



## Pupil Premium Strategy Statement - Churchtown 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.

**What is the Pupil Premium?** The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

### School overview

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 645  |
| Proportion (%) of pupil premium eligible pupils                         | 16%  |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2027  |
| Date this statement was published                                       | December 2025  |
| Date on which it will be reviewed                                       | July 2026  |
| Statement authorised by   | Jinnie Payne (Headteacher)   |
| Pupil Premium Leads   | Michelle Ward, Deputy Headteacher<br>and<br>Christie Tudor, Assistant Headteacher and SENDCo |
| Governor / Trustee lead / LAC Committee                                 | Suzanne Payne  |

### Funding overview

| Detail  | Amount            |
|---|-------------------|
| Pupil premium funding allocation this academic year   | <b>£146,15.17</b> |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | <b>£0</b>         |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )   | <b>£0</b>         |
| <b>Total budget for this academic year</b>  | <b>£146,15.17</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Churchtown Primary School, we are committed to ensuring that every pupil, irrespective of starting point or background, achieve the best possible outcomes, and use this principle to drive every discussion about the pupil premium strategy and associated spending.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. As a school, we recognise that high-quality teaching is a crucial factor in ensuring the 'attainment gap' is closed and this forms the foundation of our strategy below. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- 1- Ensure disadvantaged pupils are challenged in the work that they are set throughout all aspects of the curriculum
- 2- Act early to intervene at the point need is identified
- 3- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- 4- Continually evaluate the impact of actions and associated outcomes to ensure the best outcomes for pupils

We are also, however, acutely aware that for any pupil to be ready to learn, we must address any social, emotional and mental health (SEMH) needs they may have. By addressing any SEMH needs, it will then allow for pupils to access the full breadth and depth of the learning opportunities available to them.

Additionally, we recognise the need for some flexibility in our approach as we continue to respond to the needs & challenges faced by our disadvantaged pupils and their families.

### Funding Criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

**Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria.** It can be used:

\* to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer

\* for whole class interventions which will also benefit non-disadvantaged pupils

### Challenges

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

| Challenge number                                   | Detail of challenge  |
|--|--|
| 1.<br><b>Phonics and Reading outcomes</b>          | Through utilising internal and statutory data (including pupil & staff voice, work sampling and formative/summative assessment information) it is evident that our disadvantaged pupils generally achieve lower outcomes in phonics and reading, compared to those of their peers and non-PP pupils.   |
| 2.<br><b>Writing Outcomes</b>                      | Through utilising internal and statutory data (including pupil & staff voice, work sampling and formative/summative assessment information) it is evident that our disadvantaged pupils generally achieve lower outcomes in writing compared to those of their peers and non-PP pupils.  |
| 3.<br><b>Maths Outcomes</b>                        | Through utilising internal and statutory data (including pupil & staff voice, work sampling and formative/summative assessment information) it is evident that our disadvantaged pupils generally achieve lower outcomes in writing compared to those of their peers and non-PP pupils.  |
| 4.<br><b>Lower Starting points on entry to KS1</b> | A breakdown of the Early Learning Goals shows that in the vast majority of areas, the pupil premium eligible pupils do not reach the same outcomes as non pupil premium children. This is also reflected in the overall percentage of children who achieve “a good level of development,” at the end of the Foundation Stage. Key areas where the difference is more significant is: Listening, Understanding and Attention; Building Relationships; Self- Regulation and Managing Self.   |
| 5.<br><b>Attendance</b>                            | Our attendance data, with particular focus on the last academic year, indicates that attendance among PP children is lower than non-PP children. There is a significantly higher percentage of children that are PP eligible that fall under “persistently absent,” when compared to “persistently absent” children that are not PP.   |
| 6.<br><b>Access to Wider Opportunities</b>         | Through monitoring and discussions with staff, pupils and families, it is evident that our disadvantaged pupils, due to a range of wider factors, have limited cultural capital. This limited cultural capital has a wider impact on progress and attainment.  |
| 7.<br><b>Social, Emotional and Mental Health</b>   | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Many pupils currently require additional support with social and emotional needs, with a number of these receiving small group interventions.</p> |

### 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   |
|---|--|
| To sustain and improve the % of PP pupils working at the age-related expectations in phonics and reading, closing the gap | <ul style="list-style-type: none"> <li>School tracking data and statutory assessment data will show an increase in the number of PP and other</li> </ul> |

