

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Churchfield CE Academy
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	70– 23%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Piazza
Pupil premium lead	Sarah Brand
Governor / Trustee lead	Ian Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,711.30
Recovery premium funding allocation this academic year	
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	£119,711.30

## Part A: Pupil Premium Strategy Plan

## Statement of intent

- To ensure all pupils eligible for the Pupil Premium Grant make at least expected academic progress throughout their time with us.
- To strengthen our partnerships with parents and increase their meaningful engagement in their children's learning and wider school life.
- To prioritise and promote the mental health and emotional wellbeing of our Pupil Premium pupils through targeted interventions and tailored support.
- To enhance the educational experience of our Pupil Premium pupils by enabling full participation in school trips, extracurricular activities, and specialist workshops, removing any financial barriers to inclusion.

## Challenges

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

Challenge number	Detail of challenge
1	Students experiencing challenging personal circumstances or trauma that affect their learning and overall development.
2	Students showing low self-efficacy, particularly in literacy-based subjects and tasks.
3	Students who do not meet age-related expectations in phonics by the end of Key Stage 1.
4	Students moving from the Early Years Foundation Stage into Key Stage 1 with gaps in essential skills and knowledge.
5	Limited parental engagement and weaker home - school partnerships, contributing to reduced academic progress and 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.

Intended outcome	Success criteria
To promote pupils' mental health and emotional wellbeing through comprehensive support systems and targeted interventions, enabling them to flourish both academically and personally.	<ul style="list-style-type: none"><li>• All identified pupils receive timely and appropriate mental health support and interventions.</li><li>• Systematic documentation of all wellbeing interventions and counselling sessions is maintained.</li></ul>

	<ul style="list-style-type: none"> <li>• Pupils demonstrate the use of taught resilience strategies when faced with challenging situations.</li> <li>• A school-wide culture of positive mental health is evident through staff and pupil interactions.</li> </ul>
Pupils meet or exceed age-related expectations in their academic attainment.	<ul style="list-style-type: none"> <li>• High-quality classroom instruction is delivered in alignment with best practice.</li> <li>• Regular assessment meetings are held to monitor individual pupil progress and identify learning needs.</li> <li>• Targeted intervention groups are implemented to address knowledge gaps and misconceptions.</li> <li>• Supplementary after-school tuition sessions are provided to support academic progress.</li> </ul>
Year 1 pupils successfully meet the expected standard in the phonics screening check.	<ul style="list-style-type: none"> <li>• Baseline assessments completed in September 2025.</li> <li>• Read, Write, Inc to be introduced</li> <li>• KS1 phonics sets established to deliver targeted teaching through the new Read, Write Inc Programme</li> <li>• After-school phonics booster sessions implemented.</li> <li>• Targeted phonics support interventions in place.</li> <li>• Phonics homework introduced from Spring 2026.</li> <li>• November 2025 mock phonics screening undertaken.</li> <li>•</li> </ul>
Reception pupils are well prepared for a successful transition into Key Stage 1.	<ul style="list-style-type: none"> <li>• All EYFS staff maintain consistently high expectations.</li> <li>• Regular meetings between EYFS and KS1 teams for discussion, moderation, and transition planning.</li> <li>• End-of-EYFS expectations set internally to ensure a confident transition into KS1.</li> <li>• EYFS pupils expected to reach 'Yellow' level reading books by the end of the year.</li> <li>• Children complete EYFS secure in Phase 3 phonics, ready for Year 1 learning demands.</li> </ul>

Parents are more actively engaged in the school community and in their children's learning.

- Face-to-face parents' evenings to discuss progress and next steps.
- "Bring Your Adult to School" day encourages family involvement in learning.
- Meet-the-teacher sessions build early connections and communication.
- Christmas events (Christingle, EYFS and KS1 Nativities, KS2 Sing Off) foster community engagement.
- Attendance Officer supports families with persistent absence, monitored through LABS.
- CFA supports increased parental involvement and coordinates school events.
- Whole-school community events held, including Year 6 production, Christmas Cafe and Sports Day.

