

Pupil Premium & Recovery Premium Strategy Statement 2025-2028

This statement details our school's use of pupil premium (and review of outcomes for the 2024 to 2025 academic year) 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	Churchill CofE Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17% 37 pupils - based on numbers as of 02.10.25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026 (Year 1) 2026– 2027 (Year 2) 2027– 2028 (Year 3)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Lorraine Woollven (Head Teacher)
Pupil premium lead	Mrs Nicola Bryant
Governor / Trustee lead	Mrs Jackie Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,285
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	£ 58,285

Part A: Pupil premium strategy plan

Statement of intent

At Churchill Church of England Primary School, we have shared visions and values and collectively work relentlessly to ensure that all of our pupils succeed and have access to the best education, opportunities and support possible. Our ultimate objective for our pupil premium and priority pupils (young people who experience significant and often multiple barriers to achieving their potential) is that we want them to achieve academically, socially and emotionally in line with their peers. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this.

This statement of intent has been developed through a thorough evaluation of current practice within the setting, review of recent research conducted by the [Education Endowment Foundation \(EEF\)](#) and current advice and best practice as outlined by Marc Rowland (2021) in his book titled [Addressing Educational Disadvantage in schools and colleges](#). This strategy, whilst specifically aimed at closing the attainment gap for disadvantaged pupils, should also positively impact progress and education of all learners within our schools. This is not a 'short-term fix' but a long-term commitment to ensuring the best opportunities for ALL of our children, now and in the future.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

In order to ensure our pupils become 'confident, ambitious learners,' we teach for mastery using explicit instruction. Using an explicit instruction pedagogical approach enables teachers to break down learning into manageable chunks using 'I, we, you' and 'my turn, your turn' which supports pupils to grasp learning and understand concepts gradually and for teachers to fade their scaffolds at an appropriate rate and time based on formative assessment. All children actively engage throughout the learning journey and our staff demonstrate through actions a culture of belief that everyone can achieve, succeed and master the taught Programmes of Study.

At Churchill Primary School we recognise the importance of early nurture in enabling children to engage with normal age-appropriate school and this nurturing approach is central to our whole-school policies and practices. As a school, we have adopted the Nurture UK Six Principles of Nurture and are implementing the Graduated Approach to Nurture to support all children to be successful.

Reflecting the key findings from research, on effective use of pupil premium funding, we are continuing to engage with parents, carers and pupils to hear their views on the most impactful ways to spend the funding.

Objectives for our disadvantaged pupils:

- To have high expectations and develop learning behaviours that build resilience, self-esteem and self-efficacy.
- To raise attainment, progress and opportunities for our disadvantaged pupils, which in turn will support their life chances and life choices.
- To ensure early intervention to support our disadvantaged pupils, including a high-quality inclusive Early Years education, to close the gap when it is at its narrowest and have the greatest impact.
- To ensure our pupils have secure and supportive language development including developing reading for academic purposes and for pleasure.
- To provide a robust pastoral care system, with open communication at its heart, supporting the wellbeing and social, emotional and mental health of both pupils and families.
- To allow our pupils opportunities to develop self-regulation, and an awareness of metacognition, through access to high-quality first teaching with high expectations and memorable learning experiences.
- To ensure that all pupils have access to a wide range of educational experiences that include, but are not limited to; learning a musical instrument, exploring a hobby or talent, visiting places of interest.

Key Principles:

In making provision for our priority pupils, we recognise that not all pupils who receive free school meals (Pupil Premium) will be disadvantaged. We also recognise that not all pupils who are disadvantaged, qualify for free school meals. Identifying each 'pupil's needs', not 'labels' which can be limiting, drives our strategy and implementation. Our teachers aim to build positive professional relationships between their pupils and their families, becoming 'experts' in their learners, because knowing their children is key to supporting them. We will ensure that effective teaching, learning and assessment meets the needs of all pupils. Class teachers, through the rigorous analysis of data, will identify specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, investment in our Learning Mentor, as part of the wider strategies, is seen as vital to supporting the emotional well-being of our pupils and engaging with their families.

We will ensure that no child is disadvantaged in terms of accessing extra-curricular activities or not feeling part of our whole school family by not having our school uniform and aim to give children opportunities, enrichments and experiences they may not get otherwise. At Churchill Primary School, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Pupil well-being and social emotional, mental health including emotional self-regulation in order to be ready to learn.
2	Creating a positive approach to attendance and parental engagement.
3	Attainment gap in reading, writing, maths and phonics between our disadvantaged and non-disadvantaged pupils. Not all our pupil premium pupils fall within the lowest 20% of each cohort but currently 41% of our disadvantaged pupils, are also on our SEND or SEND monitoring register. The gaps in the learning of our priority pupils should be addressed and any barriers removed, initially with the provision of High Quality First Teaching (HQFT) for ALL.
4	Language of aspiration. The language and expectations used by all staff and stakeholders is not limiting, not making excuses and of high ambition. Pupils are ready to access the next stage of their learning and life journeys.
5	Language and comprehension skills that are below peers on entry to our Early Years Foundation Stage (EYFS). A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, therefore impacting on early reading and fluency.
6	Safeguarding and welfare issues: Some of our children have been exposed to ACES or other traumatic experiences, which can have a negative impact on their ability to access learning offered.
7	Engagement in wider opportunities. Overcoming socio-economic barriers for some families to ensure equal opportunities and a wide range of experiences for all priority pupils.

