

# Churchend Primary Academy's Pupil Premium Strategy Statement



This statement details our Academy's use of the Pupil Premium Grant for the 2025-26 academic years. This funding is to improve the attainment of our economically disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending had within our Academy.

## School overview

Detail	Data
School name	Churchend Primary Academy
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lou Slocombe
Pupil premium lead	Lou Slocombe and Charlotte McKenna-Palsans
Governor / Trustee lead	Theresa Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,166.64
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,166.64

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Churchend Primary Academy is to provide all children within our school the opportunity to reach their full potential, make good progress and attain highly across all subjects, irrespective of their background or challenges they face. We intend to provide excellent teaching and learning in an inclusive teaching and learning environment. We aim to raise the attainment of pupils in receipt of the Pupil Premium Grant to reduce the attainment gap between themselves and their peers, and this is a key priority.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, especially in core subjects;
- For all disadvantaged pupils in the Academy to make or exceed nationally expected progress rates in order to reach their targets and be in line with their peers;
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To develop confident, effective communicators who can articulate their thoughts and ideas whilst being respectful.

Our pupil premium strategy will continue to primarily focus on improving the quality of teaching and developing the curriculum so that pupils not only develop key skills, but also improve the depth of the cultural capital they have. High-quality inclusive teaching, tailored for the needs and interests of our pupils, is at the heart of our approach.

Targeted academic interventions and strategies are being implemented to support our disadvantaged children in their academic achievements. We invest heavily in the social and emotional support we provide our disadvantaged children to help them regulate themselves, allowing them to learn and engage effectively in the high-quality teaching we provide. Children at Churchend Primary Academy are supported to gain full access to all aspects of Academy life (both within the school day and extra-curricular activities), thus enabling them to develop emotionally and socially alongside academically. Carefully considered planning, targeted support and regular tracking enable us to develop well-rounded individual pupils with the ambition to achieve in life.

To ensure the approaches we have adopted are effective, we:

- Ensure that teaching and learning opportunities meet the needs of all the pupils through quality first teaching;
- Continue to nurture relationships with vulnerable children within the classroom through the use of ELSA support, designated Pupil Premium Champions and the in-depth understanding of our community which staff hold;
- Use a Churchend pedagogical approach across all lessons to ensure that all disadvantaged children have the same learning opportunities within their class setting;

- Monitor disadvantaged pupils throughout the year to track their progress and support staff to develop clear and targeted interventions for these children;
- Provide opportunities for small group work, focussed on overcoming gaps in learning where appropriate;
- Continue to support payments for activities, educational and residential visits for disadvantaged pupils to they do not miss out on school experiences.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Close the attainment gap:</b>            Analysis of attainment data shows that there is a gap between disadvantaged pupils at Churchend compared to non-disadvantaged pupils in all subjects, particularly in writing. Data from the end of Key Stage 2 shows that disadvantaged pupils attained 59% in reading and writing and 53% in mathematics, compared to non-disadvantaged pupils who attained 90% in reading, 85% in writing and 82% in mathematics. Internal data shows a similar picture across the school. We believe that some of this difference is down to gaps in foundational knowledge at the end of Early Years and Key Stage 1.</p>
2	<p><b>Attendance:</b>            Analysis shows that attendance of our disadvantaged pupils is lower than the non-disadvantaged pupils. Between September 2024 and July 2025, our disadvantaged pupils' attendance averaged at 91.18% compared to non-disadvantaged pupils whose attendance was 93.59%. Anxiety, parental mental health and low local aspirations are identified as negative influences on our disadvantaged pupils' attendance.</p>
3	<p><b>Low levels of communication and language on entry:</b>            Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in our EYFS stage. 98% of our non-disadvantaged pupils met the Early Learning Goal in Listening, Attention and Understanding and 96% in Speaking at the end of Reception in July 2025 compared to 83% of disadvantaged pupils in Listening, Attention and Understanding and 67% in Speaking.</p>
4	<p><b>High Social and Emotional Needs:</b>            Our observations and discussions with disadvantaged pupils and families have identified social, emotional and mental health issues for many pupils. Some also find family circumstances difficult which means they need more support to regulate their emotions so they are ready to learn.</p>
5.	<p><b>Low levels of cultural capital:</b>            Our observations and discussions with pupils and families shows that some disadvantaged children have low levels of cultural capital. Many of</p>

