

Pupil premium strategy statement 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	The Churchill School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Zoe Stone
Pupil premium lead	Jodie Wilson Inclusion Leader/SENCo
Governor / Trustee lead	Victoria Chamberlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,420
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	£135,420

Part A: Pupil premium strategy plan

Statement of intent

At The Churchill School, we are committed to securing improved outcomes for all our disadvantaged pupils. Our aim is to ensure that every child is happy, well supported, and equipped to succeed both during their time with us and in their future lives. Our approach is guided by the following principles:

- **A whole-school ethos of aspiration:** We believe in the potential of every child. All staff are expected to promote positive, optimistic messages and maintain high aspirations for disadvantaged pupils.
- **High expectations for all:** We hold high expectations of everyone in our school community and avoid stereotyping disadvantaged pupils as facing the same barriers or having limited potential. Every pupil is recognised as an individual with unique strengths and needs.
- **Promoting a growth mindset:** We actively cultivate positive, growth mindsets in our disadvantaged pupils so they feel empowered to aim high, tackle challenges, and work towards achieving their full potential.
- **A relentless focus on high-quality teaching:** High-quality teaching is at the heart of our strategy. We prioritise effective classroom practice and ensure teaching and learning meet the needs of all pupils, including those who are disadvantaged.
- **Effective deployment of staff:** We deploy staff strategically to work with pupils who need the most support, and we provide training where necessary to improve the impact of teaching and learning for disadvantaged pupils.
- **Use of data to drive improvement:** Teachers and leaders collect, analyse, and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through targeted support and timely interventions.
- **Engaging and empowering families:** We actively work to engage parents and carers in their child's education and progress, recognising that strong home-school partnerships are crucial in helping pupils thrive.
- **Creating opportunities and building belonging:** We provide opportunities for our Pupil Premium-eligible pupils to participate in extra-curricular activities and take on classroom or school-wide roles and responsibilities. These experiences help promote a strong sense of belonging and connectedness within our school community.
- **Developing passionate, lifelong learners:** We aim to instil a lasting passion for learning in all pupils. This begins with a strong foundation in English and mathematics and extends through a broad, ambitious curriculum that offers a rich and varied base of skills and knowledge.

Through these commitments, we strive to remove barriers, raise attainment, and support our disadvantaged pupils to flourish academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and vocabulary: Assessments on entry to EYFS show that many children, including a significant number of disadvantaged pupils, present with underdeveloped oral language skills and limited vocabulary. These gaps continue to be evident for some pupils throughout KS1 and into KS2.
2	Phonics attainment: Disadvantaged pupils typically experience greater difficulty with phonics than their peers. This hinders their early reading development and has an ongoing impact on their progress across the curriculum.
3	Restricted life experiences (cultural capital): Many disadvantaged pupils have limited opportunities for enriching experiences outside school. This affects their understanding of the wider world and restricts vocabulary development.
4	Wellbeing and Social, Emotional & Mental Health (SEMH): A number of disadvantaged pupils present with barriers linked to social, emotional and mental health needs. These include low self-esteem, difficulties with emotional regulation, limited resilience, and reduced engagement in learning. These factors can affect attendance, concentration, behaviour, and overall academic progress.
5	Attendance gaps: Over the past two years, attendance for disadvantaged pupils has been consistently lower than that of their non-disadvantaged peers, typically by around 4%. Lower attendance contributes to widening learning gaps.

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 oral language and vocabulary: Disadvantaged pupils will demonstrate stronger oral language skills and a broader vocabulary, leading to improved communication and learning across the curriculum.	Improved oral language and vocabulary: Assessments and observations show significantly strengthened oral language skills among disadvantaged pupils. This improvement is confirmed through multiple forms of evidence, including lesson engagement, book scrutiny and ongoing formative assessment.
Improved reading attainment: Disadvantaged pupils will make accelerated progress in reading, resulting in higher	Improved reading attainment: KS2 reading outcomes for 2025/26 show that more than 80% of disadvantaged pupils meet the expected standard.

