

# 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	261
Proportion (%) of pupil premium eligible pupils	20% (52 pupils) (52FSM)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027 (Part of wider 3-year strategy available on website)
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Diane Brown
Pupil premium lead	Manisha Sudera
Governor / Trustee lead	Sameena Patel

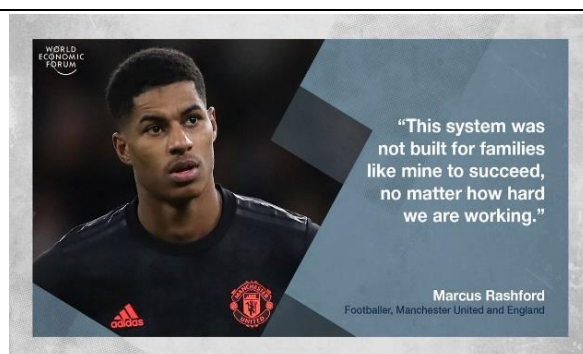
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,990
Recovery pupil premium funding allocation this academic year	£97,990
Pupil premium funding (and recovery premium) 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	<b>£97,990</b>

# 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' 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.

## 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: **£26,135**

*WRITING/ EAL inset & coaching: £10, 000/ TTRS: £175/ White Rose subscription: £180/ Testbase: £280/ Oxford reading buddy £500/ Pupil Premium Leader: £15200*

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. (continued from 2023-24)	Reading comprehension strategies = +6 months reading Writing in Primary Schools CLPE	1, 2 and 6
To launch 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'	1, 2 and 6
A review and audit of the application of De Bono's Thinking hats to core subjects based on pupil premium voice feedback. Coaching based on findings.	Metacognition = +7 months progress/	1, 2 and 6

## Targeted academic support

Budgeted cost: **£41,500**

LSAs & TAs: £35,000/ Interventions: £1500/ School led tutoring: £5000

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	Feedback = +6 months progress/	1, 2 and 6
Continue listening to bottom 20% readers x3 weekly	Teaching assistant interventions= +4 (EEF)	1, 2 and 6
Read Write Inc Phonics recovery programme in Year 3 and 4.	Phonics= +5 (EEF)	1, 2 and 6
School-led tuition for pupils from all year groups for those targeted for EXS in English & Maths	Small group tuition = +4 months progress (EEF)	1, 2 and 6

## Wider strategies

Budgeted cost: **£23,800**

ELSA: £8000/ Pastoral LSAs: £3000 / EWO: £1800/ Attendance rewards and certificates: £500/ Life enrichment including for clubs/ trips/ milk/ uniform: £6500/ Homework club: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to improve pupil character and essential life skills, including those pupils highlighted within the pandemic register.</p> <p>'Character' meaning:</p> <p><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 &amp; 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>	Social & Emotional Learning= +4 months progress (EEF)	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

**Total budgeted cost: £91,345**

Please note underspend. A percentage of the PPG has not been immediately planned for on the spending allocation. This is to ensure we have the flexibility to modify and change provision if required.

## 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 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 Maths attainment for boys being a strength.
- ✓ In Year 4, Maths and Grammar attainment was a strength. Reading was particularly strong for girls.
- ✓ In Year 5, Maths and Reading attainment was a strength. Progress from KS1 was also strong.
- ✓ End of KS2 data 2024 was in line or better than National. PP children achieved similarly to their peers which will further be explored post ASP report.

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 92.9%, an improvement on last year however still slightly lower than national figures.

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

- ❖ Targeted support for writing across the school with a focus on EAL strategies
- ❖ Targeted tuition and interventions for our disadvantaged pupils
- ❖ Ongoing emotional and social support via the pastoral team
- ❖ Re-evaluation strategies to improve persistent absence for our PP children

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

## Tier 1: Teaching

June 2024	Year 3		Year 4		Year 5		Year 6	
	Reading	Writing	Maths	GPS	Reading	Writing	Maths	GPS
	53%	25%	73%	38%	73%	30%	83%	31%
	46%	0%	62%	3%	44%	0%	80%	4%
	64%	31%	74%	37%	75%	27%	83%	29%
	53%	14%	78%	27%	59%	5%	83%	29%
	38%	0%	59%	1%	40%	0%	71%	4%