## 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: £26,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD/support for class teachers	<ul style="list-style-type: none"> <li>• <b>Conduct regular Pupil Progress Meetings</b> to monitor student achievement and identify any pupils working below expected standards. Use these meetings to develop targeted intervention strategies and tailored support plans for those identified. Insights from these discussions will inform our approach to closing learning gaps. <i>Evidence: Education Endowment Foundation – Feedback (Evidence: <a href="#">Teaching and Learning Toolkit   EEF</a>)</i></li> <li>• <b>Deliver comprehensive professional development training for subject leaders</b> to strengthen curriculum implementation and enhance pupil outcomes. Subject leaders will then cascade this training to all teaching staff through structured CPD sessions, ensuring consistent, high-quality teaching and learning across all curriculum areas. <i>Evidence: Education Endowment Foundation – Feedback (Evidence: <a href="#">Teaching and Learning Toolkit   EEF</a>)</i></li> </ul>	2
Reading books	<ul style="list-style-type: none"> <li>• <b>Provide a comprehensive collection of decodable reading books</b> that align with our phonics scheme, enabling KS1 pupils and KS2 pupils requiring additional phonics support to practise and consolidate their developing phonological knowledge. This targeted provision will support systematic phonics progression and build reading confidence through texts that are</li> </ul>	3 & 4

	appropriately matched to each learner's stage of development.  <i>Evidence: Education Endowment Foundation – Phonics Evidence: (<a href="#">Teaching and Learning Toolkit   EEF</a>)</i>	
ICT programmes to support teaching and learning	<ul style="list-style-type: none"> <li>• <b>Provide targeted support for children through the use of ICT resources</b>, such as Purple Mash, to enhance engagement, reinforce key skills, and support personalised learning pathways.</li> </ul>	2

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

Budgeted cost: £56,150.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition (1:1 or small groups)	<ul style="list-style-type: none"> <li>• <b>Implement targeted small-group tuition sessions across Years 1–6</b> to address identified learning gaps and misconceptions, ensuring focused, responsive teaching that accelerates pupil progress and strengthens core knowledge and skills.</li> </ul> <i>Evidence: Education Endowment Foundation – Small Group Tuition (Evidence: (<a href="#">Teaching and Learning Toolkit   EEF</a>))</i>	2
Intervention groups	<ul style="list-style-type: none"> <li>• <b>Deploy Teaching Assistants to deliver structured intervention programmes</b> that address specific learning gaps identified through ongoing assessment. These interventions will provide focused, evidence-informed support to accelerate pupil progress.</li> <li>• <b>Ensure all class teachers maintain a detailed understanding of Pupil Premium pupils' current attainment</b>, enabling the implementation of targeted strategies that support pupils in meeting end-of-year expectations.</li> </ul> <i>Evidence: Education Endowment Foundation – Teaching Assistant</i>	2, 3 & 4

	<i>Interventions Evidence:</i> ( <a href="#">Teaching and Learning Toolkit   EEF</a> )	
Phonics support/ booster groups	<ul style="list-style-type: none"> <li>• <b>Implement ability-based phonics groups in KS1</b> to ensure teaching is precisely matched to pupils' individual learning needs and developmental stages, enabling targeted progression in early reading skills.</li> <li>• <b>Utilise experienced Teaching Assistants to deliver after-school phonics intervention sessions</b>, providing additional, focused support for pupils who require further consolidation of key phonics knowledge.</li> <li>• <b>Provide structured phonics homework materials</b> to promote parental engagement and reinforce learning through consistent practice at home.</li> </ul> <p><i>Evidence: Education Endowment Foundation – Phonics</i> (<i>Evidence:</i> (<a href="#">Teaching and Learning Toolkit   EEF</a>))</p>	3

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

Budgeted cost: £37,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	<ul style="list-style-type: none"> <li>• <b>The Assistant SENCo, qualified in Tier 1 Counselling and as an Emotional Literacy Support Assistant (ELSA), provides professional emotional support across the school</b>, ensuring pupils have access to skilled pastoral intervention.</li> <li>• <b>A qualified Teaching Assistant is currently training to become an Emotional Literacy Support Assistant (ELSA), and is providing additional emotional support to pupils across the school</b>, ensuring they have access to skilled pastoral intervention.</li> <li>• <b>A responsive emotional support system is in place</b> to address immediate pupil needs, including</li> </ul>	1

	<p>bereavement support and crisis intervention, ensuring timely and appropriate pastoral care.</p> <ul style="list-style-type: none"> <li>• <b>Structured six-week counselling programmes are available for identified pupils</b>, with regular parental communication through meetings or telephone consultations to review progress and ensure joined-up support.</li> <li>• <b>Weekly wellbeing drop-in sessions are facilitated by the Assistant SENCo</b>, offering accessible emotional support for any pupil requiring additional pastoral care and promoting a whole-school culture of wellbeing.</li> </ul> <p><i>Evidence:</i> (<a href="#">Teaching and Learning Toolkit   EEF</a>)</p>	
Emotional regulation groups	<ul style="list-style-type: none"> <li>• <b>Support staff deliver specialised small-group interventions</b> focused on developing pupils' social competencies and emotional regulation strategies, enabling them to navigate classroom environments more effectively and strengthen their engagement in learning.</li> </ul> <p><i>Evidence:</i> <i>Education Endowment Foundation – Social and Emotional Learning</i> (<a href="#">Teaching and Learning Toolkit   EEF</a>)</p>	1
Extra-curricular clubs	<ul style="list-style-type: none"> <li>• <b>Provide comprehensive access to enrichment activities for Pupil Premium pupils</b>, including funded places for school trips and extra-curricular clubs. This approach ensures equitable access to cultural and educational experiences, removing financial barriers that may otherwise limit participation and supporting the development of wider skills, confidence, and aspirations.</li> </ul> <p><i>Evidence:</i> <a href="#">Outdoor adventure learning   EEF</a>/<a href="#">Aspiration interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
Parental engagement, attendance (including attendance officer)	<ul style="list-style-type: none"> <li>• <b>Review and strengthen attendance procedures</b> in line with the DfE's <i>Improving School Attendance</i> guidance to ensure best practice is fully implemented and consistently applied.</li> </ul>	5

