

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Christ the Saviour Primary School
Number of pupils in school	895 (Nursery to Year 6)
Proportion (%) of Pupil Premium eligible pupils	17.2% 153/ 892 pupils
Academic year/years that our current Pupil Premium Strategy plan covers (3 year plans are recommended)	2023-2026 (Year 3 of 3 year plan)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katie Tramoni - Headteacher
Pupil Premium Leads	Shavonne Raj, Eve Goodman, Diane Harris, Maggie Smith
Governor / Trustee lead	David MacMorran

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£210,202
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	£210,202



At Christ the Saviour Primary School, we aim to provide the very best targeted support for pupils from disadvantaged backgrounds. This targeted support forms a key component to our school Pupil Premium strategy which outlines all that we do to break down the barriers that may prevent these pupils from using their unique gifts to meet their full potential. We work to ensure the barriers that may impact non-academic factors, such as attendance, behaviour and social and emotional support are removed. We aim to develop strong relationships with pupils and families to break down any barriers in learning.

A full range of **quality first teaching strategies** are at the heart of providing the best for these pupils. These may include but are not limited to the following: targeted questioning; targeted use of peer and self assessment; peer on peer support; access to word banks, chromebooks, knowledge organisers practical resources and manipulatives, teacher modelling and scaffolding, opportunities for independent or group investigations.

Individualised and personalised plans are written by each class teacher to ensure that attainment gaps between disadvantaged pupils and non disadvantaged pupils are closed. Disadvantaged pupils who also have an identified Special Education Need have an individual education plan. Although there is no longer a formal National Tutoring Programme we continue to offer a school wide intervention programme of **one to one or small group tuition** delivered by teaching assistants and specialist teachers across the school.

Teachers use statutory assessment data to support them in understanding pupils' starting points; this builds awareness of pupil's ability in Reading, Writing and Maths. Pupil progress is monitored throughout the academic year to ensure that these pupils make at least the expected progress, with the view to close the attainment gaps that exist between disadvantaged and non disadvantaged. The pupil progress and attainment of higher attaining pupils is closely monitored and teachers ensure that this group of pupils are challenged appropriately in their learning.

Teachers engage in professional dialogue during **pupil progress meetings** with a focus on disadvantaged pupils led by members of the senior team. These meetings aim to **identify the potential barriers** to learning for these pupils; have a better understanding of the journey of progress and to identify the strategies we can implement to accelerate progress and as the year goes on monitor this.

It is our belief that a rich and highly engaging curriculum including a full range of **enrichment activities** will lead to the highest levels of school attendance for all pupils. We aim to ensure that pupils from disadvantaged backgrounds have opportunities and access to a full range of enrichment activities such as breakfast & after school clubs; school trips & workshops and residential trips. To add, we offer a wide range of opportunities for pupils to gain a leadership responsibility across the school. This may range from the following: House Captains & Prefects, Worship Leaders, Playleaders, School Councillors, Mental Health Champions, Junior Travel Ambassadors and so on.

Challenges

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



Challenge number	Detail of challenge
1	Low attainment in Writing skills that do not allow pupils to access the rest of the curriculum
2	Low early reading decoding and fluency skills prevent pupils to fully engage in the wider curriculum
3	Low attainment in Maths skills that do not allow pupils to access the rest of the curriculum
4	Low self confidence and ability to manage feelings and behaviour, emotional well-being and engagement and participation
5	Persistent Absenteeism and lateness of those pupils who are disadvantaged
6	Financial constraints of families means that pupils who are disadvantaged may be unable to engage in residential, school trips and wider extra curricular activities which impacts their academic outcomes and physical and mental health.
7	Pupils demonstrate poor language skills , including limited range of vocabulary , which can be linked with more limited life experiences and availability of quality texts in the home
8	Lack of parental engagement including attendance at parent evenings, support with home learning and workshops (this can be for varied reasons)
9	Financial constraints of families mean that pupils who are disadvantaged are unable to access to appropriate devices that support home learning

