

Pupil Premium Strategy Statement - Church Hill C of E Junior 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	26% (62 pupils) (57 FSM) (1 SER) (4 PLAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (Part of wider 3-year strategy available on website)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Diane Brown
Pupil premium lead	Manisha Sudera
Governor / Trustee lead	Sameea Patel

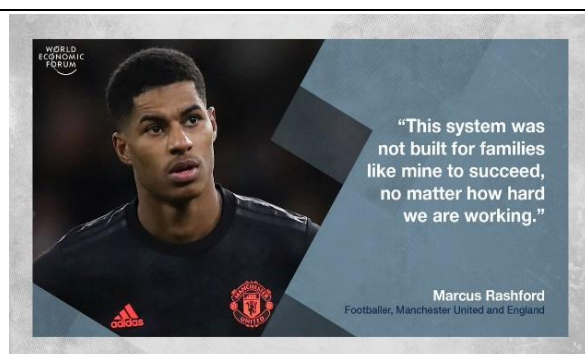
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,967
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£74,967

Part A: Pupil premium strategy plan

Statement of intent

At Church Hill C of E Junior School every child is recognised as a unique individual and this is how we tailor our pupil premium. Through our vision, **“Let Your Light Shine” (Matthew 5:16)** we aspire for ALL children to celebrate their strengths and be proud of their achievements. Through **care and commitment**, we are devoted to ensure disadvantaged pupils break the cycle of deprivation. We pride ourselves on **‘knowing our families’** and with this **child-centred** approach we endeavour that on leaving our school, pupils are able to **lead a life rich in knowledge, extra-curricular talents and mental stability**. We recognise there is no ‘quick fix’ however our passion shines strong with the mantra that **our school can make a difference** to combat some of the inequalities within our society.



Challenges

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

Challenge number	Detail of challenge
1	Diminishing the difference between CHJS disadvantaged pupils & National non-disadvantaged pupils' attainment in Reading, Writing & Maths. For our pupils, we have identified a lack of 'reading for pleasure'. Our internal data also identifies writing as an area of need.
2	Ensuring CHJS disadvantaged pupils make as much or better progress in comparison to National non-disadvantaged pupils.
3	Ensuring CHJS disadvantaged pupil attendance is as strong as National non-disadvantaged pupils. This includes persistent absence.
4	Continuing to 'regulate before we educate' – importance of addressing pupils' behavioural, social and emotional difficulties alongside academic needs. This includes the mental health of our pupils and their families.
5	Engagement of "hard-to-reach" families.
6	COVID-19 pandemic resulting in learning time lost whilst pupils were unable to access classroom learning- this is a concern for current Y5 pupils who lost 'early development' in an education setting.

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 ensure pupils are equipped with the appropriate level of knowledge and skills in English & Maths by the time they leave KS2.	Disadvantaged pupil attainment and progress scores in KS2 Reading, Writing, Maths & Grammar will be in line with or exceed National non-disadvantaged pupils.
To ensure eligible pupils access extra-curricular enrichment allowing them to gain exposure to interests, hobbies and talents they hold (with a focus on sports, music, arts and enterprise).	CHJS analysis of extra-curricular enrichment identifies an increasing uptake of disadvantage pupils, year on year.
To build the school's pastoral team to ensure support extends further to the family and community, creating a unique relationship based around the social, emotional needs of those closest to the pupil and the child's mental health.	Disadvantaged pupil attendance data will be in line or better than National non-disadvantage pupil attendance. This includes persistent absence.

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

Budgeted cost: **£14,747**

WRITING/ EAL/ Marking inset & coaching: £1,500/ TTRS: £100/ White Rose subscription: £360/ Testbase: £295/ Oxford reading buddy £492/ Pupil Premium Leader: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure staff apply lenses during shared and independent writing with a focus on reading non-fiction texts leading to improved non-fiction writing. Shared and modelled writing sessions should be targeted at GDS and include tier 2 and 3 vocab. Coaching support cycle from our 2 English subjects leads.	Mastery Learning = +5 months progress (EEF)	1, 2 and 6
To embed EAL techniques and scaffolds across the school as part of the English curriculum, including: sentence stems, sentence frames, substitution tables, graphic organisers, pictorial representations, colourful semantics, dictogloss and choral reading 'vanishing cloze'. Training and coaching to be disseminated by EAL and English leader.	Recommendations from 'The Bell Foundation' Oral Language Interventions = +6 months progress (EEF)	1, 2 and 6
Launch new marking policy with a focus on 'the basics'- punctuation, spelling and handwriting. Making policy to also embed De Bono's Thinking hats to encourage metacognition and increased independence over self-improvement. Coaching based on findings.	Metacognition = +7 months progress/ Feedback = +6 months progress (EEF)	1, 2 and 6

