

# Pupil premium strategy statement – Christ Church (Brondesbury) C of E Primary School

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
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	31.12.2026
Statement authorised by	James Kelly
Pupil premium lead	James Kelly
Governor / Trustee lead	Alison Schulte

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,690

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Lower than average attainment made by PP/disadvantaged children across school at ARE, especially in Reading and Writing.
2	Social and Emotional difficulties for pupils and families, including mental health issues.
3	Limited experiences beyond home and school life, due to disadvantages and recent pandemic influences.
4	Poor language skills, especially in the younger years, linked to lack of early experience and quality reading material in the home.
5	Financial constraints make it difficult for disadvantaged children to access extra-curricular activities, such as peripatetic music teaching

### 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
Pupil Premium / Disadvantaged children's standard of achievement is at least in line with the whole school.	<p>End of summer 2026 data will show that PP children's data is in line with national averages, if not above.</p> <p>In-school data will show that PP children across the school make similar or greater progress than the whole class data.</p> <p>Analysis of interventions will show that these have had a positive impact on the disadvantaged children's learning and has helped to accelerate their progress.</p>
Children and families with emotional and social health needs are identified early and supported through in-school pastoral care, or through	Classroom staff (Teachers & TAs monitor children's emotional and mental health and report any concerns to SLT/DSL team.

<p>liaison with outside agencies (such as CAMHS)</p>	<p>In-school Pupil Premium champion touches base regularly with disadvantaged children and reports their concerns/needs to SLT/DSL team.</p> <p>Appropriate support is identified and put in place for the children and families quickly, following discussions between the school and families.</p>
<p>The school will deliver a broad and varied curriculum, which will include extra-curricular and out-of-school experiences in order to enrich children's life experiences and contextualise learning.</p>	<p>Teachers will plan and provide a wide-range of visits to places of learning around London, including Museums, Galleries, Places of Worship and Parks.</p> <p>Throughout the year, visitors to the school will be invited to enrich the learning curriculum, through workshop experiences, such as Science or History days.</p> <p>The school will plan enrichment experiences, such as Book Days, Mathematics, days and Oracy Competitions in order to excite the children's interest for learning in context.</p> <p>The school will promote religious and cultural feast days from across the spectrum of diversity included in the culture. This will have the effect of bringing cultural learning to life.</p> <p>Examples of all of the above activities will be published on the school's website and social media.</p>
<p>The majority of children (with the exception of those with specific learning needs, or who are recently arrived to the country) who are with school from Reception onwards will pass the Phonics Screening Test by the end of Year 1. Those who do not, will pass by the end of Year 2.</p>	<p>All children will progress through the Little Wandle Phonics and Early Reading programme from Reception and through Year 1, receiving daily teaching with relevant booster/intervention support.</p> <p>New arrivals and those with special educational needs will continue to receive this support in Year 2 and beyond, with the whole school staff being trained in the relevant pedagogy.</p>
<p>Disadvantaged children have equal access to extra-curricular activities, such as peripatetic music teaching and after-school clubs with the rest of the school.</p>	<p>Analysis of registers shows interest from and support for PP families to access these activities.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: **£29,553**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Headteachers to work with teaching staff across school in a coaching programme in order to raise and maintain high standards of teaching &amp; learning.</p> <p>Headteacher to provide leadership coaching for SLT &amp; Middle Leaders in order for them to be able to effectively support staff.</p>	<p><u>Quality Teaching</u></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>“Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p>	1,4
<p>Allocation of funding to cover the cost of subscriptions to various learning programmes of study, including the new Early Phonics and Reading Programme, Mathematics Mastery, White Rose Maths &amp; Science, Opening Worlds</p>	<p><u>Quality Teaching</u></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>“Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><u>Reading Comprehension – Destination Reader</u> - £600</p>	1,4

