

# 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 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	361
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Zoe Stone
Pupil premium lead	Andrew Newport
Governor / Trustee lead	Victoria Chamberlin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128040
Recovery premium funding allocation this academic year	£12760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140800 (+3015 Service Children)

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at The Churchill School and in their future lives, we are guided by the following principles.

- We have a whole school ethos of aspiration and attainment for all pupils and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.
- We have high expectations of everyone, from everyone and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.
- We promote the power of positive, growth mindsets in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We have an unerring focus on the quality of teaching and learning in order to meet the needs of all our pupils.
- We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- We utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.
- Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to engage and empower parents and carers in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to promote a sense of belonging and connectedness in our school.
- We aim to instil an enduring passion for learning in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	We have identified underdeveloped oral language skills and vocabulary gaps among children entering EYFS and a number of these are disadvantaged pupils. This also continues through KS1 into KS2.
2	Our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our disadvantaged pupils have a lack of life experienced (cultural capital) at home, which has a negative impact on their knowledge of the world and vocabulary acquisition is limited.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Our attendance data shows that attendance among FSM pupils is lower than our non FSM pupils – 2022-2023 4.89% difference.

## 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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain good attendance for all pupils,	Sustained high attendance from 2024/25 demonstrated by:

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>the overall absence rate for all pupils being at 97%, and the attendance gap between FSM pupils and non-FSM pupils being reduced to within 3%.</li> </ul>
--	--

## 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: £ 54,323.12

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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Little Wandle - <a href="#">DfE validated Systematic Synthetic Phonics programme</a> embedded across the school, stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

## 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Small groups and 1:1 interventions to support pupils whose education has been impacted by the pandemic. In school and afterschool.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Termly meetings with Safeguarding Lead, SENCo and SEN Assistant to discuss provision.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	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: £ 15196.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance expectations shared with all parents.</p> <p>Monitoring of attendance by Attendance Officer</p> <p>Pupils falling below the threshold – parent invited in to discuss concerns.</p> <p>Partnership with SLO (School Liaison Officer) to support attendance of persistent absentees.</p>	<p>As per DfE guidance – consistent attendance is important for every child to ensure they reach their full potential.</p>	5
<p>SEND team allocates and delivers bespoke pastoral interventions for individuals e.g. Lego therapy, nurture provision, play therapy and draw and talk.</p>	<p>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.</p>	4
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

**Total budgeted cost: £135170**

**Contingency: £5630**

## 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 2022 to 2023 academic year.

End of KS Summary Data 2022-2023						
EYFS – Good Level of Development						
Pupils	Number of pupils		GLD			
All Pupils	46		72.7%			
Pupil Premium	9		42.9%			
Year 1 Internal Phonics Screening Check 2021						
Pupils	Number of pupils		Pass rate			
All Pupils	47		81.8%			
Pupil Premium	13		69.2%			
Year 2 Phonics Retakes						
Pupils	Number of pupils		Pass rate			
All Pupils	12		50%			
Pupil Premium	3		33%			
Key Stage 1– Expected Standard						
Pupils	No. pupils	Reading	Writing	Maths		
All Pupils	60	71.7%	71.7%	80%		
Pupil Premium	15	60%	60%	80%		
Key Stage 1– Greater Depth						
Pupils	No. of pupils	Reading	Writing	Maths		
All Pupils	60	21%	6.7%	18.3%		
Pupil Premium	15	13.3%	6.7%	13.3%		
Key Stage 2 - Expected Standard						
Pupils	No. pupils	RWM	Reading	Writing	GPS	Maths
All Pupils	59	64.4%	76.3%	94.9%	69.5%	74.6%
PP	13	46.2%	61.5%	90%	53.8%	53.8%
Key Stage 2 – Greater Depth						
Pupils	No. pupils	RWM	Reading	Writing	GPS	Maths
All Pupils	59	5.1%	23.7%	15.3%	20.3%	15.3%
PP	13	0%	30.8%	0%	7.7%	7.7%

### 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
SpeechLink	Speech Link Multimedia Ltd
Mastering Number Programme (Reception, Year 1, Year 2, Year 4 & Year 5)	National Centre for Excellence in Mathematics (NCETM)
Purple Mash	2 Simple Software
Star Assessment	Renaissance
CPOMS	CPOMs
Little Wandle Letters and Sounds	Little Wandle

## 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?	Increased well-being. Service children achieved well.