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
1. Low attainment in Writing skills that do not allow pupils to access the rest of the curriculum	<p>By the end of EYFS: Increase the % of PPG pupils meeting the expected level of attainment in the Early Learning Goal for Writing</p> <p>By the end of KS1: Increase the % of PPG pupils working at age related expectations in Writing</p> <p>By the end of KS2: In Writing, raise PPG attainment to narrow the gap between PPG and non PPG prior attainment and PPG and non PPG KS2 outcomes at EXS.</p>
2. Low early reading decoding and fluency skills prevent pupils to	<p>By the end of EYFS: Increase the % of PPG pupils meeting the expected level of attainment in both Early Learning Goals for Word Reading and Comprehension</p> <p>By the end of KS1: PPG pupils demonstrate secure early</p>



<p>fully engage in the wider curriculum</p>	<p>reading skills.</p> <p>There is an increase in the % of PPG pupils reaching the phonics screener threshold at the end of Year 2</p> <p>There is an increase in the % of PPG pupils working at age related expectations in their early reading and comprehension skills</p> <p>By the end of KS2: Raise PPG attainment to narrow the gap between PPG and non PPG prior attainment and PPG and non PPG KS2 outcomes at EXS and GDS.</p> <p>Across the school, the use of high quality reading texts is embedded as the centre of our English curriculum.</p> <p>There is a decrease in the number of Broadway pupils who require daily RWI phonics. There is an increase in the number of pupils who complete the RWI programme in KS1</p> <p>Ongoing high quality CPD for teachers and TA's ensures daily phonics teaching is of high quality and impactful</p>
<p>3.Low attainment in Maths skills that do not allow pupils to access the rest of the curriculum</p>	<p>By the end of EYFS: Increase the % of PPG pupils meeting the expected level of attainment in the Early Learning Goals for both Early Learning Goals for Number and Numerical Patterns</p> <p>By the end of KS1: Increase the % of PPG pupils working at age related expectations in Maths.</p> <p>By the end of KS2: In Maths, raise PPG attainment to narrow the gap between PPG and non PPG attainment</p>
<p>4.Low self confidence and ability to manage feelings and behaviour, emotional well-being and engagement and participation</p>	<p>Teachers embed the use of Zones of regulation across the school to support pupils in developing their ability to regulate their emotions independently</p> <p>There is effective use of the curriculum and timetable to advance the emotional literacy and therapeutic needs and joy of learning through art, music and PE</p> <p>CPD on pupil wellbeing and trauma informed strategies is used by school staff to support identified pupils</p> <p>Support and CPD from external agencies support class teachers with difficult dynamics in the classroom or any behaviour difficulties and try to get to the root cause</p>
<p>5.Persistent Absenteeism and lateness of those pupils who are disadvantaged</p>	<p>There is a decrease in the % of persistent absenteeism for PPG pupils</p> <p>Those identified as vulnerable are identified on a First Day Call list and school staff maintain close contact with parents to ensure that these pupils make a quick return to school.</p> <p>Staff have undertaken EBSnA training, to support children identified as vulnerable, persistent absentees. 1:1 work and use of pupil voice is utilised - as a result of this, the information is used to target and support these pupils.</p>



	There is a decrease in the % of PPG pupils who are persistent
6. Financial constraints of families mean that pupils who are disadvantaged are unable to engage in residential, school trips and wider extra curricular activities which impacts their academic outcomes and physical and mental health.	<p>Attendance and participation by PPG pupils to Y5/6 residential school trips remains high</p> <p>There is an increase in the number of PPG pupils who have access to and participate in a full range of wider extracurricular activities including attending Breakfast Club, interschool competitions and festivals, after school clubs and individual music lessons.</p> <p>Pupils have access to appropriate technology to support with home learning</p>
7. Pupils demonstrate poor language skills , including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home	<p>Teachers use a range of strategies to support and develop pupils' oral language skills.</p> <p>These strategies can be but are not limited to the following:</p> <ul style="list-style-type: none"> • encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes
8. Lack of parental engagement including parent evenings, support with home learning and workshops	<p>There is high engagement of the parents at the following:</p> <ul style="list-style-type: none"> • Parent Consultations • Parent Information Evenings • Parent workshops and coffee mornings <p>Where parents are unable to attend planned events, teachers offer alternatives options for parents to engage in their child's learning</p>
9. Financial constraints of families mean that pupils who are disadvantaged are unable to meet adequate health and hygiene (eg period poverty)	<p>Health and hygiene needs of PPG pupils do not act as a barrier to their learning- welfare resources will be readily available on both sites</p> <p>Parents of PPG pupils with health and hygiene needs feel fully supported and this may include attendance by the school's medical team to meetings with designated clinical nurses.</p>

Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

I Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,202



Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for staff to ensure assessments are interpreted and administered correctly including for mobile pupils and those with multiple vulnerabilities.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3
Training to support staff to deliver high quality phonics and early reading lessons	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. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
Ongoing training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme , RWI to secure stronger phonics teaching for all pupils including those in Key stage 2 who need to catch up.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
A combined reading and writing curriculum with high quality texts. Focus on Writing planning (2025-2026) to support high quality talk and feedback, with a key focus on closing the disadvantage gap DfE writing framework/ standards	Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes. EEF, combining reading and writing outcomes “Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum...” DfE Writing Report, p4	1, 2



<p>Nuffield Early Language Intervention (NELI) whole class teaching and intervention in our Nursery class and small group intervention in Reception classes.</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Review of maths homework platform to differentiate for all learners</p> <p>Review of maths provision in reception to make the maths are more accessible with self directed choosing of manipulatives</p> <p>Targeted maths groups in Year 6 with prior lower attainers focusing on 4 operations and securing this foundation of knowledge.</p> <p>Year 5 and 6 targeted arithmetic interventions every afternoon</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre 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: Improving Mathematics in Key Stages 2 and 3</p>	
<p>The implementation of the new and revised feedback guidelines</p>	<p>Providing highly effective and purposeful feedback will support pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.</p> <p>EEF Feedback</p>	<p>1,2,3</p>



A whole school CPD programme is provided for staff with a focus on the use of high quality teaching and learning strategies	Collaborative learning can describe a large variety of approaches. These structured approaches with well-designed tasks lead to the greatest learning gains.	
A bespoke Early Induction Programme for Early Careers teachers to ensure that they develop the skill set to deliver high quality teaching and learning in and out of the classroom- this includes access to high quality mentoring and coaching support	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1,2,3,6

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

Budgeted cost: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individual teaching for pupils who need to catch up.</p> <p>A full range of targeted support and interventions for pupils to ensure that pupils are able to engage with the full curriculum.</p>	<p>Pupils from lower socio economic backgrounds are more likely to be behind than their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Fresh Start</p>	1,2,3,6



<p>Additional phonics sessions targeted at disadvantaged pupils who require further support</p>	<p>Phonics approaches have a strong evidence base indicating 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>Phonics Teaching and Learning Toolkit EEF</p>	
<p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, continuation and enhancement early intervention including:</p> <ol style="list-style-type: none"> 1. NELI in EY 2. AET Bucket Time. 3. Lego therapy 4. Colourful Semantics 5. Phonological Awareness 6. Intensive Interaction 7. Speaking Confidence 8. Instructional Language 9. Box Clever 	<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 Teaching and Learning Toolkit EEF</p>	
<p>School staff engage in the The Early Help Assessment and Plan (EHAP) process in Ealing to provide further support for children and young people and their families, through the delivery of multi-agency, multi-disciplinary or targeted support. This is done as early as possible to tackle an emerging problem or issue before it becomes bigger, harder to address and affects the development or life chances of the child or children in the family.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1,2,3,6</p>
<p>Continue to foster a love of reading through enrichment opportunities including wider family interventions.</p>	<p>The DfE reading framework</p>	



