

"For the toughest problems, there are no quick fixes. But used with care and commitment, the Pupil Premium is one of the best bets we have."  
Sir Kevin Collins, CEO EEF

# Pupil Premium 2024-2025 Impact Analysis

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"Every kid is ONE caring adult away from being a success story."

## 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

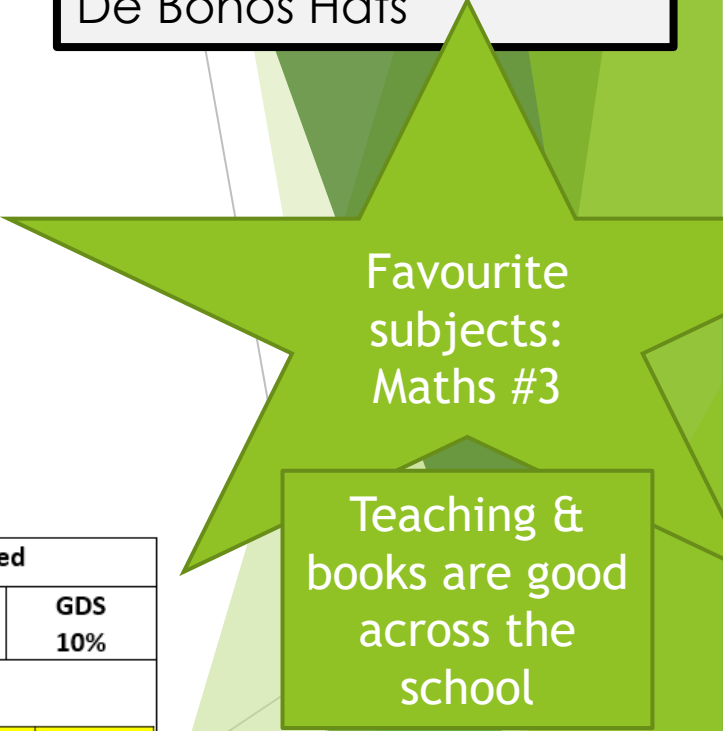
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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' and with stamina, especially around non-fiction. 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 Y4 pupils who lost 'early development' in an education setting.

# Tier 1: Teaching

	Year 3		Year 4		Year 5		Year 6	
June 2025	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



National	Reading			Writing			Maths			Combined		
		EXS	GDS		EXS	GDS		EXS	GDS		EXS	GDS
<b>Year 3</b>		78%	34%		77%	16%		79%	28%		66%	10%
Disadvantaged	10	70%	40%	10	60%	10%	10	70%	10%	10	60%	0%
<b>Year 4</b>												
Disadvantaged	14	43%	14%	14	36%	0%	14	50%	14%	14	36%	0%
<b>Year 5</b>												
Disadvantaged	17	65%	35%	17	53%	0%	17	71%	29%	17	53%	0%
<b>Year 6</b>												
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	
Reading	Met Scaled Score 100 'Expected Standard'	70%	Average Scaled Score: 103	75%	Average Scaled Score: 106
	Scaled Score 110+ 'Higher Standard'	21%		?	
Writing	'Working at Expected Standard'	72%	Moderated by the Local Authority 2023	NA	72%
	'Working at Greater Depth'	2%		?	
GPS	Met Scaled Score 100 'Expected Standard'	78%	Average Scaled Score: 105	73%	Average Scaled Score: 105
	Scaled Score 110+ 'Higher Standard'	32%		?	
Maths	Met Scaled Score 100 'Expected Standard'	84%	Average Scaled Score: 103	74%	Average Scaled Score: 105
	Scaled Score 110+ 'Higher Standard'	19%		?	
Combined RWM	Met Scaled Score 100 'Expected Standard'	56%	NA	62%	NA
	Met Scaled Score 110 in R, M and W 'GDS' 'Higher Standard'	2%		?	

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:

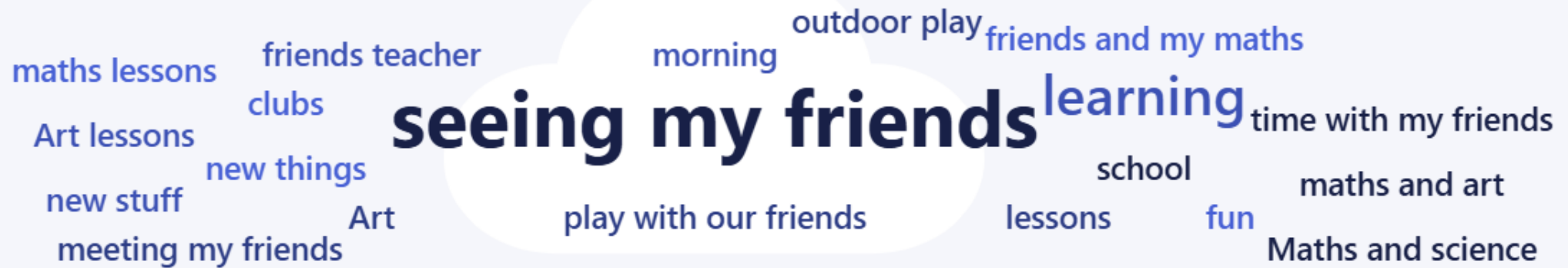
- Sentence stems
- Missing gaps
- Lines of confidence/ smileys instead of writing

Written in to 2025 marking policy



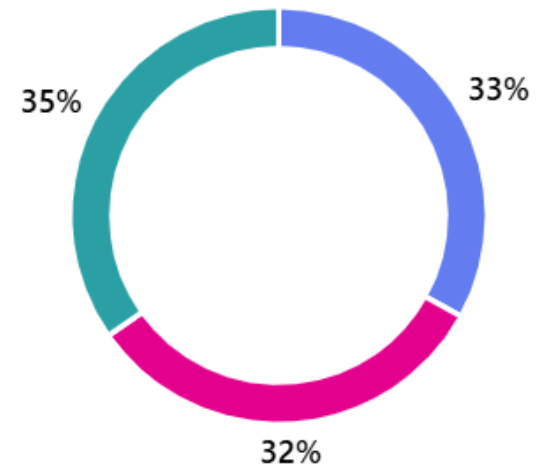
# So what do our PP pupils have to say about school?

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
<u>Pre Teach</u> 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
<u>Colourful Semantics</u>	30	14	7	9
<u>In class targeting</u>	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%)



New this year  
Newly mentioned

# 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.



- ▶ 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%



# Blue Sky Thinking- Vision

- ▶ 3 Year Strategic Plan 2024- 2027
- ▶ Strategy Statement 2025-2026
- ▶ New PP Policy

## Tiered Approach

1. Teaching
2. Targeted academic support
3. Wider strategies



## Key Principles

1. Schools can make a difference
2. Evidence can help
3. Quality teaching helps every child
4. Support middle and high attainers too
5. Implementation matters- less is more