

Pupil Premium Strategy Statement
2024/25

School Context		Statement of Intent
Number of Pupils On Roll	347	At The Churchill School we want all children to achieve despite their barriers. We have high expectations for all children and promote a quality first teaching approach where children are mostly kept together, taught together and achieve together. We are an evidence based school and will use techniques which benefit vulnerable learners. We aim to design our curriculum and our lessons to support our most vulnerable, this ensures that pupil premium children are experiencing an entirely effective education and not being 'caught-up' repeatedly.
Percentage of Pupil Premium	25%	
Pupil Premium	£133200	
Recovery Premium Allocations	---	
Total Amount	£133200	
Primary Outcomes		Main Barriers
<ul style="list-style-type: none"> By the end of KS2 Pupil Premium children achieve broadly in-line with non-PP. By the end of the academic year, Pupil Premium children's progress from their starting point is in-line or exceeds those of non-PP children. By the end of the academic year Pupil Premium attendance is within 1% of non-PP. 		<ol style="list-style-type: none"> Maintaining attendance above 95% Low self-esteem Lack of personal development opportunities. Speech and language concerns + SEN crossover Not ready for the wider curriculum
Pupil Premium Spending Areas		
Activity	Research Based Evidence	Barriers Addressed
STAR Assessment	Diagnostic assessments indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3, 5
CPD Activities	'Ensure TAs are fully prepared for their role in the classroom.' (The EEF Guide to making best use of teaching assistants, September 2021) Our program of CPD runs alongside the School Development Plan to ensure continuity with training and development of our Teaching Assistants. Staff, especially those at middle leadership level, are encouraged to undertake external professional development opportunities in addition to those in school.	2, 3, 4, 5
Facilitate Early Career Framework with Early Career Teachers.	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019) The school has 2 teachers who are ECT's this year and are being supported through the Early Career Framework.	1, 2, 3, 4, 5
OPAL: Outdoor Play and Learning	Instrumental value of interventions to improve playtimes can be found in children's greater engagement in a range of movements; in increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; better problem-solving skills, self-regulation and self-confidence; reduced stress, boredom and injury. SPORT ENGLAND Review on Play in Schools	1, 2, 3, 4, 5
Mastering Number	'Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. Interventions should start early, be evidence-based and be carefully planned.' (EEF Improving Maths in KS2 and KS3, 2017)	1, 2, 3, 5
Embed the Jigsaw PSHE Curriculum	'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.' (EEF 2021)	1, 2, 3, 4, 5

Draw and Talk	'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.' (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021)	1, 2, 3, 4, 5
Continued Curriculum Streamlining	It is important to us that our children regardless of background or ability have access to a broad and balanced curriculum so they are not further disadvantaged and a balance of quality first teaching alongside targeted and effective intervention is in place.	5
School Excursions and opportunities to promote cultural capital.	Cultural Capital is defined as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (OFSTED 2019)	1, 2, 3, 4, 5

Pupil Performance July 2024

	Pupil Premium	All
Attendance	90.94%	94.41%
EYFS	0% *27.3% 0% is based on 7 children registered for FSM in September. *27.3% based on the 11 children registered for FSM at the time of assessment.	72.9%
Phonics Year 1	55.6%	87.5%
Phonics Year 2	100%	88.9%
KS2 – Combined (GD)	57.1% (4.8%)	65% (15%)
KS2 - Reading (GD)	76.2% (28.6%)	78.3% (31.7%)
KS2 - Writing (GD)	85.7% (4.8%)	90% (16.7%)
KS2 - Maths (GD)	61.9% (4.8%)	71.7% (18.3%)
Internal Progress Measures (Years 2-6)		
	Pupil Premium	Non-PP
Reading	+2 (Normed Reference Standardised Score)	+3 (Normed Reference Standardised Score)
Maths	+5 (Normed Reference Standardised Score)	+6 (Normed Reference Standardised Score)