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| between PP pupils and their non-disadvantaged peers.   | <p>disadvantaged pupils working at the age-related expectations in phonics</p> <ul style="list-style-type: none"> <li>• School tracking data and statutory assessment data will show an increase in the number of PP and other disadvantaged pupils working at the age-related expectations or above in reading</li> <li>• Staff voice, including through pupil progress discussions, highlights progress of PP and other disadvantaged pupils and their engagement with phonics/reading</li> <li>• Pupil voice reflects a love of reading and indicates a breadth &amp; depth to the 'diet' of reading on offer for pupils</li> </ul> |
| To sustain and improve the % of PP pupils working at the age-related expectations in writing.                        | <ul style="list-style-type: none"> <li>• School tracking data and statutory assessment data will show an increase in the number of PP and disadvantaged pupils working at the age-related expectations or above in writing across the school (Y1-Y6)</li> <li>• School tracking data will show an increase in the number of PP and other disadvantaged pupils in "fine motor skills" and "writing."</li> <li>• Pupil voice reflects a love of writing and indicates a breadth &amp; depth to the writing opportunities available to pupils</li> </ul>  |
| To sustain and improve the % of PP pupils working at the age-related expectations in maths.                          | <ul style="list-style-type: none"> <li>• School tracking data and statutory assessment data will show an increase in the number of PP and disadvantaged pupils working at the age-related expectations or above in writing across the school (Y1-Y6)</li> <li>• Staff voice, including through pupil progress discussions, highlights progress of PP and other disadvantaged pupils and their engagement with maths.</li> <li>• School tracking data will show an increase in the number of PP and other disadvantaged pupils in "number" and "number patterns."</li> </ul>  |
| To close the gap in the starting points of Year one between PP and non- PP children. the starting points of children | <ul style="list-style-type: none"> <li>• School tracking data will show a narrowing of the gap between attainment of the PP and non -PP children in key areas in Personal and Social Emotional Development areas.</li> </ul>   |
| To develop the cultural capital of our PP pupils.  | <ul style="list-style-type: none"> <li>• PP and disadvantaged pupils are able to access all curriculum enrichment opportunities available to them, e.g. school trips linked to specific curriculum areas, this in turn will support progress and attainment</li> <li>• Our curriculum continues to respond to the needs of pupils, with any adaptations to the curriculum helping to widen the experiences of opportunities for our</li> </ul>   |

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|   | disadvantaged pupils, e.g. RE adaptations to the curriculum, further use of fieldwork in Geography etc.  |
| To support our disadvantaged pupils to access extra-curricular clubs and activities.  | <ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils at extra-curricular clubs increases</li> <li>PP and disadvantaged pupils attend a range of extra-curricular clubs, not limited to sports clubs alone.</li> </ul>   |
| To ensure the attendance gap between the children who are disadvantaged and those who are not is decreased, to improve chance of further educational success for all pupils.  | <ul style="list-style-type: none"> <li>Class teachers will monitor, evaluate and be proactive in responding to their class absence.</li> <li>Attendance officer will be aware and involved with families to improve attendance at the earliest possible stage.</li> <li>Persistence absentees will be discussed and action plans created in weekly pastoral meetings.</li> </ul>   |
| To ensure additional interventions and support is put in place for those children who are PP or disadvantage, but are also on the SEN register, to ensure their progress is in line with their peers.   | <ul style="list-style-type: none"> <li>Provision maps in place for all year groups to outline intended interventions. Impact of interventions to be recorded on Edukey software to plan future interventions.</li> <li>Pupil/staff/parent voice indicates that children are feeling more confident with their learning.</li> <li>Data to reflect positive use of funding.</li> <li>Internal data from our Flourish provision shows that children are making good or excellent progress.</li> </ul> |
| All children, but especially those with additional barriers to learning, have a recognition of metacognition and can successfully apply strategies to support their mental health and wellbeing. If they are unable to do so independently, they know where/who to go to receive support. | <ul style="list-style-type: none"> <li>Working with external practitioners such as Mental Health Nurse who comes into school on a weekly basis.</li> <li>Counselling opportunities from Confident Me coach and Play Therapist.</li> </ul>  |

### 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: £84,560

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| We have Pupil Premium Leads in school to champion this group of children and whose leadership time includes addressing issues relating to overcoming any learning barriers that pupil premium children may face. | Government reports state that for the best outcomes to be reached, staff should ensure they have an individual/team to be responsible for the Pupil Premium strategy. | 1,2,3,4,5,6 and 7.            |