Targeted academic support

Budgeted cost: **£35,500**

LSAs & TAs: £35,000/ Interventions: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with 1:1 and small group 'red tray' and 'pre-teach' interventions for pupils falling behind expected standard	Teaching Assistant Interventions= +4 months progress (EEF)	1, 2 and 6
Continue listening to bottom 20% readers x3 weekly	Teaching Assistant Interventions= +4 months progress (EEF)	1, 2 and 6
Read Write Inc Phonics recovery programme in Year 3 and 4.	Phonics= +5 month progress (EEF)	1, 2 and 6

Wider strategies

Budgeted cost: **£24,300**

ELSA: £8000/ Pastoral LSAs: £3000 / EWO: £1800/ Attendance rewards: £200/ Life enrichment including for clubs/ trips/ milk/ uniform: £7920/ Homework club: £3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to improve pupil character and essential life skills. 'Character' meaning: <i>a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. (from DfE Effective use of Pupil Premium Guidance & EEF 'The Big Picture')</i></p> <p>This includes ensuring PP voice is HEARD and interests and talents are CHANNELLED through our extra-curricular offer</p>	<p>Social & Emotional Learning= +4 months progress (EEF)</p> <p>Self Regulation= +7 months progress (EEF)</p>	3 and 4
Homework club support to focus on overcoming barriers of disadvantaged children (quiet space, learning skills, appropriate device) by offering pupils the resources and support needed to undertake homework or revision.	Homework = +5 months (EEF)	5

Targeted SLT and ELSA support to focus on improving attendance and parental engagement through links to external services and workshops (EWO/ Children & Families Wellbeing Service)	Parental Engagement= +4 months progress (EEF)	3 and 5
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Total budgeted cost: £74,967

Part B: Review of previous academic year

Outcomes for disadvantaged pupils

Performance of disadvantaged pupils has been assessed like all pupils at Church Hill, with termly standardised assessments in class. The majority of pupils in all year groups, across the 3 main core subjects have made steady to good progress throughout the year.

Evaluation

We are incredibly proud of how our children in receipt of pupil premium achieved this academic year: emotionally, socially and academically.

As a result of Tier 1 changes, we have identified:

- ✓ In Year 3, steady RWM progress was made with good attainment for our PP children in Reading and Maths being achieved.
- ✓ In Year 4, Maths and Grammar attainment was a strength. Results from the MTC was the highest to date.
- ✓ In Year 5, Maths attainment was a strength. The number of PP children achieving the higher standard in Reading was strong.
- ✓ 2025 end of KS2 data for all pupils was in line or above National for all subjects except Reading. PP children did not achieve as highly as their peers in all subject areas for EXS+ and GDS although consideration should be taken that 25% of the PP children in Y6 were on the SEND register.

Our targeted academic interventions and tuition have proven to be successful and many of our disadvantaged pupils have benefitted from individualised support from our dedicated pastoral team.

Children in receipt of PP took part in a range of extra-curricular clubs, paid for by the school.

PP attendance was 93.9%, an improvement on last year and broadly in line with national figures.

Next year, key areas for development using the pupil premium funding will be addressed. These are:

- ❖ Continued tier 1 changes for Reading and Writing across the school with a focus on EAL strategies
- ❖ A review of the marking policy to ensure teachers focus on 'the basics' of punctuation, spelling and handwriting
- ❖ Ongoing emotional, behavioural and social support via the pastoral team and engagement with external services
- ❖ Embed strategies to improve persistent absence for our PP children

For a further breakdown, see impact analysis presented to governors below.

Tier 1: Teaching

June 2025	Year 3		Year 4		Year 5		Year 6	
	Reading		R		R		R	
	67%	33%	65%	30%	76%	49%	62%	14%
	Writing		W		W		W	
	60%	2%	57%	3%	63%	6%	73%	2%
	Maths		M		M		M	
	71%	31%	75%	38%	79%	45%	73%	14%
	GPS		G		G		G	
	71%	15%	80%	30%	69%	21%	68%	13%
Combined		Combined		Combined		Combined		
56%	0%	49%	3%	62%	4%	52%	2%	

Writing/ EAL inset + coaching, Oxford Reading Buddy
Maths resources: TTRS, Testbase + White Rose
De Bonos Hats

Favourite subjects:
Maths #3

Teaching & books are good across the school



National	Reading		Writing		Maths		Combined					
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS				
Year 3												
Disadvantaged	10	70%	40%	10	60%	10%	10	70%	10%	10	60%	0%
Year 4												
Disadvantaged	14	43%	14%	14	36%	0%	14	50%	14%	14	36%	0%
Year 5												
Disadvantaged	17	65%	35%	17	53%	0%	17	71%	29%	17	53%	0%
Year 6												
Disadvantaged	16	50%	13%	16	63%	0%	16	63%	0%	16	31%	0%

16 x Y6 PP pupils. 25% of these are on the SEND register.