Writing inset + coaching  
Oxford Reading Buddy  
Maths resources: TTRS,  
Testbase + White Rose  
Online Learning

Internal Data

Favourite subjects:  
Maths #1/14  
Writing #4/14

Teaching & books are good across the school



National	Reading			Writing			Maths		
	EXS	GDS	SS	EXS	GDS	SS	EXS	GDS	SS
<b>Year 3</b>	78%	34%		77%	16%		79%	28%	
Disadvantaged	13	23%	15%	13	23%	0%	13	46%	15%
<b>Year 4</b>									
Disadvantaged	19	58%	21%	19	47%	0%	19	58%	16%
<b>Year 5</b>									
Disadvantaged	15	60%	13%	15	27%	0%	15	73%	20%
<b>Year 6</b>									
Disadvantaged	21	76%	19%	21	81%	0%	21	81%	29%

## End of KS2 Data 2024 (Provisional)

CHJS Vs Nat 2024

- ▶ Reading: EXS 78% vs 74% / GDS 26% + SS 105 vs 105
- ▶ Writing: EXS 81% vs 72% / GDS 6%
- ▶ GPS: EXS 88% vs 72% / GDS 36% + SS 107 vs 105
- ▶ Maths: EXS 79% vs 73% / GDS 21% + SS 104 vs 104
- ▶ Combined: EXS 69% vs 61% / GDS 4%
- ▶ Science: EXS 90% vs 81%

CHJS PP 2024. National others TBC

- ▶ Reading: EXS 14/19 (74%) GDS 5/19 (26%)
- ▶ Writing: EXS 15/19 (79%) GDS 1/19 (5%)
- ▶ GPS: EXS 14/19 (74%) GDS 5/19 (26%)
- ▶ Maths: EXS 13/19 (68%) GDS 3/19 (16%)

NB 5/19 (26%) pupils are on the SEND register

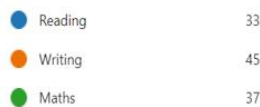


## So what do our PP pupils have to say about school?

15 respondents (25%) answered **Seeing my friends** for this question.

- ▶ 87% of pupils said they enjoy school
- ▶ Maths, Art & PE were their favourite subjects
- ▶ Most pupils felt they were making progress across RWM- most in Writing
- ▶ Pupils value the support they get in the classroom most, particularly within small groups

learning and friends school dinner Maths and English  
 playing with friends fun Playing football computer  
 different **Seeing my friends** school lunch time activities in Maths  
 new subject friends and learning new things Maths lessons  
 teachers and staff teachers and my friends friends and teachers



## Tier 2: Targeted Academic Support

YEAR 6 SPRING REVIEW Target EXS:

Reading				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
Inference group 1	5	3	1	1
Inference group 2	5	2	1	2
Reading booster 1	10	6	1	3
In class targeting	9	7	1	1

Writing inc Grammar & Spelling				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
Grammar booster 1	13	11	0	2
In class targeting	12	11	0	1

Mathematics				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
Pre-teach	24	19	1	4
Maths group 1	12	12	0	0
Maths group 2	12	11	0	1
In class targeting	15	12	2	1

Increased support staff  
 Interventions  
 School Led Tutoring subsidy

## Tier 2: Targeted Academic Support

Increased support staff  
Interventions  
School Led Tutoring subsidy

### YEAR 5 SPRING REVIEW Target EXS:

Reading				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
5SP Bottom 20 %	6	0	2	4
5GF Bottom 20 %	6	4	0	2

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Mathematics				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
PT 1	6	1	1	4
PT 2	4	1	2	1



## Tier 2: Targeted Academic Support

Increased support staff  
Interventions  
School Led Tutoring subsidy

### Y4 SPRING REVIEW Target EXS:

Reading				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
Reading Booster 1	5	4	1	0
Reading Booster 2	6	3	1	2
In class targeting	12	5	6	1

Mathematics				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
Maths Pre-teach (84-97std score)	9	3	1	4
Arithmetic (76-83)	9	6	2	1
In class targeting	14	4	2	7



## Tier 2: Targeted Academic Support

Y3 SPRING REVIEW Target EXS:

Reading				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
RWI	5	4	1	
Reading Booster 1	17	8	5	4
Reading Booster 2	7	4	0	3
In class targeting	16	7	6	3
B20%	18	11	1	6
Tuition	21	11	4	6
Dyslexia Gold	6	4	0	2