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| Both the Deputy Head, who oversees teaching and learning and Assistant Headteacher, who supports inclusion, focus on this area of development.<br><br>Regular time is allocated in Senior Leadership Meetings and Senior Management Meetings to discuss current provision for this group and impact of support and interventions introduced.  | <a href="#">Government Report - Pupil Premium</a>  |                    |
| Pupil Progress Meetings occur termly between teachers, phase leaders and often a member of the Senior Leadership Team. The purpose is to track the progress and attainment of children, with a particular focus on pupil premium and those who are not on track for age related expectations. This process involves identifying children's individual barriers to learning and appropriate responses. | <a href="#">EEF Targeted Support to Improve Outcomes</a><br><br>Evidence consistently shows the positive impact that targeted academic support can have, including for those children who are not making good progress across the spectrum of achievement.                                 | 1,2,3,4,5,6 and 7. |
| Attending Endeavour Trust – Network Meetings for Pupil Progress Leads. The purpose is to share best practice and at points over the year visit other schools to look at pupil premium provision and what strategies have been the most impactful.   | <a href="#">Schools Sharing Best Practice</a><br><br>Looking at case studies and how other schools have responded to challenges linked to closing the attainment of pupil premium children, has had a positive impact on school's taking a creative response to the needs of their pupils. | 1,2,3,4,5,6,7,8,9  |
| Whole school, continual, CPD to support phonics, teaching through the RWI portal and RWI development days.  | The EEF toolkit states that 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'<br><br><a href="#">EEF- Phonics</a>       | 1 and 2            |
| Whole school continual CPD and engagement with the Maths Hub to   | Research show that supporting teachers to understand the complexities of developing secure   | 2 and 3            |

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| support Mastery Maths across the school.   | <p>maths skills, needs to be considered when planning and delivering maths lessons. Maths Hubs are an effective way of blending practical support for teachings in a classroom context whilst applying the current research findings.</p> <p><a href="#">EEF - Maths Pedagogy</a></p>  |                  |
| <p>School offer a variety of high-quality CPD opportunities to support teachers on developing their practice in promoting high pupil engagement and strong metacognitive understanding.</p> <p>This training includes peer mentoring sessions in-house and through visiting other settings.</p> <p>Training sessions are also accessed through providers such as DBE services, the Local Authority, EONs meetings through Endeavour Trust.</p> | <p>As outlined in the EEF guide to Pupil Premium, utilising funds to improve teaching, including providing CPD opportunities to ensure all teaching is effective is crucial for a successful school.</p> <p><a href="#">EEF Guide to Pupil Premium Sept 2024</a></p>                   | 1, 2, 3, 4 and 5 |
| <p>Introduction of Flourish provision 5 mornings a week for identified children in Y4,Y5, Y6.</p> <p>This is to help bridge gaps in knowledge with reading and maths and</p>   | <p>Research shows that providing high quality teaching, in small groups with staff that care greatly for the holistic development of each child, has a beneficial impact on children's progress and development.</p> <p><a href="#">EEF - SEND Provision in Mainstream Schools</a></p> | 1, 2 and 3       |
| Whole School training sessions for teachers with a focus for adaptative teaching.  | <p><a href="#">EEF Adaptative Teaching Strategies</a></p> <p>Raising expectations for all children, so that "differentiation" is no longer the response to supporting children who are showing difficulty grasping new knowledge or skills.</p>  | 1,2,3,4,8,9      |
| Teaching assistant training focusing on adapted approaches to supporting children with a variety of barriers.  | <p><a href="#">EEF - Effective Use of Teaching Assistants</a></p> <p>Teaching assistants play a vital role in schools and colleges. The research highlights effective teaching assistant deployment, high-quality teaching, and inclusive learning environments, offering</p>          | 1,2,3,4,8,9      |

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|  | schools support to make decisions that unlock the full potential of all staff.  |             |
| Resources to support with high engagement with maths and English lessons. These include subscriptions to platforms for individual accounts for pupils and manipulatives with the lessons         | <a href="#">EEF - High Quality Teaching and High Engagement</a> .<br><br>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High engagement is a key way of supporting this. | 1,2,3,4,8,9 |
| Small and fluid groupings of daily phonics lessons for children in EYFS and KS1. Regular assessment and analysis of attainment means groupings are constantly adapted to meet needs of children. | The EEF toolkit states that 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'<br><br><a href="#">EEF- Phonics</a>  | 1 and 2     |
| Additional teaching assistant hours for pre and post assessment teaching sessions within the classroom.  | <a href="#">EEF - Effective Use of Teaching Assistants</a><br><br>Teaching assistants play a vital role in schools and colleges. The research highlights effective teaching assistant deployment, high-quality teaching, and inclusive learning environments, offering schools support to make decisions that unlock the full potential of all staff.   | 1,2,3,4,8,9 |

## Targeted Academic Support

(for example, tutoring, one-to-one support and interventions)