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.

Objective	Action	How will we know if we have been successful? (IMPACT)
To embed the Nurture UK Six Principles of Nurture and Graduated Approach to Nurture so that all children are enabled to engage with normal age-	Embed a focus on: - Recognising the importance of transitions in children's lives - Understanding children's learning developmentally - Recognising all behaviour is communication - Ensuring the classroom offers a safe base	Children select strategies to self-regulate and use Regulation Stations to enable them to re-engage with learning successfully. Termly reduction in CPOMs incidents relating to SEMH/ well-being needs and behaviour impacting on learning. Reduction in SLT involvement in behaviour escalations.

appropriate school.	• Recognising the importance of nurture for the development of wellbeing • Recognising language as a vital means of communication Early identification of potential social, emotional, behavioural and/or mental health concerns using Boxall Profile Whole School Nurture Approach embedded for all children and young people Nurturing interventions embedded to support children and young people to develop social and emotional skills.	Evidence of proactive measures in place of reactive strategies e.g. preparing pupils for changes in staffing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Some children will require support from our Learning Mentor and our Mental Health Support Team Practitioner within the school or from external agencies to support their well-being and mental health to ensure they are ready to access learning. Pastoral Support Plans are in place for vulnerable children. The school's website is well developed and support clearly signposted. The school's offer of Early Help is well developed and communicated to all stake holders. Children's needs are identified early and support is provided as necessary. Relevant staff are trained in appropriate therapies and interventions where possible.	Pupil voice will indicate that pupils are happy in school and feel supported. This will be reflected in the annual parent and pupil survey.
To ensure high attendance for all pupils	Attendance is recognised as everyone's responsibility. Every adult in school invests in relational practice: knowing pupils well, building trust, noticing absence early, and holding compassionate conversations. Proactive, strong relationships with families enable barriers to be understood and removed. Early Bird Breakfast Club supports improved attendance. The importance of high attendance is recognised by the whole school community. Weekly class attendance awards and most	Attendance policy is used effectively to support decrease in absence. Increase in whole school attendance to above 97% by the end of Year 3 of the strategy. Decrease in Persistent Absenteeism to below 12% by the end of Year 3 of the strategy. Attendance for vulnerable groups grows to and remains above 95 % by the end of Year 3 of the strategy.

	improved attendance is celebrated regularly. Develop use of EBSA strategy.	
Ensure all pupils have high aspiration and ambition for themselves through the language used by all stakeholders	CPD for all staff on high expectations for priority pupils and the way that pupils are discussed at PPMs modelled by school leaders.	Staff will regularly use language of high expectations for all pupils. All staff know the expectations of how we discuss pupils so that we are not making excuses.
The gap is closed between outcomes for priority and non-priority learners. Early intervention supports our priority pupils in phonics and early calculation strategies. A high-quality inclusive Early Years education, closes the gap when it is at its narrowest and has the greatest impact.	Trust wide focus on disadvantage – everything we do viewed through the lens of priority pupils. The LSP Pedagogy framework and Walkthrus form part of the CPD for all staff so that high quality teaching is embedded. Focus on closing the gap by the end of KS1, including in the phonics screening check. Priority Learners are engaged in Talk Boost intervention to improve oral language skills and vocabulary. Implementation of the new Performance Development Policy which supports excellent teaching. Attainment and progress of Priority Learners are tracked carefully and prioritised in PPMs. All School Improvement visits focus on view of school through the lens of disadvantage. Priority Pupil Network to share strategies and research. The Rosenshine principles are embedded in teaching so that pedagogy is inclusive and adapted to ensure the best provision and outcomes for priority learners. Checks for understanding are used effectively so that teaching can be adapted and pupils make good progress. Deliberate focus on vocabulary development enables all children to extend their vocabulary. Scaffolds and guided practice ensure equity.	The attainment gap between pupils with and without disadvantage continues to narrow. A systematic approach to improving outcomes by focusing on the quality of teaching, evidenced through SIP visits and DDIs. Book looks, moderation and pupil voice indicate that priority learners are making good progress. Priority Pupils are discussed in all interactions with school leaders and impact is noted through records of school visits. Evidence of priority learners being raised in all PPMs – paperwork stored centrally. All children are increasingly confident to explicitly articulate their thought processes and identify how to be a successful learner. Assessments and observations indicate significantly improved oral language among priority pupils in EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. In the Early years, the disadvantaged gap is narrowed before it has chance to grow. Targeted purposeful intervention to support progress closes the gap for priority learners.