End of KS2 Data 2025 (Provisional)

	2024- 2025 CHJS			2024- 2025 National	
	Met Scaled Score 100 'Expected Standard'	Scaled Score 110+ 'Higher Standard'	Average Scaled Score:	75%	Average Scaled Score: 106
Reading	70%	21%	103	?	
Writing	'Working at Expected Standard' 72%	'Working at Greater Depth' 2%	NA	72%	NA
GPS	Met Scaled Score 100 'Expected Standard' 78%	Scaled Score 110+ 'Higher Standard' 32%	Average Scaled Score: 105	73%	Average Scaled Score: 105
Maths	Met Scaled Score 100 'Expected Standard' 84%	Scaled Score 110+ 'Higher Standard' 19%	Average Scaled Score: 103	74%	Average Scaled Score: 105
Combined RWM	Met Scaled Score 100 'Expected Standard' 56%	Met Scaled Score 110 in R, M and W 'GDS' 'Higher Standard' 2%	NA	62%	NA

PP Data for EXS+ Reading: 63%/ Writing: 63%/ Grammar: 69%/ Maths: 75%/ Combined: 38%

GDS Reading: 0%/ Writing: 0%/ Grammar: 13%/ Maths: 0%/ Combined: 0%



PP Voice : De Bono's Thinking Hats

- ▶ Generally positive with pupils saying they are useful
- ▶ Most children are familiar with all the hats and say they use them in different subjects
- ▶ Pupils didn't like them for reflection when they either didn't know what to write or they were getting late for breaktime

Consider:

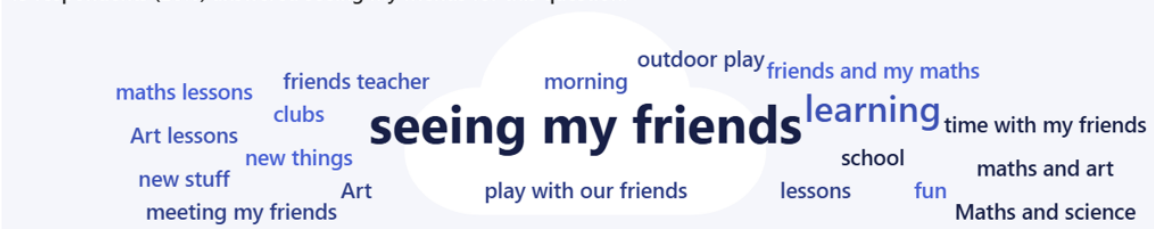
- Sentence stems
- Missing gaps
- Lines of confidence/ smileys instead of writing

Written in to 2025 marking policy



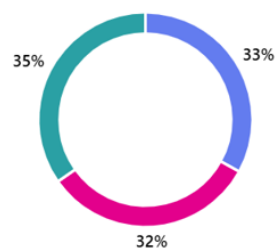
So what do our PP pupils have to say about school?

15 respondents (26%) answered seeing my friends for this question.



- ▶ 85% of pupils said they enjoy school
- ▶ Art, PE and Maths were their favourite subjects
- ▶ Most pupils felt they were making progress across RWM

- Reading
- Writing
- Maths



Y6 Spring Review of Interventions

Target EXS:

Reading				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
B20	11	3	3	5
RICT	7	0	2	5
RB1	5	1	2	2
RB2	7	2	5	0

Writing in Grammar & Spelling				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
WICT	5	2	2	1

Maths				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
MICT	8	6	2	0
MB 1	6	2	4	0
PT	12	10	2	0
MB 2	6	4	2	0

**Tier 2:
Targeted
Academic
Support**

Increased support staff
Interventions
School Led Tutoring subsidy



Y5 Spring Review of Interventions

Reading				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
5SP Bottom 20%	5	1		4
5KK Bottom 20%	5	1		4
5JG Bottom 20%	5	1	1	3
5KK In class targeting	2		2	
5JG In class targeting	5	1	1	3

Writing in Grammar & Spelling				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
W4EXS	9		1	8
Sentence Structure using colour semantics Started in	6			6

Maths				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Pre Teach Maths	12		5	7
5KK In class Targeting	8		1	7
5SP In class Targeting	5		1	4
5JG In class Targeting	3	2		1



Y4 Spring Review of Interventions

Reading				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Reading comprehension booster (RB1)	7	4	2	1
Bottom 20 (B20)	16	7	2	7

Weekly comprehensions in similar style help with retrieval
 B20 Regular reading with adults (Level 8 on ORB is too high for these children)

Writing in Grammar & Spelling				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Colourful semantics	All chn	Not quantifiable		

More expanded noun phrases and subordinating conjunctions used.