**Budgeted cost: £51,000**



| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Small group tuition for pupils in KS2 in need of additional support in transcriptional skills. These writing sessions are delivered by an experienced teacher, who leads English in our school. They run alongside daily English lessons, but support the children with smaller groupings.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">EEF - Supporting Literacy In KS2</a></p>   | <p>1 and 2</p>                |
| <p>Small group tuition for pupils in KS2 in need of additional support in maths. These sessions are delivered by an experienced teacher with trained in maths recovery. They run in addition to daily maths lessons.</p>  | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">EEF - Supporting Maths in KS2</a></p>  | <p>3</p>                      |
| <p>Fast track phonics support in KS2.</p> <p>Targeted small group work for children who have not yet mastered reading phonetically.</p>   | <p><a href="#">EEF - Phonics Support</a></p> <p>The EEF toolkit states that ‘phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>   | <p>1 and 2</p>                |
| <p>Purchase of Edukey – Provision Map</p>   | <p>Provision Map allows staff to enter all the provision which takes place within their classroom and wider school environment. The programme provides data and reports to manage and assess impact. In addition, the programme can track specific student data, whilst taking into wider factors such as attendance, behaviour and academic progress.</p> <p><a href="https://www.tes.com/en-gb/schools/provision-map">https://www.tes.com/en-gb/schools/provision-map</a></p> | <p>1,2,3,4,5,6,7,8,9</p>      |

|   |  |               |
|---|--|---------------|
| Teaching Assistant Deployment   | <p>Whilst the school recognises the EEF guidance stating Teaching Assistants should not be used as 'an informal teaching resource for low attaining pupils', we do recognise that our teaching assistants are our most valuable resource.</p> <p>School have accessed support from the Local Authority linked to 'effective use of teaching assistants' and have had a further audit where this was a highlighted focus.</p> <p><a href="#">Effective use of TAs in schools.</a></p> | 1,2,3,4,8,9   |
| 1-1 speech and language interventions such as the Wellcomm                                      | <a href="#">EEF - Speech and Language Interventions</a>  | 1, 2, 4 and 6 |
| Timetabled library time and accessing a range of books targeting children's specific interests. | <p>Key research findings from The National Literacy Trust found that in 2024, fewer parents reported engaging daily in all home learning activities compared with 2019. As children grow, the opportunity to share stories naturally extends into the classroom and school library space and the value of this from a literacy and language position cannot be underestimated.</p> <p><a href="#">National Literacy Trust</a></p>  | 1, 2 and 4    |

## Wider Strategies

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

**Budgeted cost: £78,250**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Full time attendance officer in post to monitor attendance and support families to ensure their children have the best attendance possible. | We know that school absenteeism (missed attendance as well as fixed and permanent exclusion) has the potential to impact on pupils' attainment, but also on the likelihood of them | 5                             |

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|  | <p>becoming involved in violence. Many pupils with poor attendance and those who are excluded from school are the most socio-economically disadvantaged.</p> <p><a href="#">Understanding the benefits of an Attendance Officer in schools</a></p>   |            |
| <p>Attendance interventions delivered which build understanding of emotional regulation, resilience, determination and the motivation to come to school.</p>   | <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>We are aware of the benefits the attendance officer can have in creating relationships with most vulnerable families, as supported in the EEF document below:</p> <p><a href="#">Supporting Vulnerable Families</a></p> | 5          |
| <p>Pastoral team members – out of class full time who are on hand to support individuals and group who are needing something further than the classroom offer.</p> <p>Full time member of staff with the position of Education, Wellbeing and Safeguarding support</p> | <p>With the right support, young people and adults can work together to foster relationships and build a sense of belonging within a school community.</p> <p><a href="#">Supporting Pupils Pastorally</a></p>   | 3, 5 and 7 |
| <p>Play therapist and self-esteem coach working weekly with small groups and individuals.</p>  | <p>On average, children who take part in SEL interventions make around three additional months' progress in primary classes. The evidence suggests that SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum.</p> <p>Whilst the school recognise the EEF's commitment to research surrounding these strategies, our own observations and feedback demonstrate the immense impact these external practitioners have.</p>  | 7          |

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|---|--|--------------------|
|   | <a href="#">Social and Emotional Learning - Counselling and Therapies</a>  |                    |
| Introduction of Forest School for KS1 classes and identified children in KS2.   | <p>The research outlined that the key benefits to a well-run Forest School provision include:<br/> increased pupil confidence;<br/> promoting of problem solving skills and independence;<br/> improved social skills;<br/> opportunities to help children engage in meaningful conversations; Motivating children to learn more about the world around them and developing concentration over longer periods of time; improved physical and mental agility.</p> <p><a href="#">Forest School Research</a></p> | 5,6 and 7          |
| The use of specialist teachers to help enrich our extra curriculum offer including the use of a specialist MFL teacher and a specialist music teachers for clubs. Children attend events such as Language Festivals and Musical performances at ELT award ceremony and join singing projects with others schools. | <p>The EEF toolkit states 'Arts participation and approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</p> <p><a href="#">Arts Participation - EEF Toolkit</a></p>  | 5, 6 and 7         |
| <p>Lunchtime Pastoral Club and Nurture Sessions</p> <p>Our pastoral team support identified children at points of the day when they find interaction or less structure a challenge. Promoting their sense of worth and ability to interact appropriately with others is part of the offer at lunchtime club.</p>  | <p><a href="#">EEF - Social and Emotional Wellbeing</a></p> <p>Supporting children's social and emotional wellbeing allows children to have the confidence and resilience to try new things and be more engaged in their learning .</p>  | 6 and 9            |
| Contingency Fund  | <p>The EEF Guide to Pupil Premium document – September 2024 (Page 9) outlines the requirement for schools to create 'a bigger picture' for each Pupil Premium child. This requires investigation into several areas, which may take time.</p> <p><a href="#">EEF Guide to Pupil Premium Sept 2024</a></p>  | 1,2,3,4,5, 6 and 7 |