	Regular practice and retrieval builds secure long-term memory and fluency. Children are explicitly taught metacognitive strategies and are supported to think about their own learning explicitly.	
Ensure that all pupils have access to a wide range of educational experiences that include, but are not limited to; learning a musical instrument, exploring a hobby or talent, visiting places of interest. To provide additional academic and extra-curricular opportunities which will support their life chances and life choices.	Prioritise disadvantage pupils for all extra-curricular opportunities, including trips, visiting speakers, leadership opportunities and pupil voice. SLT to ensure that this is a conscious decision for every opportunity and that it is tracked where possible. School has a broad offer which is shared with all.	Pupil voice will indicate that pupils have opportunities to take part in a range of activities.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. The budget payment runs financial year April – April, so this is based on funding from the 2024 October census. Total budget of £53,025.00

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,925.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxall Profile Nurturing interventions ELSA Art therapy		1

- Completion of 'One Page Profiles' and 'Provision Maps' for all disadvantaged pupils. This should ensure that teachers and support staff have a full understanding of each pupils' barriers to learning and can adapt teaching to meet their needs. - Embed 'Zones of Regulation' as a universal strategy. £ Staff Meeting Time + £2,000 for effective deployment of LSAs	Marc Rowland, Addressing Educational Disadvantage in schools and colleges 2021	1,2
Completion of IPPs 3 x a year. £ Staff Time	Marc Rowland, Addressing Educational Disadvantage in schools and colleges 2021	1,2
Embed a consistent approach to teaching comprehension and fluency in Key Stage 2 through: - A daily approach to teaching reading - Progression in more complex and demanding texts and vocabulary - Practising written responses to different styles of questions £ Staff Meeting Time + £10,000 for effective deployment of LSAs	EEF: Closing the Attainment Gap Key Lessons Learned Reading Reconsidered: Doug Lemov Closing the (Reading) Gap: Alex Quigley	1,2
- Embed high quality teaching based on Rosenshine's Principles of Instruction to ensure pedagogy is inclusive. - Use adaptive teaching methods to check students' understanding and respond to need so that they make progress. - Provide effective scaffolds for difficult tasks. - Deliberate vocabulary development and practice as part of teacher instruction. - Develop pupil's metacognitive thinking by modelling it and promoting metacognitive talk in lessons, making strategies explicit. £13,000 for effective deployment of LSAs + Staff Meeting Time	EEF Special Educational Needs in Mainstream Schools Guidance Report EEF: Metacognition and Self-regulated Learning EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	1,2

Support all pupils to make excellent progress as a result of clear modelling and precise feedback - Develop an effective balance of 'I, we, you' which affords plenty of opportunity for practice and includes an extended hand-over approach. - Deliver appropriately timed feedback that focuses on moving learning forward and provide opportunities for pupils to use feedback so that learning can progress. £4925.00 for effective deployment of LSAs	Teacher Feedback to Improve Pupil Learning	
Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: - Subject networks - Nurture and SEND - Priority Students - Boolean Hub TRG - Curriculum Development - Walk Thrus and Pedagogy - LSP Reading project Christopher Such £6,000 for staff release time to attend training and development	EEF: Improving Mathematics in the Early Years and Key Stage 1 EEF: Improving Mathematics in Key Stages Two and Three EEF: Metacognition and Self-Regulated Learning EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2	1,2

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

Budgeted cost: £ 7,060.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1:1 reading and/or phonics/spelling/ early calculation intervention for disadvantaged pupils £6,260 for HLTA to release class teacher to lead interventions	DfE Reading Framework 2021	1,2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance working with the Boolean Hub £ 800.00	EEF: Improving Mathematics in the Early Years and Key Stage 1 EEF: Improving Mathematics in Key Stages Two and Three	1,2
---	---	-----

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

Budgeted cost: £ 15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation curriculum implemented throughout the school.	EEF: Improving Social and Emotional Learning in Primary Schools	1,2,4
ELSA time for Learning Mentor £2,000	EEF: Improving Social and Emotional Learning in Primary Schools	
Learning Mentor time to proactively engage with parents as soon as a child is absent to facilitate attendance. £3,400.00	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	
4 afternoons of Learning Mentor Time as well as two lunchtime clubs £4,750.00	EEF: Improving Social and Emotional Learning in Primary Schools	
Subsidise educational visits to enrich the curriculum for all children. £2,000	EEF: Improving Social and Emotional Learning in Primary Schools	
Opportunity for pupils to select an afterschool club or extra-curricular opportunity up to £50 per child. £1,750.00	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	

Addressing and challenging poor attendance through support and challenge work with the EWO £400	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	
Pupil Premium Learning Enquiries by senior leaders to monitor learning and identify future staff professional development priorities. £1,000 release for team members to participate	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	

Total budgeted cost: £ 58,285.00

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 2023 to 2024 academic year.

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
Jigsaw- PSHE from EYFS-Y6	Jigsaw
Times Table Rock Starts (TTRS)	Maths Circle
Letter Join	Green and Tempest Ltd.
Spelling Shed	Ed Shed
Number Sense Maths	Number Sense Maths