External CPD for teachers and teaching assistants from Educational Psychologist to provide targeted support for pupils within the classroom	Individualised instruction will allow the teacher to provide activities that are closely matched to a pupil's attainment.	
Identified pupils have access to Dramatherapy or ELSA	SEL (Social and Emotional Learning) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1,2,3,6
Targeted pupils and families have access to IT resources so that this does not act as a barrier when completing home learning	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	1,2,3,6

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG pupils have access to and participate in a full range of wider extracurricular activities including attending Breakfast Club, after school clubs and individual music lessons.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	4
Parents and the school work in collaboration to support pupil attendance and health and hygiene needs so that these do not act as a barrier to attendance to school. Attendance lead works closely with the local authority to provide further support	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation or health and hygiene needs, as well as specific skills, such as reading.	5, 8



Designated Senior staff support those pupils who are LAC/ PLAC with smooth transition between year groups or between schools		
Retention of a behaviour mentor (trained by Ealing Primary Centre outreach) who offers timetabled movement breaks and sensory support time in our sensory room enhances engagement in class learning and SEMH support for disadvantaged pupils.	EEF social and emotional learning	4

Total budgeted cost: £210,202

Part B: Review of the previous academic year 2024-2025



2024-2025 (June 2025 data capture)

Year Group	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	0	14	18	21	18	20	35	22
SEN	7	19	22	14	26	16	26	23
EHCP	0	8	7	8	3	7	7	5

We have analysed the performance of our school's disadvantaged pupils for the academic year 2024/2025, drawing on national assessment data and our own internal summative and formative assessments.

To help us understand the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts, particularly for pupils in Years 4, 5 and 6 who had the most disruption) and to results achieved by our non-disadvantaged pupils.

Outcomes for disadvantaged pupils

School Attendance

Attendance Information 2024-2025	CtS All pupils %	Ealing All Pupils %	CtS Disadvantaged pupils %	Ealing Disadvantaged pupils %
Overall Attendance	96.2	94.6	94.5	93.1
% of authorised absence	3.3	4	4.6	4.7
% of unauthorised absence	0.5	1.4	0.9	2.2
% of persistent absentees	7.1	14.8	13.8	21.3



Attainment and Progress

Early Years 2024-2025

Number of pupils eligible for PP: 14 pupils	CtS All Pupils %	CtS Disadvantaged pupils %	CtS Non Disadvantaged pupils %	Data from previous 3 years for Disadvantaged Pupils		
				2023-2024 14 pupils	2022-2023 17 pupils	2021-2022 12 pupils
Good Level of Development (GLD)	72.3	50	76	29%	59%	67%
Reading	77.3	52	82	64%	71%	83%
Writing	73.1	52	77	29%	59%	67%
Number	84	67	88	64%	71%	75%
Numerical Pattern	78.2	62	81	64%	71%	75%

Year 1 Phonics 2024-2025

Number of pupils eligible for PP: 18	CtS All Pupils %	Ealing All Pupils %	CtS Disadvantaged pupils %	Ealing Disadvantaged %	Data from previous 3 years for Disadvantaged Pupils		
					2023-2024 18	2022-2023 13	2021-2022 15
Pass	94	80	94	67	100	100	87

End of Key Stage 2 2024-2025

Number of pupils eligible for PP: 23	CtS All Pupils %	Ealing All Pupils %	CtS Disadvantaged pupils %	Ealing Disadvantaged %	Data from previous 3 years for Disadvantaged Pupils		
					2023/2024 31 pupils	2022-2023 31 pupils	2021-2022 31 pupils
Reading(EXS+)	93	77	83		90%	84%	87%
Writing(EXS+)	86	74	61		81%	74%	71%
Maths (EXS+)	86	79	70		84%	58%	71%
RWM combined	82	66	61	47	68%	52%	58%

Progress Measures.



The majority of PPG pupils continue to make at least the expected progress in the core and foundation subjects. Teachers have excellent understanding of the disadvantaged pupils in their classes and ensure that through their individualised PPG plans and tracking progress term on term, pupils have access to a wide range of quality first teaching strategies, focussed interventions and wider opportunities in and outside of school. This work supports the schools drive in closing the attainment gap that exists between PPG and non PPG pupils.