

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	Church Hill Infant School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	23 (+1 PLAC) 14.2%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	August 2026
Statement authorised by	
Pupil premium lead	Heather Creighton
Governor / Trustee lead	Gill Hussey and Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845 (+£2,100)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,079
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,024

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress in all areas of the curriculum. This is particularly the case for their personal, social and emotional development as we feel this will provide the best possible base for a child's future success. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including for those who are already high attainers. We want to ensure the curriculum engages our most disadvantaged families and pupils in school life and learning and that skills previously developed are built on.

Quality first teaching is at the heart of our approach for all children, this is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in this statement is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers thus ensuring improved progress and attainment in reading, writing and maths. This will be provided through tailored provisions which identify lost learning gaps.

Our approach will take account of the needs and challenges that our disadvantaged pupils face, this will be based upon academic assessments, conversations with families and our knowledge of the local community. We will endeavour to ensure that pupils have good learning attitudes, behaviours and resilience and that their individual and collective mental health and well-being needs are met. We will provide our pupils with the opportunities to access the full range of curricular enhancements and extra-curricular provisions.

We have adopted a whole school approach in which disadvantaged children are those that staff think of first and always ensuring they take responsibility for and are aware of their needs in order to raise expectations of what they can achieve and improving outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Discussions, assessments and observations of pupils indicate slower progress in phonics and writing. Gaps are evident among our disadvantaged pupils compared to their peers. Teachers note disadvantaged pupils have difficulty applying taught sounds in spelling along with a lack of stamina and resilience for writing as well as struggling to embed technical aspects such as full stops and capital letters.
2	Some of our pupils have limited access to a wide reading diet outside of school and due to other commitments, parents find it challenging to give regular support with reading at home.
3	Pupils in receipt of pupil premium funding have attendance below that of those who are not. Historical data shows that pupil's attendance is significantly below their peers and rates of persistent absenteeism are also higher.
4	Families of disadvantaged children are finding it challenging to provide extracurricular experiences for their children which will add to their cultural capital and support their personal and social development. This will be exacerbated by the current cost of living crisis.

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
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress in writing in line with other pupils and achieve broadly in line with national average.	End of Key Stage 1 data is at national average for disadvantaged children.
Through quality first teaching and targeted interventions the majority of pupils in receipt of pupil premium are on track to pass the phonics screening at the end of Year 1 or end of Year 2.	Year 1 phonics data shows that the percentage of disadvantaged children achieving a pass in the phonics screen is broadly in line with national average. Year 2 phonics data shows that the percentage of disadvantaged children achieving a pass in the phonics screen is broadly in line with national average.
To provide disadvantaged pupils with a range of extracurricular activities and in school experiences that enhance their personal and social development.	Qualitative data from staff, student and parent surveys show our first and always children have enjoyed the range of extracurricular activities and experiences provided.
Achieve good attendance for all disadvantaged pupils through regular checking of attendance data, liaising with parents regarding any absence concerns, meeting with Trust Attendance and Welfare Lead.	All pupil premium children maintain good attendance throughout the year with a reduction in the number of disadvantaged pupils at PA level.
Through a range of targeted and individual interventions, staff address gaps and areas of concern for pupil premium pupils both academic and social and emotional.	Qualitative data from parents and staff show that children's needs have started to be addressed and positive progress has been made in these areas of need.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use trust wide strategies and widget to embed our approach to oracy to ensure all children have access to a high quality oracy education.	On average, oral language approaches have a high impact in pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

To review our school curriculum to ensure it provides all children with the knowledge and skills they need to make progress in Foundation Stage and Key Stage 1 in line with Strong Foundations and the Proposed Curriculum Review.	<p>Children who begin school with the lowest starting points and those start who start to fall behind are the most affected by weaknesses in curriculum, teaching and assessment.</p> <p>Strong foundations in the first years of school - GOV.UK (www.gov.uk)</p> <p>Curriculum and Assessment Review interim report - GOV.UK</p>	1, 2, 4
To review and amend our school approach to the teaching of writing taking into consideration the recommendations in the writing framework to improve standards through staff meetings and writing lead monitoring and evaluation.	<p>Effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The writing framework</p>	1
To develop our whole school approach to the teaching of phonics to ensure all children make good progress from their starting points.	<p>Phonics has a positive impact on average with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF</p>	1