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|  | Therefore, a small amount of money is kept aside to ensure we can respond to any unidentified needs. |  |
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**Total budgeted cost: £213,810**

In addition to the pupil premium allocation, school finances many of the services that support this disadvantaged group, through the central budget.

## Part B: Review of the Previous Academic Year

### Outcomes for disadvantaged pupils

Drawing on national statutory assessment data we have analysed the performance of our school's pupil premium children during the previous academic year (2024-25) and compared this to the year before (2023- 24).

#### EYFS:

|                              | Total pupil numbers | Total number of pupils eligible for PP | % of all pupils achieving GLD overall | % of pupils eligible for PP achieving GLD | % of pupils not eligible for PP achieving GLD |
|------------------------------|---------------------|--|---------------------------------------|---|---|
| <b>CPS 2024/25</b>           | <b>84</b>           | <b>12</b>                              | <b>65%</b><br>(55 out of 84)          | <b>50%</b><br>(6 out of 12)               | <b>68%</b><br>(49 out of 72)                  |
| <b>CPS 2023/24</b>           | 65                  | 4                                      | 58%<br>(38 out of 65)                 | 25%<br>(1 out of 4)                       | 61%   |
| <b>2024/25 National Data</b> | <u><b>n/a</b></u>   | <u><b>n/a</b></u>                      | 69%                                   | 51%                                       | 72%   |

**Summary:** Despite having a higher number of pupils in receipt of PP funding in 2024-25 than the previous year, the overall % of pupils achieving GLD increased. The percentage of PP children achieving GLD improved on the previous year and was more in line with national average for PP children. However, because there is still a significant difference in the achievement of PP and non-PP children, it will continue to be a focus area.

#### Y1 Phonics Check:

|  | Total pupil numbers in Y1 | Total number of pupils eligible for PP in Y1 | % all of pupils meeting expected standard in Phonics Check | % of PP pupils meeting expected standard in Phonics Check | % of non-PP pupils meeting expected standard in Phonics Check |
|--|---------------------------|--|--|---|---|
|  |                           |  |  |   |   |

|  |           |           |                                     |                                    |            |
|--|-----------|-----------|-------------------------------------|------------------------------------|------------|
| <b>CPS</b><br><b>2024/ 2025</b>                  | <b>68</b> | <b>10</b> | <b>88%</b><br><b>(60 out of 68)</b> | <b>60%</b><br><b>(6 out of 10)</b> | <b>93%</b> |
| <b>CPS</b><br><b>2023/24</b>                     | 88        | 13        | 74%                                 | 43%                                | 80%        |
| <b>2024/25</b><br><b>National</b><br><b>Data</b> | n/a       | n/a       | 80%                                 | 68%                                | 81%        |

**Summary:** Attainment in phonics increased for both PP and non PP children in 2024-25. However, there is still an attainment gaps between PP and non-PP children in phonics and PP attainment at CPS is still below national levels. This will continue to be a focus area.

#### **Y4 Multiplication Tables Check:**

|  | <b>Total pupil numbers in Y4</b> | <b>Total number of pupils eligible for PP in Y4</b> | <b>% all of pupils scoring 25 on MTC</b> | <b>% of PP pupils scoring 25 on MTC</b> | <b>% of non-PP pupils scoring 25 on MTC</b> | <b>Average point score all pupils</b> | <b>Average point score PP pupils</b> |
|--|----------------------------------|---|--|---|---|---------------------------------------|--------------------------------------|
| CPS<br>2024/25   | <b>100</b>                       | <b>14</b>   | <b>39%</b>                               | <b>29%</b>                              | <b>41%</b>                                  | <b>22.12</b>                          | <b>20.7</b>                          |
| CPS<br>2023/24   | 98                               | 25  | 36%                                      | 29%                                     | 41%   | 20.2                                  | 17.3                                 |
| <b>2023/24</b><br><b>National</b><br><b>Data</b><br>(disadvantaged pupils) | n/a                              | n/a   | 34%                                      | 25%                                     | 37%   | 20.6                                  | 18.9                                 |

**Summary:** In relation to average scores, attainment in MTC increased for both PP and non PP children in 2024-25. However, there is still an attainment gaps between PP and non-PP children in their average score . PP children are now achieving in line with national figures for PP children, but lower than non-PP children. This will continue to be a focus area.

