working at the 'expected level'.

CPD

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional Teacher intervention support.
What was the impact of that spending on service pupil premium eligible pupils?	Closing the gap in the key areas of English and Mathematics.