Targeted academic support

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support writing and phonics progress	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Delivering high quality reading interventions based upon formative and summative assessment data.	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	

LSA Support to provide other class based interventions e.g phonics, Guided reads, individual reads, handwriting, social communication as identified on provision maps	Quality first teaching support the progress and development of all children non-disadvantaged and disadvantaged. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2
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Wider strategies

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
An opportunity for each year group to have an enhancement to support the delivery of their curriculum.	Promoting a sense of well-being and self-worth if children are able to access all aspects of the curriculum particularly those that allow them to broaden their life experiences.	4
Subsidy to provide cultural capital to varied experiences for children who are at risk of not having broad range of opportunities.	Promoting a sense of well-being and self-worth if children are able to access all aspects of the curriculum particularly those that allow them to broaden their life experiences.	4
Individual Support provided to children where needed in the form of uniform, clubs, trips etc.	Promoting a sense of well-being and self-worth if children are able to participate fully in school life and feel part of the school community.	4
A selection of books purchased to promote a love of reading and to provide quality texts for children each term.	Children who have access to a range of literature develop a wider vocabulary leading to better reading and writing outcomes. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2, 4
Purchased books will be used to model a love of reading during teacher modelled story sessions.	Reading for pleasure is an important mechanism to encourage reading frequency which in turn is more likely to foster and improve a child's reading skills - something which is of fundamental importance at a time when children and young people's reading skills are cause for concern, particularly for those from disadvantaged communities. Reading For Pleasure National Literacy Trust	1, 2
Purchased books will be available for children and parents to use	Reading supports children to share feelings of security and bonds with parents/carers are enhanced. Children are more likely to have	1, 2

during parental engagement sessions.	healthy routines and habits. They are more likely to experience better mental wellbeing, self-esteem and socio-emotional skills. The benefits of reading BookTrust	
Clear school processes and policies in line with new government guidance.	Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	3
To further raise the profile of the first and always children ensuring they have equal access to opportunities.	Research shows that when children join Foundation Stage what they already know differs greatly. Some will need additional teaching. They will need opportunities to develop their language and communication, to learn what their peers already know.	4
To support the social and emotional needs of first and always children through a range of targeted and individual interventions.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Improving Social and Emotional Learning in Primary Schools EEF	3, 4

Total budgeted cost: £

Pupil premium strategy outcomes for the academic year 2024-25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal assessments during 2024/25 suggested that the attainment of disadvantaged pupils was slightly higher than that of non-disadvantaged pupils in reading and writing and maths. Attainment of disadvantaged pupils was higher than the national average (2023) for disadvantaged children. All children made good progress from their low starting points in Foundation Stage and as a result of the continued focus on their personal, social and emotional development they were able to make a successful transition to the Junior School. In Year 1 63% of disadvantaged children passed the phonics screen and 86% of Year 2 disadvantaged children.

Our assessment of the reasons for these outcomes are as a result of an increased focus across the school on teaching and learning specifically cognitive load and automaticity. This was achieved through quality first teaching and carefully planned targeted interventions which were delivered by members of school staff who knew the children well. Disadvantaged children across the school were also in receipt of a termly book parcel which allowed them access to a wide range of reading materials.

Ongoing assessments and observations indicated that some families continued to find it challenging to know how best to support their child at home. This was alleviated through the use of the online learning platform Class Dojo where parents were able to access support material and videos that could be used to help support children's learning at home. Staff also identified that independence, confidence and emotional well-being continued to be of concern therefore pupil premium funding was used to support their extra-curricular experiences such as after school clubs, trips and performances.

Overall attendance in 2024/25 was slightly higher than in the preceding years at 93.8%. Attendance among disadvantaged pupils was lower than their non-disadvantaged peers and 3 children was persistently absent. This gap continues to be a concern and attendance will continue to be a focus of our current pupil premium strategy.