

Pupil premium strategy statement – Churchfield C.E. Primary Academy

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	43% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/7
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Academy Committee
Pupil premium lead	Mr. G. Lloyd
Local Academy Committee link member	Mrs J White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,848
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,848

Part A: Pupil premium strategy plan

Statement of intent

Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.

Through use of the pupil premium we aim to narrow gaps in achievement and attainment between pupils in receipt of the pupil premium and others.

Through use of the pupil premium we aim to enrich and enhance our curriculum and the children's experiences of it.

We aim to give access to wider opportunities for children in receipt of the pupil premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Information for the 2025/26 Statement are in [blue](#)

Challenge number	Detail of challenge
1	Growing PP population in younger age groups. 72% of PP pupils are Y3 or younger (63% of the pupil cohort as a whole) R – Y3 now represents 70% of PP pupils but 60% of pupils numbers
2	Analysis of end of year assessment shows significant attainment gaps (greater than 10%) between PP and non-PP pupils in these areas: 25/26 Year 2 – W, R, M 24/25 Year 2 – M 25/26 Year 3 - M 24/25 Year 3 – R, W, M 25/26 Year 4 - M 24/25 Year 4 – W 25/26 Year 5 - W 24/25 Year 5 – R, W 25/26 Year 6 – R, M 24/25 Year 6 – no significant gaps
3	Maintaining equality between phonics results for PP and non-PP pupils whilst raising attainment overall. Year 1 – 6/11 PP children passed; 9/11 non-PP passed
4	Narrowing the gap between PP and non-PP pupils who achieve GLD at the end of Reception year 0/5 PP children achieved GLD 11/12 non-PP achieved GLD
5	24% of PP children are classed as SEN Support and 2% have an EHCP 28% of PP children are classed as SEN Support and 2% have an EHCP

6	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Communication and Interaction is the primary need for all children who are SEN and PP in KS1 and EYFS.</p>
7	<p>Social, Emotional and Mental Health needs of PP children (24% of PP children are looked after, previously looked after, or are currently or have recently been subject to Child in Need or Child Protection plans)</p> <p>(21% of PP children are looked after, previously looked after, or are currently or have recently been subject to Child in Need or Child Protection plans)</p>
8	<p>58% of children classed as persistently absent (as of November 2024) are PP children.</p> <p>44% of children classed as persistently absent (as of November 2025) are PP children.</p>
9	<p>The current rising cost of living will have an impact on those with the lowest incomes. This will potentially impact on provision of food, equipment, uniform and participation in extra-curricular events where a cost is incurred</p>
10	<p>Lack of 'life experiences' and wider understanding of local, national and global culture, history, geography and issues.</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
Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non-PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 reading expectations (in line with the national average)
Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non-PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 writing expectations (in line with the national average)
Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non-PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average)

GLD outcomes for disadvantaged children at the end of Reception to be in line with their non-PP peers (closing the gap)	For PP children to achieve ELG in line with non-PP peers
Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	Assessment in subjects other than English and Maths will show that PP children achieve in line with non-PP peers
PP children with identified SEMH needs will be engaged in learning and achieve in-line with other children.	Identified children will have achieved in-line with others. Reducing number of recorded behaviour incidents for these children.
Levels of persistent absence for PP children will have reduced to be in-line with non-PP children as part of an overall reduction in Persistent Absence.	PA has reduced from November 2024 base line of 26% overall. PA for PP children will have reduced from November 2024 baseline of 39%
PP children will have access to all they need in order to access learning and activities, so that they achieve in line with non-PP peers.	No PP Child will be unable to access learning due to lack of equipment, clothing etc.
Phonics screening outcomes for disadvantaged children to be in line with their non-PP peers.	For PP children to achieve a similar pass rate to their non-PP peers at the end of Year 1.

Note that small cohort sizes mean percentages can vary greatly based on the achievements of just one child.

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: £48,000

- Additional TA support in Year 4
- Cost of leadership time for subject leaders
- Continuing resourcing of ELS
- Subsidy to residential visits

