# Pupil premium strategy statement – Churchfields the Village 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.

## School overview

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| Detail | Data |
| Number of pupils in school | 123 |
| Proportion (%) of pupil premium eligible pupils | 17.22% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-25  2025-26  2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Heather Saunders |
| Pupil premium lead | Maria Genner |
| Governor / Trustee lead | David Pritchard |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £19,940 |
| 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* | £19,940 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Churchfields, the Village School inspires all our learners, including disadvantaged learners, to become Reflective, Resourceful and Resilient. We provide an environment which, nurtures individual children’s spiritual, academic, physical and social development within the context of Christian values, to secure pupils’ future success, health and wellbeing.  Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve highly in all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.  We will consider the challenges faced by our disadvantaged pupils, which may include pupils who are young carers and those with a social worker. Support will, therefore be provided taking individual circumstances into account and focus on activities that will have maximum impact on learning.  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 at Churchfields the Village School. Our classroom environments reflect an inclusive approach where the ethos is “crucial for some, harmful for none”. Implicit in the intended outcomes below, is the intention that non-disadvantaged pupils attainment, will be sustained and improved alongside the progress of their disadvantaged peers.  Our approaches will be responsive to findings from robust diagnostic assessment, not assumptions about the impact of disadvantage. Each approach will complement each other and focus on the needs of the individual to help pupils excel. We will ensure we have high expectations of all learners, which will be reflected in the work we set and intervene promptly and decisively when pupils fall behind. We will:   * Ensure disadvantaged pupils are challenged in the work they are set * Act and respond early to intervene at the point need is identified * Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers do. |
| 2 | Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 3 | Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Our attendance data indicates that attendance among disadvantaged pupils is significantly lower than that of non-disadvantaged pupils. Persistent absence is noticeable higher with pupils with disadvantage. |
| 5 | Our observations, records and discussions with pupils and families have identified social and emotional issues for some pupils including EBSA. These challenges particularly affect disadvantaged pupils and their attainment. |

## 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.

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| Intended outcome | Success criteria |
| Improved reading attainment among disadvantaged pupils | KS2 reading outcomes in 2026/27 show that the % of pupil premium pupils who meet the expected standard is equal to or more than the % of pupils who are not pupil premium or the national standard for all pupils, whichever is higher |
| Improved maths attainment among disadvantaged pupils | KS2 maths outcomes in 2026/27 show that the % of pupil premium pupils who meet the expected standard is equal to or more than the % of pupils who are not pupil premium or the national standard for all pupils, whichever is higher |
| Improved writing attainment among disadvantaged pupils | KS2 writing outcomes in 2026/27 show that the % of pupil premium pupils who meet the expected standard is equal to or more than the % of pupils who are not pupil premium or the national standard for all pupils, whichever is higher |
| To improve attendance levels for disadvantaged pupils and decrease the % of persistent absence | 2026/27 attendance outcomes show a decrease in persistent absence levels to be in line with all school pupils., or pupils nationally, whichever is lowest |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of wellbeing from 2026/7 demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations * A significant reduction in CPOMS entered * A significant increase in participation in enrichment activities particularly amongst disadvantage pupils |

## 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: £9,970

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing high quality teaching, assessment and a broad and balanced knowledge based curriculum which responds to the needs of pupils | Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on curriculum development and purposeful use of assessment. This could include the selection of high quality curriculum materials or the use of standardised assessments.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports> | 1,2,3 |
| Embed the school’s Blueprint for learning | Research indicates that evidence based learning principles (such as Rosenshine’s Principles) lead to effective teaching and improved student attainment  Sutton Trust  [What-makes-great-teaching-FINAL-4.11.14-1.pdf](https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf) | 1,2,3 |
| **Phonics**  Professional development to support the continued implementation of the synthetic phonics programme and support for older pupils who need it. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  [Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314)  [Our pedagogy | Letters and Sounds](https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/) | 1,2,3 |
| **Technology**  Technology and other resources are used to support high quality teaching | Use of technology has an evidence base to support retrieval to strengthen long term memory  [EEF\_Digital\_Technology\_Guidance\_Report.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216) | 1,2,3 |
| Train pupils and embed peer mentoring | The national institute of teaching’s mentoring and coaching of teachers research report gives an overview of the research underpinning mentoring and coaching <https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring> | 1,2,3 |

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

Budgeted cost: £4,985

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions | Targeted academic support can support pupil progress and can be employed to develop language development, Literacy or Numeracy as well as other subject areas.  <https://educatinendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  <https://educationendowmentfoundation.org.uk/early-years/toolkit> | 1,2,3 |
| Targets interventions – send | Disadvantaged pupils with SEND have the greatest need for excellent teaching.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | 1,2,3 |
| TA deployment | Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3 |

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

Budgeted cost: £4,985

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils social emotional and behavioural needs through:  Work with the Charlie Waller Trust  Thrive  ELSA  A relational approach to our behaviour policy | Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being (for example, difficulty regulating emotions, concentrating, and interacting with peers) Example to support this includeCharlie Waller, Thrive, ELSA, Behaviour policy  [EEF\_Social\_and\_Emotional\_Learning.pdf](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1731773627)  Longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes, such as life satisfaction and wellbeing, labour market success, and good overall health.  [Improving Social and Emotional Learning in Primary Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 5 |
| Supporting attendance through work with parents | Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. This may involve Mental health training sessions to support children e.g. Charlie Waller Trust and parental courses offered by Spurgeons, coffee mornings, guest speakers / workshops /1:1 work with SENCO  <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance> | 1,2,3,4 |
| Extra-curricular activities – supporting pupils to attend music lessons, clubs and trips | Extra-curricular activities are an important part of education. It is important to consider how increased engagement will be translated into improved outcomes. This may include music tuition, clubs run by outside providers as well as staff and trips.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 5 |
| Breakfast club  We will support parents financially with attendance at breakfast club | Attending a breakfast club run by school staff ensures children have a warm welcome and smooth start to the day. Pupils are fed and ready to learn. There is some evidence that providing free, universal before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. [Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314) | 4 |
| Communicating and supporting parents with academic achievement | Levels of parental engagement are consistently associated with improved academic outcomes and attendance, Including Coffee mornings. Mental health training to support children – Charlie Waller Trust, Guest speakers / workshops  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5 |

**Total budgeted cost: £** *19 940*