

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Christopher Pickering Primary School
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	16.9.2025
Date on which it will be reviewed	20.7.2026
Statement authorised by	Jane Marson (Head)
Pupil premium lead	Laura Leeman (Deputy)
Governor / Trustee lead	Nicola Loten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 215,130
Recovery premium funding allocation this academic year	£0
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	£215,130

Part A: Pupil premium strategy plan

Statement of intent

Christopher Pickering Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 69% of pupils live in the 20% most deprived households nationally with 43% of households categorised as being within 10% of the most deprived. (IDACI).

16.5% of pupils are categorised as needing SEN support. 9.3% of pupils have an EHCP. 48% of our disadvantaged population (50/105) are on the SEND register. 56% of our EHCP population are disadvantaged.

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication - baseline entry to FS2 shows that most children are not school ready on entry to Christopher Pickering PS. Many have limited oral language skills and vocabulary and have had little opportunity to enjoy books.
2	In school assessments, including discussions with pupils and work scrutiny show that there are gaps in reading, writing, mathematics and phonics between our disadvantaged pupils and others in school. This is evident on entry and continues into Y6.
3	48% of our Disadvantaged population have Special Educational Needs, which is an additional barrier to educational success.
4	Attendance and punctuality <ul style="list-style-type: none"> Attendance overall has declined against NA (94.5%) there are disparities between our disadvantaged pupils and their peers : Overall attendance – Disadv 93 % Others 96% Persistent absence – Disadv 23% Others 7%
5	Pupil Well-being & Mental Health The overwhelming majority of our vulnerable cohort are disadvantaged. Pupil outcomes for this cohort show they are behind their peers academically, socially and emotionally.

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
Curriculum in place which builds on prior learning and is accessible to and engages all learners	By 2027-28 <ul style="list-style-type: none"> Quality of teaching is at least good in all classes (externally moderated). Assessment, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school Assessments confirmed by external assessment data and by external monitoring of the school.

<p>Improved outcomes in GLD, reading, writing, mathematics and phonics</p>	<p>By 2027-28</p> <ul style="list-style-type: none"> • Focused observational assessments show significantly improve oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal external assessments. • % of disadvantaged pupils achieving GLD is within 5% of national average for all pupils nationally • % of disadvantaged pupils reaching required standard in PSC is within 5% of NA for all pupils nationally • At end of KS1 % of disadvantaged pupils reaching EXS in reading, writing and mathematics is in line with NA for all pupils nationally • At end of KS2 % of disadvantaged pupils reaching EXS in reading, writing, mathematics and RWM is in line with NA for all pupils nationally <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> • Reach targets agreed with Trust at EXS and GD/HS at the end of each Key Stage • Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school • Gap between disadvantaged pupils and others in schools narrows in PSC <p>Gap between disadvantaged and other pupils narrows when compared with previous year's outcomes across all measures</p>
<ul style="list-style-type: none"> • Well-being, social and emotional development, inclusion 	<p>By 2027-28 - high levels of inclusion and well-being is exemplified by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice surveys • Qualitative data from range of parental surveys • Reduction in number of behavioural incidents recorded in CPOMS • Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies • High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback) <p>High levels of parental engagement in activities and workshops</p>
<p>Attendance and punctuality</p>	<p>By 2027-28</p>

	<ul style="list-style-type: none">• The overall absence rate for all pupils is in line with national average• The attendance gap between disadvantage pupils and others is in line with national average• The % of all pupils who are persistently absent is in line with national average• The gap between disadvantaged pupils and others in school is in line with NA <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none">• Narrow the absence gap between disadvantaged pupils and others• Narrow the gap between disadvantaged pupils and others in terms of PA• Number of pupils late and late after close of registration reduces
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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: £87,338.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff to:</p> <p>Ensure that staff are aware of challenges / barriers on individual pupil level</p> <p>Release of key staff including reading & phonics (0.6fte) writing and mathematics leads (0.2fte) to support development of high quality provision & coaching of ECTs, Teachers & TAs QfT – including accurate assessment, bespoke support, coaching, modelling (£34,219.37)</p> <p>Release of SENDCo (0.6fte) to support less experienced staff on meeting needs of all pupils with focus on those with SEND/ vulnerable (£19,059.69)</p>	<p>Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</p> <p>Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation)</p> <ul style="list-style-type: none"> • EEF state that with the information diagnostic assessments provide, teachers may: <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement <p>decide which pupils may need additional, targeted academic support</p>	<p>1, 2, 3</p>
<p>Release Writing Leaders to support and model effective approaches to the teaching of writing and oracy to all staff. (£19,059.69)</p>	<p>The teaching of writing and oracy has not had the same degree of focus as Reading. As cited in the Ofsted review of English report (March 2024) 'The curriculums for written and spoken language are less effective'.</p> <p>As the EEF states: Teach writing composition strategies through modelling and supported practice</p>	<p>1, 2, 3</p>

<p>Responsive Coaching Training and implementation. Release of Senior Leaders to attend training. Senior Leaders released to coach staff in identified areas of improvement. (£15,000)</p>	<p>Josh Goodrich's responsive coaching model promotes tailored strategies that adapt to each teacher's needs, with a focus on long-term improvement and measurable outcomes</p> <p>This ensures that teachers are not overburdened with unnecessary information and are instead given actionable steps to improve classroom outcomes.</p> <p>Goodrich also stresses the importance of cultivating a coaching culture in schools, where peer observation and feedback become routine. Although it can take time to establish, this culture leads to overall school improvement, even before formal coaching programs are fully implemented</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £84,342.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years communication and oral language intervention TA 2.5 (£11,110.97) Teacher (0.2fte) (£6588.78)</p>	<p>Education Endowment Foundation Early Years Toolkit - communication and language approaches</p> <p>Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <p>Education Endowment Foundation - T&L Toolkit - Oral Language Interventions</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>1,2,3</p>