<p>curriculum, Kapow (Spanish, Art 7 DT) and the cost of Brent Music Service provision.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><b>Mastery – Maths Mastery - Reach Curriculum</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><b>Phonics – Little Wandle - £750</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>Arts Participation – Brent Makes Music – BMS Music'sCool - £14,261 BMS Peri Teachers - £6,787 Apollo Music Projects - £600</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><b>Opening Worlds - £1,000 White Rose Maths and Science - £312 Kapow Art/DT and Spanish - £532 Nessy Learning – £196</b></p>	
<p>Allocation of funding towards CPD for teachers &amp; TAs across the school in order for the high-quality and aspirational curriculum to be delivered and supported effectively.</p>	<p><u>Quality Teaching</u></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>“Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><u>Teaching Assistant Interventions</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><b>School Compliance and Training - £2,460 Oak School Improvement Package - £2,070</b></p>	<p>1,4</p>

Funding to cover the cost of new support resources needed for delivery of the Phonics Programme and the Maths daily intervention programmes.	<u>Mastery – Maths Mastery/ Reach Curriculum</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  <u>Phonics – Little Wandle</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4
Supplementing the cost of BMS peripatetic music tutors in order for disadvantaged pupils to be able to have equal access.	<u>Arts Participation – Brent Makes Music - £585 (based on x6 PP)</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <u>One to one tuition – Music lessons</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3,5

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

Budgeted cost: **£26,358**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted interventions to support daily reading and maths programmes for children across school provided by TAs working across year groups in the afternoons.  Interventions monitored half-termly at Pupil Progress meetings.	<u>Teaching Assistant Interventions</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <b>x1 HLTA - £35,528 pa (incl oncosts)</b> <b>x1 TA - £32,891 pa (incl oncosts)</b> <b>x1 ASC - £10,655 pa (incl oncost)</b> (PP grant paying 1/3 costs = £26,358)	1,4
Support for key year groups provided in the	<u>Teaching Assistant Interventions</u>	1,4

form of morning booster classes in Phonics (Year 1&2) and Reading, SPAG and Maths (Year 6)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
In-School Catch-Up funding used to subsidise the cost of an in-house tutor, directed to support the disadvantaged pupils in their identified areas of need.	<u>Small group tuition</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4,5

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

Budgeted cost: **£15,781**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy to anti-bullying workshop and other SEMH/PSHE – based experiences	<u>Metacognition and self-regulation</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <u>Collaborative learning approaches</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>  <u>Social and emotional learning</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <u>Behaviour interventions</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	2,3,4,5

	<p><u>Jigsaw PSHE - £920</u></p> <p><u>CPOMS - £815</u></p> <p><u>ELSA Training/Conference - £515</u></p> <p><u>Diana Awards – cost of travel - £120</u></p> <p><u>First Kicks/ Lunchtime 1:2:1 - £9,500 pa</u></p>	
<p>After-school Music club subsidised through Pupil premium funding in order to target Disadvantaged pupils.</p>	<p><u>Arts Participation – Brent Makes Music</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><u>Small group tuition</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><u>Extending the school day</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	2,3,5
<p>Subsidy towards end-of-school residential trip for 3 days in order for Disadvantaged pupils to be able to access this opportunity.</p>	<p><u>Collaborative learning approaches</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><u>Physical activity</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	2,3,5
<p>Time allocated to Pupil Premium champion in order to be able to liaise with the disadvantaged children and check on their progress.</p>	<p><u>One to one tuition</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><u>Feedback</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1,2,4
<p>Partnership with the local EWO service – targeting any Disadvantaged pupils whose</p>	<p><u>Wider strategies</u></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	2

<p>attendance falls below 90%</p> <p>Reinstate rewards for improved/sustained attendance</p>	<p><u>Attendance SLA - £2411</u></p>	
<p>Subsidising in-school events and out of school trips in order for all children to have access to a wide and engaging curriculum which broadens and contextualises learning.</p>	<p><u>Collaborative learning approaches</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><u>Residential and school visits - £1500</u></p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £71,692**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of KS2 results 2024 – 2025				
Percentage of children meeting expected standard				
	School all	National all	School Disadvantaged	National Disadvantaged
Reading	82%	75%	73%	63%
Writing	68%	72%	64%	59%
Maths	77%	74%	73%	71%
Combined	68%	62%	64%	47%
EGPS	77%	72%	63%	59%

  

Percentage of children exceeding expected standard		
	School all	National all
Reading	27%	33%
Writing	0%	13%
Maths	23%	26%
Combined	0%	8%
EGPS	32%	31%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
n/a	

<b>Ratified by Governors on 05.02.2026</b>	
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