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children will have received a broad and rich curriculum, achieving in-line with non-PP peers</p> <p>Curriculum plans are in place and regularly reviewed</p> <p>Increased number of visits and visitors. Visits and visitors planned to fit topics</p> <p>Subsidy to residential visit and other visits.</p>	<p>Previous analysis of curriculum assessment data and monitoring though pupil voice shows a lack of cultural capital, which is most pronounced amongst PP children.</p> <p>EEF Toolkit Arts participation +3 months progress</p>	<p>1, 2, 6, 8, 9, 10</p>
<p>Closing the gap between PP and non-PP children</p> <p>Targeted teacher and TA led intervention, including purchase of specific resources and specialised training for staff</p> <p>Maintain as high an adult: child ratio as possible</p> <p>Use of pre-teaching to cover individual and small group gaps</p> <p>Use of AfL strategies to identify whole-class gaps and plan to address these before starting to work at year-group expectations.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<p>Regular specific intervention and guided groups has proven to be an effective way to raise attainment for this group pupils.</p> <p>Keep up, not catch up approach is seen as good practice</p> <p>EEF Toolkit Collaborative learning +5 months progress Feedback +6 months Reading Comprehension strategies +6 months Reducing Class sizes +2 months TA intervention +4 months</p>	<p>1, 2, 3, 4, 5, 6,</p>
<p>Maintaining equality between phonics results for PP and non-</p>	<p>EEF Toolkit Phonics +5 months</p>	<p>1, 2, 3, 4, 5</p>

<p>PP pupils whilst raising attainment overall.</p> <p>Continue to resource Essential Letters and Sounds phonics programme</p>		
<p>Identifying training needs to upskill staff to deliver the above activities.</p>		

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

Budgeted cost: £24,000

- Contribution to cost of Student and Family Support Worker
- Access to training
- Membership of HOPE Project

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the social and emotional well-being and mental health of PP children Provide counselling, HOPE project work, nurture and Positive Play for targeted children, with Student and Family Support Worker</p>	<p>Impact of these interventions from previous years has been substantial</p> <p>EEF Toolkit Behavioural interventions +4 months Mentoring +2 months Meta-cognition and self-regulation +7 months Social and emotional learning +4 months</p>	7, 8
<p>Identifying training needs to upskill staff to deliver the above activities.</p>		7, 8

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

Budgeted cost: £9,400

- Contribution to Breakfast Club costs
- Funded Breakfast Club places
- Leadership time for management of attendance
- Purchase of uniform, equipment etc

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children do not start the day hungry	Breakfast clubs have had a proven impact on attainment and attendance nationally and through previous experience at Churchfield.	7, 8, 9
To ensure children have all necessary uniform and equipment to be able to attend school and join lessons	Self-esteem plays an important role in children being ready to learn	7, 8, 9
Attendance clinics and follow-up support	Previous activity has shown an increase in attendance.	8
Funded Breakfast Club places to improve punctuality	Previous activity has shown an improvement in punctuality for targeted children,	8, 9

Total budgeted cost: £81,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024- 2025

EXS +		Reading		Writing		Maths	
		PP	non-PP	PP	non-PP	PP	non-PP
Year 1	22 (11)	55%	74%	46%	63%	55%	82%
Year 2	22 (14)	50%	63%	43%	63%	43%	75%
Year 3	22 (11)	55%	72%	27%	36%	36%	55%
Year 4	18 (3)	66%	69%	33%	61%	66%	61%
Year 5	16 (6)	17%	33%	50%	33%	33%	33%
Year 6	16 (7)	43%	69%	43%	69%	29%	63%

The table above compares the end of year outcomes for disadvantaged pupils and those of their peers.

	Phonics Pass	
	PP	non-PP
Year 1	55%	82%
By Year 2	93%	100%

	PP	non-PP
GLD	0%	92%

Desired Outcomes	Impact
Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non-PP peers (closing the gap)	The gap is narrowing at KS1 and KS2, but is still significant, particularly at KS2.
Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non-PP peers (closing the gap)	The gap is narrowing at KS1 and KS2, but is still significant, particularly at KS2.
Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non-PP peers (closing the gap)	The gap is narrowing at KS1 and KS2, but is still significant, particularly at KS2.
GLD outcomes for disadvantaged children at the end of Reception to be in line with their non-PP peers (closing the gap)	This is an area of great concern. However the 5 PP children who did not achieve had other significant barriers to learning.
Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	Gaps are narrowing based on teacher assessment and pupil voice

PP children with identified SEMH needs will be engaged in learning and achieve in-line with other children.	SEMH needs are removed as much as possible to enable achievement. Behaviour incidents recorded show little to no gap between identified PP children and their PP and non-PP peers
Levels of persistent absence for PP children will have reduced to be in-line with non-PP children as part of an overall reduction in Persistent Absence.	PA for PP children: Nov 24 39% Nov 25 10% (61% of PA children are PP)
PP children will have access to all they need in order to access learning and activities, so that they achieve in line with non-PP peers.	No PP Child is unable to access learning due to lack of equipment, clothing etc.
Phonics screening outcomes for disadvantaged children to be in line with their non-PP peers.	The gap is still significant at end of Year 1 but narrows by the end of Year 2. ELS training and English Hub Reading review engaged to ensure best practice

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
HOPE (Helping Our Pupils Emotions)	Burden Basket
Essential Letters and Sounds	Oxford University Press

Service pupil premium funding

None received this academic year