#### **End of KS2 SATs outcomes:**

***\*Please note, at the time of this plan, data provided is provisional\****

#### **Combined Data for Reading, Writing and Maths**

|  | <b>Total pupil</b> | <b>Total number</b> | <b>% of all pupils</b> | <b>% of PP pupils</b> | <b>% of non-PP</b> | <b>% of all pupils</b> | <b>% of PP pupils</b> | <b>% of non-PP</b> |
|--|--------------------|---------------------|------------------------|-----------------------|--------------------|------------------------|-----------------------|--------------------|
|--|--------------------|---------------------|------------------------|-----------------------|--------------------|------------------------|-----------------------|--------------------|

|  | numbers<br>Y6 | of PP<br>pupils<br>in Y6 | EXS+<br>RWM  | EXS+<br>RWM  | pupils<br>EXS+<br>RWM | GD<br>RWM | GD<br>RWM | pupils<br>GD<br>RWM |
|--|---------------|--------------------------|--------------|--------------|-----------------------|-----------|-----------|---------------------|
| <b>CPS<br/>2024/25</b>   | <b>88</b>     | <b>22</b>                | <b>52.3%</b> | <b>45.5%</b> | <b>54.5%</b>          |           |           |                     |
| <b>CPS<br/>2023/24</b>   | 109           | 20                       | 61%          | 40%          | 65%                   | 6%        | 0%        | 8%                  |
| <b>2023/24<br/>National<br/>Data</b><br><br>(disadv<br>pupils) | n/a           | n/a                      | 61%          | 45%          | 67%                   | 8%        | 3%        | 10%                 |

**Summary:** Whilst in line with national figures and increased from last year, PP children did not achieve in line with non-PP children in achieving the expected standards in all reading, writing and maths. Closing the gap in these core areas throughout the school will continue to be a focus.

## Reading

|                                      | % of all<br>pupils<br>EXS+<br>Reading | % of PP<br>pupils<br>EXS+<br>Reading | % of non-<br>PP pupils<br>EXS+<br>Reading | % of all<br>pupils GD<br>Reading | % of PP<br>pupils GD<br>Reading | % of non-<br>PP pupils<br>GD<br>Reading |
|--------------------------------------|---------------------------------------|--------------------------------------|---|----------------------------------|---------------------------------|---|
| <b>CPS<br/>2024/25</b>               | <b>67%</b>                            | <b>59.1%</b>                         | <b>69.7%</b>                              |                                  |                                 |   |
| <b>CPS<br/>2023/24</b>               | 80%                                   | 55%                                  | 84%                                       | 29%                              | 20%                             | 30%                                     |
| <b>2023/24<br/>National<br/>Data</b> | 74%                                   | 62%                                  | 79%                                       | 28%                              |                                 |   |

**Summary:** Whilst more in line with national figures and increased from last year, PP children did not achieve in line with non-PP children in achieving the expected standards in all reading. Closing the gap in reading throughout the school will continue to be a focus.

## Writing

|                              | % of all pupils EXS+ Writing | % of PP pupils EXS+ Writing | % of non-PP pupils EXS+ Writing | % of all pupils GD Writing | % of PP pupils GD Writing | % of non-PP pupils GD Writing |
|------------------------------|------------------------------|-----------------------------|---------------------------------|----------------------------|---------------------------|-------------------------------|
| <b>CPS 2024/25</b>           | <b>72.7%</b>                 | <b>59.1%</b>                | <b>77.3%</b>                    |                            |                           |                               |
| <b>CPS 2023/24</b>           | 72%                          | 45%                         | 79%                             | 7%                         | 0%                        | 9%                            |
| <b>2023/24 National Data</b> | 72%                          | 58%                         | 78%                             | 13%                        | unknown                   | unknown                       |

**Summary:** Whilst now in line with national figures and increased from last year, PP children did not achieve in line with non-PP children in achieving the expected standards in all writing. Closing the gap in reading throughout the school will continue to be a focus.