attainment and reduced gaps compared with their peers.	
Improved maths attainment at the end of KS2: Disadvantaged pupils will achieve improved outcomes in mathematics by the end of KS2, narrowing the attainment gap with non-disadvantaged pupils.	Improved maths attainment: KS2 maths outcomes for 2025/26 demonstrate that more than 80% of disadvantaged pupils meet the expected standard.
Improved and sustained wellbeing: All pupils, especially those who are disadvantaged, show improved emotional regulation, confidence, resilience, and readiness to learn. Also show improvements in wellbeing, enabling them to engage positively with learning.	Improved and sustained wellbeing: From 2025/26, pupils demonstrate consistently high levels of wellbeing, evidenced by: <ul style="list-style-type: none"> • qualitative feedback from pupil voice, parent and pupil surveys, and teacher observations • a significant increase in participation in enrichment opportunities, particularly among disadvantaged pupils • Increased engagement and improved concentration in lessons.
Improved and sustained attendance: Attendance for all pupils, particularly disadvantaged pupils, will improve and be sustained at or above national expectations, reducing persistent absence.	Improved and sustained attendance: From 2025/26, overall pupil attendance reaches 96% , with the attendance gap between disadvantaged and non-disadvantaged pupils reduced to within 2% .

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.(Star Assessment)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4

Research and purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
NELI project implemented in EYFS.	Nuffield Foundation, closing the language gap. Early Years Interventions EEF T&L toolkit.	1

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

Budgeted cost: £ 65,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Small groups and 1:1 interventions to support pupils are falling behind	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Termly meetings with Safeguarding Lead, SENCo and Phase Leaders to discuss provision. - mentoring?	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,4,5
Investment in banded book allocation for KS2 to ensure that low attaining readers have good quality books to aid progress in reading.	One of the greatest challenges our disadvantaged pupils face in comparison to their peers is within reading. A lack of exposure to vocabulary means reading can be a struggle for these disadvantaged pupils. This is why we have invested in high quality books and resources to be used in school to help close this gap. We have also invested in some comic style engaging texts for reluctant readers higher up the school.	2
Teaching Assistant support in lessons and external intervention programmes across the school	EEF Toolkit and EEF Effective use of Teaching Assistants: Research shows that teaching assistants can have a positive impact on academic achievement when used to support individual and small groups of pupils. On average this can help pupils make an additional 1 months progress.	

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

Budgeted cost: £ 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance expectations shared with all parents. Monitoring of attendance by Attendance Officer, Headteacher & Safeguarding Leader Pupils falling below the threshold – parent invited in to discuss concerns. Partnership with SLO (School Liaison Officer)	As per DfE guidance – consistent attendance is important for every child to ensure they reach their full potential.	5

to support attendance of persistent absentees.		
SEND team allocates and delivers bespoke pastoral interventions for individuals e.g. Lego therapy, nurture provision, play therapy and draw and talk.	EEF Toolkit: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £

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 2024-25 academic year.

End of KS Summary Data 2024-2025						
EYFS – Good Level of Development						
Pupils	Number of pupils		GLD			
All Pupils	40		85%			
Pupil Premium	2*		50%			
<ul style="list-style-type: none"> Data shows zero but 2 children did start to be eligible during the year. 						
Year 1 Phonics Screening Check 2025						
Pupils	Number of pupils		Pass rate			
All Pupils	52		91%			
Pupil Premium	12		63.6%			
Year 2 Phonics Retakes						
Pupils	Number of pupils		Pass rate			
All Pupils	5		60%			
Pupil Premium	5		60%			
Key Stage 2 - Expected Standard						
Pupils	Number of pupils	RWM	Reading	Writing	GPS	Maths
All Pupils	49	66%	86%	88%	70%	70%
Pupil Premium	12	50%	75%	66.7%	33.3%	50%
Key Stage 2 – Greater Depth						
Pupils	Number of pupils	RWM	Reading	Writing	GPS	Maths
All Pupils	49	4%	34%	12%	20%	14%
Pupil Premium	12	0	16.7%	0	8.3%	8.3%

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
Nuffield Early Language Intervention Programme (Reception)	Oxford University Press
Timestable Rockstars	Maths Circle Ltd
Mastering Number Programme (Reception, Year 1 and Year 2)	National Centre for Excellence in Mathematics (NCETM)
Star Assessment	Renaissance
Test Base Standardised Tests	Testbase
CPOMS	CPOMs
Little Wandle Letters and Sounds	Little Wandle