Writing inc Grammar & Spelling				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
In class targeting	8	1	2	5
Spelling	9	5 Some have increased by 2 years	3	1

Mathematics				
Intervention	No. Pupils	Good Progress	Steady Progress	Small Steps Progress
Pre teach	8		1	7 (4 chn scores increased, 3 chn scores stayed within 1-2 marks)

Increased support staff Interventions  
School Led Tutoring subsidy



## School-Led Tutoring Impact

Autumn - Spring tutoring:

- ▶ Y3 Phonics (TU10AA): 100% moved from set 2 to set 3 sounds
- ▶ Y3 Reading (TU9AA): 5/5 pupils improved scaled score, some considerably
- ▶ Y3 Reading (TU4MP): 3/5 improved scaled score
- ▶ Y3 Reading (TU1MP): 3/6 improved scaled score
- ▶ Y3 Reading (TU2MP): 3/4 improved scaled score
- ▶ Y3 Maths (TU5MP): 2/6 improved scaled score
- ▶ Y3 Maths (TU6MP): 1/6 improved scaled score
- ▶ Y4 Maths (TU7AA): 5/6 improved their arithmetic improved score
- ▶ Y4 Maths (TU8AA): 4/6 improved arithmetic score, 2/6 maintained score
- ▶ Y4 Reading (TU3MP): 3/4 improved scaled score

"Friday extra maths boosts my confidence"



## School-Led Tutoring Impact

Summer tutoring:

- ▶ **Y3 Maths (TU1MP) 7/7 improved scaled score with 6/7 now at EXS**
- ▶ **Y4 Maths (TU2MP) 2/7 made progress with 3/7 now at EXS**
- ▶ **Y4 Grammar (TU20AA) 5/6 now at EXS compared to 1/6 in Autumn**
- ▶ **Y5 Reading (TU15AA) 5/5 improved scaled score**
- ▶ **Y5 Reading (TU21AA) 4/6 improved scaled score**

"Mrs Pearson's Comprehension group has helped my learning"



## Tier 3: Wider Strategies

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

2023-2024	Number of Incidents	CHJS PP	CHJS Non PP
Exclusion	6	3 (50%)	3 (50%)
3 Warnings Letters	107	15 (14%)	92 (86%)
Racist Incidents	5	3 (60%)	2 (40%)
Homophobic Incidents	6	3 (50%)	3 (50%)
Bullying	1	1 (100%)	0 (0%)



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

Choir	Football	Homework	Multi-sports	Radio
Military Drumming	Steel Pans	Art	Archery	Football
Chess	Rocksteady	Dodgeball		

Mr Elliot has helped me during military drumming, increasing my timing and co-operation.

Choir: I love how even if I had a bad day I can just sing

Mr Partner has helped with my running.

Lewis in Rocksteady has be great

Homework Club: I never did my homework because I found it hard. Mrs C said I could go to her club and I love it because its fun and she helps me a lot. She makes sure I do everything I need to to not stay in at break. I don't always get everything done but do some at home.

- ▶ Overall, 75 club places were attended by PP children this year with Gymnastics and Cookery proving popular.
- ▶ Homework club has ran successfully all year. Around 40% of these pupils were PP however this fluctuates.
- ▶ Enterprise Challenge: Y6 pupils made over £1400 profit between them. The business with the highest earnings made over £100 profit.
- ▶ £6,727.02 was used to ensure PP children had uniform, attended trips, had cool milk and family support e.g. SATs books, swim caps, bereavement gifts.
- ▶ 15 families benefited from Easter hampers (food staples, sweet treats, crafts & games, Easter roast).
- ▶ 3 families benefit from food parcels.



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

In my family we receive food packages from the school.

They help with a lot of things like behaviour

My parents are divorced so pastoral really helps me

It lets my mum have time to relax or do some work

Talk to me about my feelings

Tell parents when I learn new things

Sorting me out if I forget my packed lunch

School have helped with my anxiety

Tell parents when I learn new things  
By giving us use of Parentpay

To have school trips to discover places I don't know

**I'm safe at school**

## Attendance

	National 2023-24	CHJS 2023-2024 PP	CHJS 2023-2024 Non PP
Absence	94.2%	92.9%	95.3%
Persistent Absence	16.9%	26.4%	11.2%