## Maths

|                              | % of all pupils EXS+ Maths | % of PP pupils EXS+ Maths | % of non-PP pupils EXS+ Maths | % of all pupils GD Maths | % of PP pupils GD Maths | % of non-PP pupils GD Maths |
|------------------------------|----------------------------|---------------------------|-------------------------------|--------------------------|-------------------------|-----------------------------|
| <b>CPS 2024/25</b>           | <b>62.5%</b>               | <b>50%</b>                | <b>66.7%</b>                  |                          |                         |                             |
| <b>CPS 2023/24</b>           | 72%                        | 60%                       | 74%                           | 15%                      | 10%                     | 15%                         |
| <b>2023/24 National Data</b> | 73%                        | 59%                       | 79%                           | 24%                      | unknown                 | unknown                     |

**Summary:** Attainment in maths for PP and non-PP children fell last year in comparison to the previous year and when compared to national average. This continues to be a focus area across the school.



## Internal School Data

### 2024 – 2025 Disadvantaged Children Data

Percentage of children reaching the expected standard comparing disadvantaged (dis) with non disadvantaged (non dis)

|    | Reading |         |            | Writing |         |            | Maths |         |            | No of disadvantaged<br>(% of cohort) | No of Non-disadvantaged | Year Group<br>Total |
|----|---------|---------|------------|---------|---------|------------|-------|---------|------------|--------------------------------------|-------------------------|---------------------|
|    | Dis     | Non Dis | Difference | Dis     | Non Dis | Difference | Dis   | Non Dis | Difference |                                      |                         |                     |
| Y2 | 31%     | 57%     | 26%        | 15%     | 60%     | 45%        | 39%   | 71%     | 32%        | 13<br>(16%)                          | 70                      | 83                  |
| Y3 | 53%     | 75%     | 22%        | 32%     | 53%     | 21%        | 47%   | 71%     | 23%        | 19<br>(24%)                          | 60                      | 79                  |
| Y5 | 71%     | 82%     | 11%        | 42%     | 64%     | 22%        | 59%   | 78%     | 19%        | 17<br>(19%)                          | 72                      | 89                  |

**Summary:** Across the year group were there is no statutory assessment, there is a pattern that PP children do not achieve in line with non PP children in reading, writing and maths. This continues to be a focus.

### [Intended Outcomes Review From Previous Strategy Plan \(2021-2024\):](#)

Please see below for overall outcomes linked to previous intended outcomes given that the previous plan ran from 2021 to July 2025.

#### **1- Improved oral language/ speaking & listening and vocabulary for all disadvantaged pupils**

75% of PP pupils achieved good level of development for Speaking

50% of PP pupils in EYFS achieved a good level of development for Listening, Attention and Understanding

Overall 50% of PP pupils in EYFS achieved a good level of development for Communication and Language. It should be noted, as outlined above, that one child eligible for PP in the 2023/24 Reception cohort has significant educational needs and joined a specialist provision at the beginning of this academic year (2024/2025).

Although this is the data from the last academic year, data from the last three years outlines how we have either approximately 'at' national figures or above with regards to the number of disadvantaged children meeting the expected level of development for communication and language.

We recognise that both 'comprehension' and 'writing' are barriers to achieving GLD for our pupil premium children and we will aim to address this in our new plan.

## **2- Improved Phonics outcomes for all disadvantaged pupils:**

The data from the last academic year is outlined below:

For our Y1 cohort in 23/24, 13 pupils were eligible for PP. Of these pupils, 43% passed the phonics check compared to 68% nationally of disadvantaged pupils. A gap of 25%.

When compared to all children in our Y1 cohort who passed the phonics check, there is a gap of 31%.

Several of our pupils in the Y1 cohort who were eligible for PP also had a special educational need

Further work to continue with regards to the implementation of our phonics programme and ensuring additional intervention is targeted at the right time to support the progress and attainment of our pupil premium children.

## **3- All disadvantaged pupils leave Churchtown as strong readers.**

The end of KS2 data from the last academic year is outlined above in detail.

It is important to note, the 23/24 Y6 cohort included a pupil who was newly arrived to the UK at the end of Y5 and is currently provisionally included in the data

40% of PP pupils at Churchtown achieved the expected standard or above in reading, writing and maths combined. This is slightly lower than the 45% national average for PP pupils.

55% of pupils achieved the expected standard or above in reading at the end of KS2. This is compared to 62% of PP pupils nationally and 79% of non-pp pupils nationally.

Although there has been a positive impact on reading, particularly the engagement of PP pupils with reading, due to actions implemented from the previous plan, the gap is still evident and we will continue to work on this to ensure the gap is narrowed.

## **4- Improved rates of progress in maths fluency for all disadvantaged pupils**

Statutory assessment outcomes reported above indicated some good progress with regards to improving maths fluency for disadvantaged pupils when compared to other disadvantaged pupils nationally. However, there is still a gap evident when compared to non-PP pupils.