	<p>EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.</p>	
<p>Phonics catch-up / intervention: Read,Write,Inc Gap analysis</p> <p>YR, Y1, Y2 – 1:1 or small group Trained TA X 5 (0.6) (£44,315.25) Teacher (0.2) (£8235.63)</p>	<p>DfE Reading Framework - Teaching the foundations of literacy</p> <p>Education Endowment Foundation - T&L Toolkit - Small Group Tuition</p> <p>Education Endowment Foundation - T&L Toolkit - One to One Tuition</p> <p>Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key.</p> <p>EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.</p> <p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of</p>	<p>1,2,3</p>

	structured interventions and not the limited impact of general deployment.	
<p>Pre-loading and small group tutoring Y6 – mathematics</p> <p>Teacher 3 x weekly after school sessions (2 Terms)</p> <p>(£1,013.61)</p> <p>TA (0.6) (£6,959.28)</p>	<p>Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3</p> <p>Education Endowment Foundation - T&L Toolkit - Small Group Tuition</p> <p>EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum.</p> <p>It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.</p>	1, 2,3
<p>Lexia Interventions – (£6119)</p>	<p>Education Endowment Foundation - T&L Toolkit - reading-comprehension-strategies</p> <p>Evidence suggests that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application</p>	1, 2, 3

	and practice of specific strategies and the use of self-questioning skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,448.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being, social and emotional development, inclusion:</p> <p>Dedicated Safeguarding/Attendance Teaching Assistant- clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> • Attendance • Support safeguarding • Deliver ELSA intervention <p>Dedicated SEND Team to deliver friendship groups and Speech and Language programmes</p> <p>Specialised support and partner agency working:</p> <ul style="list-style-type: none"> • SEMH support – focus on most vulnerable (CLA, CIN, EHASH, those with social worker) • SEND Specialist 	<p>Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL 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.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p>Education Endowment Foundation - T&L Toolkit - Meta Cognition and Self-Regulation</p> <p>Evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory</p>	4, 5

	<p>strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p>Raising profile of attendance:</p> <ul style="list-style-type: none"> • Strong attendance ethos led from the top with clear lines of accountability • Attendance officer post. • Clear policies – technical and legal compliance • Benchmark attendance • Regular monitoring and analysis – use of correct codes • Robust follow up of absence • Engagement with partner agencies • Good practice sought and shared • Build positive relationships with parents • Intervene and support early • Focus on support not punitive measures • Focus on solution not the problem <p>(£43,448.73)</p>	<p>DfE - School attendance guidance</p> <p>DfE - Improving school attendance - support for schools and local authorities DfE guidance based on cases studies with school with high levels of attendance.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p> <p>EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.</p> <p>EEF attendance intervention rapid evidence assessment</p>	<p>4, 5</p>

Total budgeted cost: £215,130

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 2024 to 2025 academic year.

Across the school outcomes have improved from the last published data .

Comparative data is currently only available for **all** and **disadvantaged** pupils. (We would expect 'others' to be slightly higher).

Moderated in-school and LA data shows the following:

Early Years Foundation Stage

- 50% of disadvantaged pupils achieved GLD.
- 55% of all pupils achieved GLD (NA 68%)
- In school gap between disadvantaged pupils and all is -5%
- Disadvantaged Gap with NA is -18%
- National Attainment Gap is -22%

Early Reading and Phonics

Phonics screening check

Year One

- 74% of disadvantaged pupils reached the required standard
- 86% of all pupils reached the required standard (NA 80%)
- In-school gap between disadvantaged pupils and all is -12%
- Gap with NA is -6%

End of Key stage 2 - Reading

- 80% of disadvantaged pupils achieved EXS.
- 87% of all pupils achieved EXS (NA 75%)
- 48% of disadvantaged pupils achieved greater depth (NA 33%)
- 57% of all pupils achieved greater depth
- In-school gap between disadvantaged pupils and all is -7%
- In school-gap between disadvantaged and all GD is -9%
- Gap with NA is +5% at EXS and +15% at GD

End of Key stage 2 – Writing

- 73% of disadvantaged pupils achieved EXS.
- 80% of all pupils achieved EXS (NA 72%)
- 10% of disadvantaged pupils achieved greater depth
- 15% of all pupils achieved greater depth
- In-school gap between disadvantaged pupils and all is -7%
- In school-gap between disadvantaged and all at GD is -5%
- Gap with NA is +1% at EXS

End of Key Stage 2 - Maths

- 77% of disadvantaged pupils achieved EXS.
- 85% of all pupils achieved EXS (NA 74%)
- 30% of disadvantaged pupils achieved greater depth (NA 26%)
- 37% of all pupils achieved greater depth
- In-school gap between disadvantaged pupils and all is -8%
- In school gap between disadvantaged and all GD is -7%
- Gap with NA is +3% at EXS and +4% at GD

KS2 Combined

- Disadvantaged: 73%
- All: 87% (NA 62%)
- Gap with NA is +11%

Attendance

Disadvantaged: 93%

Disadvantaged PA: 23%

All: 96%

All PA: 7%

National PA: 14.6%

Disadvantaged pupils' performance – taken from the schools IDSR

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	73%	46%	Above
2024/25	72%	47%	Above

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	84%	62%	Above
2024/25	79%	63%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25	72%	59%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	79%	60%	Above
2024/25	76%	61%	Above

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.