	our disadvantaged families don't have the financial or social drive to support their children in providing enriching experiences locally and nationally. National assessments at the end of Key Stage 2 often use Tier 2 and 3 vocabulary that pupils with low levels of cultural capital may not have experienced, causing further disadvantage to disadvantaged pupils.
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## 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 improve attainment of disadvantaged pupils to reduce, and then close the attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>All pupils, including disadvantaged pupils, experience consistently high-quality inclusive teaching.</li> <li>The gap in reading, writing and maths for disadvantaged pupils compared to non-disadvantaged pupils reduces by at least 15% in each subject across the school this academic year and continue to fall, so that there is not an attainment gap between disadvantaged and non-disadvantaged pupils.</li> <li>All disadvantaged pupils are targeted for purposeful interventions to help catch up, and in time, keep up across reading, writing and mathematics.</li> </ul>
To improve attendance for disadvantaged pupils so that it is in line with non-disadvantaged pupils at Churchend, which is at or better than the national average.	<ul style="list-style-type: none"> <li>Overall attendance for all pupils is no lower than 95% and at least above the national average.</li> <li>The attendance gap between our disadvantaged and non-disadvantaged pupils is closed.</li> <li>The percentage of disadvantaged pupils persistently absent is in line with non-disadvantaged pupils and is at or better than the national average.</li> </ul>
To support disadvantaged parents with engaging with school life.	<ul style="list-style-type: none"> <li>Parent information sessions are held in relation to early reading, SEND support, maths and other ways they can support their children at home.</li> <li>Parental surveys and informal conversation will show that the disadvantaged families feel knowledgeable about how the</li> </ul>

	<p>Academy is teaching their child how to support at home.</p> <ul style="list-style-type: none"> <li>Disadvantaged families will be called to offer their choice of parents evening appointments to ensure they attend. Follow up will take place if they then don't attend.</li> </ul>
<p>To improve communication skills for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Outcomes at the end of Reception will show the gap between disadvantaged and non-disadvantaged pupils will close in Listening, Understanding and Attention and in Speaking.</li> <li>Outcomes in the Phonics Screening Check for disadvantaged pupils will be in line with non-disadvantaged pupils and at least at the national average.</li> <li>Outcomes in reading and writing for disadvantaged pupils will be in line with non-disadvantaged pupils and at least at the national average.</li> <li>The teaching of oracy will be embedded across the school and pupils will be confidently able to communicate with their peers and staff.</li> </ul>
<p>To improve support for disadvantaged pupils with social, emotional and mental health difficulties.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils are supported with their SEMH difficulties and are more emotionally regulated to attend learning activities.</li> <li>There will be a reduction in the number of disadvantaged pupils who need a soft start in the morning via the Nurture Hub.</li> <li>There will be a reduction in the number of disadvantaged pupils who find the unstructured period of lunch time difficult and need to attend Lunch club.</li> <li>Pupil surveys will show that disadvantaged pupils are as keen to come to school as non-disadvantaged pupils.</li> </ul>
<p>To ensure that disadvantaged pupils experience a range of enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils attend a range of sporting and non-sporting clubs.</li> <li>The school offers a carefully planned and thought-out plan of educational</li> </ul>

	<p>experiences across the school to build on the children’s knowledge and experience of the curriculum.</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils attend all educational visits and residential.</li> <li>• Disadvantaged pupils are carefully prioritised when there are opportunities to represent the school.</li> <li>• Disadvantaged pupils are supported and mentored in seeking leadership opportunities in the school, such as school council, house captains etc.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first, inclusive teaching and assessment, with a curriculum that responds to pupils’ needs.	<p>Ensuring every teacher is supported to deliver high-quality inclusive teaching. This is essential to achieving the best outcomes for all pupils, particularly disadvantaged pupils.</p> <p>Use of the Churchend Pedagogies, closely linked to Rosenshine’s Principles.</p> <p>Explicit vocabulary teaching.</p> <p>Evidence in school will be gathered from learning walks, lesson visits, book looks and OLA trust reviews.</p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 3, 5
Early Language Development	<p>Analysis of RWInc outcomes identifies where children are struggling to keep up with their peers and RWInc tutoring is put in place.</p> <p>Phonics Screening Check results analysed.</p>	1, 3

	<a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a>	
Forest School sessions with a fully qualified Forest School Lead (FSL).	Forest school programme led by Forest School Lead to work with EYFS pupils to develop confidence, independence, as well as language and communication development. <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	2, 3,4,5
CPD	As a school, we place an importance on CPD for all staff. We know that effective professional development plays a crucial role in improving classroom practice and pupil outcomes. This includes internally organised and led training on priority areas such as modelling, scaffolding and foundational knowledge, but also external providers, such as Read Write Inc and Mobius Maths hub. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 2, 3, 4
Feedback	A comprehensive feedback approach redirects or refocuses pupils work to achieve a goal. We know from research that it has the most impact at the point of learning. Our Feedback and Improvement policy has been adapted to reflect research and offers school staff different strategies to deliver feedback to pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1