23/24 MTC results highlighted how 29% of PP pupils achieved full marks when compared to 25% nationally of PP pupils. The gap between % of PP pupils at school achieving full marks and national % non-PP pupils achieving full marks was 8%. The average point score of PP pupils at Churchtown was 17.3 compared to the national average point score 20.6.

23/24 End of KS2 results highlighted how 60% of PP pupils met the expected standard in Maths compared to 59% of PP pupils nationally. When compared to the national % of non-PP pupils meeting the expected standard, there is a gap of 19% (the school comparable gap was 14%).

## **5- Improved attendance for disadvantaged pupils**

Over the course of the plan, the attendance of our disadvantaged pupils has continued to improve, and the 'gap' narrowed when compared to our overall average attendance figures. The overall average attendance of our disadvantaged pupils during the last academic year was 93.2% compared to our non-disadvantaged pupils who had an overall average attendance of 95.48%. Although there is still an evident gap, this is narrowing and has narrowed over the course of the plan

There are also a range of other factors which have also impacted on the attendance of some of our disadvantaged pupils (moving area for example).

We are keen to continue the good work with regards to attendance and this will form a target in our new plan (as outlined above).

**6- Increased profiling of children so children at risk have early intervention and are supported**

As a school, we take a proactive approach to monitoring all children, including those disadvantaged pupils, and intervene early. We work closely with a range of external agencies and professionals to support all families, including families of our disadvantaged pupils, to ensure the right support is in place to provide early intervention and support our pupils to continue to access all aspects of school life.

During the last academic year, 7 families of disadvantaged pupils were identified and supported through Early Help. Of these families, they are either now no longer on Early Help support and continue to receive universal support or have been stepped up to receive more tailored intervention from a range of external professionals.

It should also be noted that we have been highlighted as a school who demonstrates good practice within our Trust with regards to early intervention and safeguarding practices.

**7- Increased number of parents engaging in their children's learning in particular reading at home.**

Reading engagement has improved over the course of the previous plan.

This has been evident through pupil voice data, reflective in reading records and with some good progress made with regards to pupil progress.

Reading progress and attainment continues to be a target that we will continue our work on during the course of the new plan as outlined above.

**8- To see increased engagement in learning and change in behaviour in school**

Through proactive intervention work, developing/maintaining relationships between pupils & key adults and open & consistent dialogue with families, the engagement of disadvantaged pupils has continued to improve over the course of the plan. This is reflective through a range of outcomes, including the information we track with regards to behaviour.

Data from the 23/24 academic year highlighted the following:

50% of recorded 'stage 3' incidents involved a PP child (4 children across the academic year).

48% of recorded 'stage 4' incidents involved a PP child.

This is a reduction when compared to the previous two academic years. It should also be highlighted how a significant proportion of those 'stage 3'/'stage 4' incidents involved a specific

|  |
|--|
| PP eligible child who has now joined a specialist provision to support their behaviour & SEMH needs. |
|--|

## Externally provided programmes

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

| Programme    | Provider             |
|--------------|----------------------|
| English IDL  | IDL                  |
| Clicker      | Crick Software       |
| TT Rockstars | Maths Circle Limited |

## Service Pupil Premium Funding (optional)

The purpose of this funding is to provide pastoral support to help children from armed forces families cope with the challenges of frequent moves and parental separation.

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

During the last academic year, service children continued to be supported through pastoral support interventions facilitated by members of our pastoral team. The interventions included both planned, proactive intervention sessions and interventions to respond to more immediate/short-term need.

Support has included access to lunchtime club, with funding used for relevant resources and staffing capacity. A small number of pupils have also accessed additional 'self-esteem support' sessions. Funding has also been used towards enrichment clubs, allowing service children to access the clubs.

### **The impact of that spending on service pupil premium eligible pupils**

All service pupil premium eligible pupils who required support with funding for any after school club or enrichment opportunity received this.

As a school, we continue to monitor engagement and wellbeing for all children, including those eligible for service pupil premium, and internal data & information indicates that pupils eligible for service pupil premium are comparable to their peers with regards to school engagement and broader school achievement.

The SEMH needs of these children is monitored by the school's inclusion team and SLT. For those children who have accessed additional support, progress (both academically and socially) has been noted, and our early intervention approach has benefitted them greatly.

### **How we intend to use our service pupil premium allocation in 2025-26**

A named service pupil premium champion, who will at key points liaise with families to help understand when a parent may be away serving and how best to support their child of the strains or worries.

A known and familiar adult that the service child can see if they feel the need for some pastoral support.

A pupil voice portrait for service children to help signpost them to club and wider opportunities that will help promote a sense of belonging.

Small group social gatherings to help children appreciate that some of their challenges are not completely unique to them. To help other children appreciate the role that the armed services have in the local and wider community.