

Pupil Premium & Recovery Premium Strategy Statement 2022-2025

This statement details our school's use of pupil premium (and review of outcomes for the 2023 to 2024 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	205
Proportion (%) of pupil premium eligible pupils	19% 39 pupils - based on numbers as of 18.10.24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 (Year 1) 2023– 2024 (Year 2) 2024– 2025 (Year 3)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
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	£ 49,521
Recovery premium funding allocation this academic year	£ 3,915
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	£ 53,436

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.

We believe that every child should be supported to achieve success academically, socially and physically no matter what their background. 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 learners 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 disadvantaged pupils, we recognise that not all pupils who receive free school meals (Pupil Premium) will be disadvantaged. Contrary to this, 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 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. 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	The impact of the pandemic and associated school lockdown, has had a notable impact on pupils' academic achievement, particularly those within the PPG group.
2	Attainment gap in reading, writing, maths and phonics between our disadvantaged and non- disadvantaged pupils. Not all of these pupils have SEND and not all 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 disadvantaged pupils should be addressed and any barriers removed, initially with the provision of High Quality First Teaching (HQFT) for ALL.
3	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.
4	Safeguarding and welfare issues: Children may be exposed to ACES or other traumatic experiences, which can have a negative impact on their ability to access learning offered.
5	Pupil well-being and social emotional, mental health including emotional self-regulation in order to be ready to learn: some children will require support from pastoral care within school or from external agencies to support attendance and their well-being and mental health to ensure they are ready to access learning.

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
Following staff training, based on the work of Marc Rowland, school identifies the main changes in their classrooms and across their school that they need to make in practice to ensure the very best provision for disadvantaged pupils	All staff know and understand the implications of disadvantage for pupils in their class and make deliberate decisions to improve provision. Strong school identification of disadvantaged pupils and their individual needs. Strong relationships, high expectations and strategies to develop self-efficacy enable all children to make good progress.
Following staff training, all staff are using The Rosenshine principles to ensure pedagogy is inclusive.	Explicit instruction using an 'I do, We do, You do' approach enables children to practise applying learning in small steps. Explicit links to previous learning strengthens learning of all children and leads to fluent recall. New learning is presented in small steps and pupil practice consolidates learning for all children. Deliberate focus on vocabulary development enables all children to extend their vocabulary.

	Clear and consistent modelling makes sense of complex ideas to support pupils in building well-connected networks of ideas (schemas). Scaffolds and guided practice ensure equity. Checks for understanding are used so that pupils learn with fewer misconceptions. Barriers for learning in the classroom are removed by class teacher. Regular practice and retrieval builds secure long-term memory and fluency.
Children are explicitly taught metacognitive and self-regulation strategies and take ownership of their learning, developing an understanding of what is required to succeed.	All children share a common language to recognise how they are feeling. All children are able to identify strategies that help them to regulate and engage successfully with their learning. Children are supported to think about their own learning more explicitly and are taught strategies for planning, monitoring and evaluating their learning. Children are becoming more confident to explicitly articulate their thought processes and identify how to be a successful learner.
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. All staff working with EYFS pupils are trained to deliver 'Talk Boost'
To rapidly improve rates of progress and attainment of children identified as vulnerable (including disadvantaged and SEND) as measured using standardised scores from NFER results and end of Key Stage assessments.	Assessment information is used to support key transitions, including EYFS to Year1 and KS1 to KS2 in order to prevent any dips in attainment. Data informs initial identification of pupils who may not have made enough progress from starting point. PPM's/Data drops indicate a return to expected standard. The attainment of almost all groups of pupils is in line with or exceeding national averages or, if below this, it is improving rapidly.
Diagnostic assessment is used to identify key gaps and leads to the implementation of systematic catch-up sessions, for example in phonics and early calculation strategies.	In the Early years, the disadvantaged gap is narrowed before it has chance to grow. In other year groups, the gap is closing through targeted purposeful intervention to support progress.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	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.
To adopt the Nurture UK Six Principles of Nurture and Graduated Approach to Nurture so that all children are enabled to engage with normal age-appropriate school.	Developing 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 • 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

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: £14,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of standardised diagnostic assessments (NFER for Y1-Y6) 2 x a year. £1,500	EEF: Closing the Attainment Gap Key Lessons Learned	1,2
Embed a consistent approach to teaching comprehension and fluency in Key Stage 2 through establishing: • A daily approach to teaching reading • Progression in more complex and demanding texts and vocabulary • Practising written responses to different styles of questions	EEF: Closing the Attainment Gap Key Lessons Learned Reading Reconsidered: Doug Lemov Closing the (Reading) Gap: Alex Quigley	1,2
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. £ Staff Meeting Time	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 high quality teaching based on Rosenshine's Principles of Instruction to ensure pedagogy is inclusive. • Embed 'Zones of Regulation' as a universal strategy. • Use responsive teaching methods to check students' understanding and move them forward. • 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.	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

£ 5,000 + Staff Meeting Time		
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.	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 £4,300 Staff Meeting Time	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: £24,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1:1 reading and/or phonics/Spelling intervention for	DfE Reading Framework 2021	1,2

disadvantaged pupils £15,000		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance working with the Boolean Hub £1,380	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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation curriculum implemented throughout the school. £500 + Staff Meeting Time	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	5
4 afternoons of Learning Mentor Time as well as two lunchtime clubs £4,000	EEF: Improving Social and Emotional Learning in Primary Schools	5
Subsidise educational visits to enrich the curriculum for all children. £2,000	EEF: Improving Social and Emotional Learning in Primary Schools	5
Opportunity for pupils to select an afterschool club or extra-curricular opportunity up to £50 per child. £1,600	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	5

Addressing and challenging poor attendance through support and challenge work with the EWO £400	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	5
Pupil Premium Learning Enquiries by senior leaders to monitor learning and identify future staff professional development priorities. £600 release for team members to participate	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	

Total budgeted cost: £ 49,780. The recovery premium to be allocated new 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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.