Maths				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Maths Pre-teach (MPT)	8	4	3	1
Differentiated teaching of Maths (DM)	3	2		1

Confidence is improving – positive praise
 TTRS & mastering number have helped with multiplication questions



Y3 Spring Review of Intervention

Reading				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Bottom 20% readers	12	6	1	5
Dyslexia Gold	6 (7 started, but one has left before assessment)	3	0	3 (but see below)
In class targeting	6	3	0	3
Read Write Inc	7	0	2	5

Writing in Grammar & Spelling				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Dyslexia Gold	7	6	1	0
Colourful Semantics	30	14	7	9
In class targeting	4	3	0	1
Read Write Inc	9	8	0	1

Maths				
Intervention	No. Pupils	Accelerated progress	Expected progress	Small steps progress
Pre-teach	11	1	6	4
In class targeting	5	2	0	3
Differentiated maths group	5	1	0	4



School- Led Tutoring Impact

Y5:

- ▶ TU6 Maths 2/4 progress Autumn to Spring
- ▶ TU7 Maths 4/6 maintained or made progress Autumn to Spring
- ▶ TU9 Reading 3/7 progress Autumn to Spring

Y6:

- ▶ TU1 Maths 3/3 progress Autumn to Spring
- ▶ TU2 Maths 6/6 progress Autumn to Spring
- ▶ TU5 Maths 5/5 progress Autumn to Spring
- ▶ TU3 Reading 4/5 progress Autumn to Spring
- ▶ TU4 Reading 1/3 progress Autumn to Spring

Tuition was mentioned positively in the PP voice as a way the school supports pupils.



Tier 3: Wider Strategies

Pastoral Team
Attendance Support
Life Enrichment
Homework Club
Parental Support
Enterprise Challenge

2024-2025	Number of Incidents	CHJS PP	CHJS Non PP
Suspensions	16 (2/5 pupils PP)	10 (62.5%)	6 (37.5%)
3 Warnings Letters	52	10 (19%)	42 (81%)
Racist Incidents	7	2 (29%)	5 (71%)
Homophobic Incidents	9	2 (22%)	7 (78%)
Bullying	2	1 (50%)	1 (50%)



We asked, 'Do you attend any school clubs?'

Choir	Football	Homework	Multi-sports	Dodgeball
Military Drumming	Photography	Art	Book Club	Buzz Club
Basketball	Rocksteady	Boosters	Holiday Clubs	Table Tennis
Chess	Radio Club	Gymnastics	Breakfast Club	Wellbeing

I go to football club. I enjoy the matches and one on one training. Joe chooses a star at the end of the session, I always try really hard.

I go to homework club. It really helps me when adults at school help me with it because sometimes I have to try and make my Mum understand when I don't understand myself.

I go to homework club. This helps me because I used to be really bad at TTRS at home. I didn't concentrate at home, with the baby and doing chores.

New this year
Newly mentioned

- ▶ Overall, 91 club places were attended by PP children this year- this is an increase from last year (75).
- ▶ 34% of our PP attended a sport club specifically with **24% of PP representing our school in external sports competition!**
- ▶ Homework club has ran successfully all year. Around 54% of these pupils were PP however this fluctuates. This is an increase from last year (40%).
- ▶ Enterprise Challenge: Y6 pupils made over £1320 profit between them. The business with the highest earnings made £286.45 profit- this was a PP child who is extremely vulnerable.
- ▶ £3589 was used to ensure PP children had uniform, attended trips, had cool milk and family support
- ▶ Families linked to the school have benefited from food parcels.

When asked, ‘How do you think the school helps you/ your family?’ the following comments were made:

- ▶ The school check in on me, even at lunchtimes
- ▶ I’m taught manners
- ▶ Gives me an education
- ▶ My mum comes in to see people
- ▶ The school gives us things as we don’t have much money
- ▶ They teach me how to help others
- ▶ They helped me with an overlay before I got my glasses
- ▶ Reading Buddies and TTRS
- ▶ In pastoral, I am able to talk freely. Some of the school events have brought my family closer such as choir performances
- ▶ Paying for milk, dinners, trips
- ▶ Giving me solutions and advice which helps to make things at home better
- ▶ Helped me find ways to calm down
- ▶ Gives our parents some time off
- ▶ Makes us more intelligent
- ▶ I’m happy here
- ▶ Helps my family with interaction



Attendance

	National 2024-25	CHJS 2024-2025 PP	CHJS 2024-2025 Non PP
Absence	94.5%	93.9%	96.4%
Persistent Absence	15.3%	16.8%	4.5%