	<ul style="list-style-type: none"> <li>• <b>Maintain strategic collaboration between the Pupil Premium Lead and Attendance Officer</b> through regular LABS meetings to monitor attendance trends and improve the engagement of vulnerable pupils.</li> <li>• <b>Enable the Attendance Officer to provide proactive family support</b>, including written communication and parent meetings, to address specific attendance barriers and promote sustained school engagement.</li> <li>• <b>Strengthen partnerships with HABS Family Support Workers</b> to deliver specialised intervention for Pupil Premium families requiring additional support.</li> <li>• <b>Facilitate collaboration between the Assistant SENCo and HABS</b>, enabling early identification of families needing early help intervention and ensuring coordinated support.</li> <li>• <b>Senior Leadership Team to coordinate with the Churchfield Friends Association (CFA)</b> to enhance parental engagement through targeted school events and activities, fostering meaningful home school partnerships.</li> <li>• <b>Encourage families to actively participate in their children’s learning journey</b> by inviting them into school throughout the year for class assemblies, Christmas nativity performances, sports days, and other community events, strengthening relationships and parental involvement.</li> </ul> <p><i>Evidence: <a href="#">Parental Engagement</a></i></p>	
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**Total budgeted cost: £119,711.30**

## 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 2024-2025 academic year.

<p>To nurture pupils' mental health and emotional wellbeing through comprehensive support systems and targeted interventions, enabling them to thrive both academically and personally</p>	<p>Throughout the year, children have been supported through counselling and ELSA sessions, providing them with a safe space to talk and reflect. Pupils value their time with our in-house counsellor and know they can access further support during her weekly drop-in sessions. The support offered covers a wide range of areas, including friendships, attachment, growth mindset, conflict resolution, problem-solving, social skills and self-esteem.</p>
<p>Pupils meet or exceed age-related expectations in their academic performance</p>	<p>Children in key year groups in receipt of PPG have accessed targeted tuition, with class teachers providing pre-teaching and addressing misconceptions. In addition, pupils have been offered weekly small-group interventions led by class teachers, focusing on reading, writing and maths. All children completed standardised assessments, and their progress has been regularly reviewed with SLT.</p> <p>By the end of Year 2, 73.3% (69.2% PPG) of pupils were on track in Maths, 68.9% (69.2% PPG) in Reading and 51.1% (23.1% PPG) in Writing.</p> <p>By the end of Year 6, 58.3% (41.7% PPG) of pupils were on track in Maths, 61.1% (58.3% PPG) in Reading and 66.7% (54.5% PPG) in Writing.</p>
<p>Year 1 children pass their phonics screening test</p>	<p>Phonics screening outcome was 48.6%. 40% of PPG children passed (2/5).</p>
<p>Reception children are prepared for Key Stage One</p>	<p>EYFS have continued to refine their curriculum to ensure pupils are well prepared for the transition into KS1. This work has centred on maintaining high expectations, delivering a broad and balanced curriculum, and introducing</p>

	<p>Tapestry to support the tracking of learning opportunities.</p> <p>This will remain a priority next year, with a particular focus on closing gaps early, especially in phonics and early mathematics.</p> <p>By the end of the year, 61.9% of pupils achieved a Good Level of Development (GLD).</p>
Parents are more actively involved in the school community	<p>Meetings with the attendance officer, including discussions with the LAEO regarding children of concern, have taken place where appropriate.</p> <p>Attendance for the year was 91.2%.</p> <p>After-school clubs were offered to children in receipt of PPG to ensure they had access to the same opportunities as their peers. Funding has also been used to support PPG pupils in taking part in extracurricular activities, including residential, school trips and enrichment experiences. Parental engagement remains an ongoing area for development.</p>

## Externally provided programmes

Programme	Provider
Mood Tracker	SAAS Schools
Read Write Inc	Oxford Owl
Nessy	Nessy
Accelerated Reader	Renaissance