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

Budgeted cost: £34638.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions	One to one tuition and small group involves an adult working with a pupil or pupils providing them with intensive support in a curriculum area. It may happen outside of normal lessons as additional teaching.	1, 2, 3, 4

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	
Read Write Inc 1:1 sessions, Read Write Inc and Fresh Start in KS2	EEF research shows targeted phonics interventions for those pupils working behind their peers and below the expected standard are effective in closing gaps in reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3
Teaching assistant to deliver one-to-one and small group Speech and Language sessions.	EEF research shows that well-evidenced interventions can help low prior-attainers overcome barriers to learning and catch up with previously high attaining pupils. This is particularly true of speech and language support. Early Years TA works with children who are struggling due to EAL and delivers short burst targeted support. SALT TA works with children who struggle with speech and language and runs specific SALT programmes.  <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a>	1, 2, 3

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

Budgeted cost: £41,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide information sessions for parents.	EEF evidence shows that parents who are actively involved in their child's learning and development can boost their progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a>	1, 2, 3, 4, 5
Use of an ELSA.	Evidence from the EEF shows that social and emotional learning approaches have a positive impact on academic outcomes.	1, 2, 3, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20suppo">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20suppo</a>	
Nurture provision	<p>Evidence from the EEF shows that social and emotional learning approaches have a positive impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20suppo">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20suppo</a></p>	1, 2, 3, 4
Family Liaison Lead	<p>Evidence from the EEF shows the importance of building good relationships with disadvantaged families and the impact this can have on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p>	1, 2, 3, 4
Contingency Fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified – such as uniform, families in hardship etc.</p>	5
Support with payment for educational experiences	<p>While there isn't necessarily research that demonstrates improvement in educational outcomes, educational experiences such as trips and residential visits develop social and emotional skills as well as provide real life links to different curriculum areas. They also develop pupils' cultural capital.</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	5

**Total budgeted cost: £91,166.64**

## 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 2024 to 2025 academic year.

As a school, we identified 5 challenges that we would be working on over the 2024 – 2025 academic year. These were: Achievement in Reading, Attendance, Low levels of communication and language on entry, High social and emotional needs and Low levels of cultural capital.

Our first intended outcome was to improve the reading attainment of disadvantaged pupils. Outcomes at the end of Year 6 in Reading were 80% overall. For disadvantaged pupils at Churchend, 59% achieved the expected standard or above. This is below their peers in school, and nationally. Whilst this is an improvement in outcomes compared to disadvantaged pupils at the end of 2023 – 2024, the gap between the disadvantaged and non-disadvantaged pupils has actually widened.

The second intended outcome was that disadvantaged pupils know more and can do more, with the target that 61% of pupils will be at the expected standard in all subjects and disadvantaged pupils will be at the national average. In KS2, 68% of all pupils achieved the expected standard or above in all subjects and disadvantaged pupils attained the national average, with 53% in all subjects. This is compared to 47% of disadvantaged pupils nationally.

Churchend had also identified that attendance for disadvantaged pupils needed to increase and be in line with their peers. Unfortunately, the gap has remained with non-disadvantaged pupils attending 93.49% of the time, compared to 91.39% for disadvantaged pupils.

Another desired outcome was for small groups interventions to take place for disadvantaged pupils to help close gaps in their learning. These did take place. The impact is mixed across year groups and across subjects.

Churchend also had the intended outcome of parents being involved in school life through the nursery provision with sessions modelling successful learning behaviours. There were a number of different sessions that took place throughout the year where staff modelled appropriate behaviours and directed pupils to demonstrate learning behaviours.

Another intended outcome was improved communication skills for disadvantaged pupils. This had improved in terms of Early Years outcomes, with 83% of disadvantaged pupils

achieving the ELG in listening, attention and understanding and 67% achieving the ELG in speaking. This is compared to in the previous academic year, where 77% met the ELG for listening, attention and understanding and 69% in speaking.

There was also the intended outcome for the school to engage more closely with targeted families through increased capacity in the pastoral team. The Family Liaison Lead increased her hours which enabled her to work more closely with targeted families with specific needs (e.g attendance, bereavement).

The final desired outcome was to achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils. Zones of regulation are fully embedded and reviewed regularly.

## 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*

<b>Programme</b>	<b>Provider</b>