

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	Churchdown School
Number of pupils in school	1431
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2025–2026 2026–2027
Date this statement was reviewed	October 2025
Date on which it will be reviewed	October 2027
Statement authorised by	D Potter
Pupil premium lead	N Roberts-Moore
Governor / Trustee lead	G Davie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£203,175

Part A: Pupil premium strategy plan

Statement of intent

As a school we have heavily invested in the strategies identified by the Education Endowment Foundation. The EEF, as part of their tool kit, state that schools should strengthen the link between the pupil premium provision and teaching. This includes prioritising the recruitment, retention and development of effective teachers. With reference to their tool kit, Churchdown has invested in supporting our pupil premium pupils through high impact strategies such as feedback, metacognition and self-regulation of their learning.

At Churchdown we have used the fund to take away any barrier to pupils' engagement with these powerful teach-first strategies. Therefore, our strategy to close the pupil premium gap is based on ensuring our pupils are in school every day, ready to learn and are taking part in high quality teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<u>Year 6 Transition</u> Pupils feel happy, safe and confident to start Churchdown in Year 7. As we acknowledge that students join Churchdown from a range of schools in size and friendship groups, we aim to ensure all students, particularly those in receipt of pupil premium, have a positive start in year 7. This involves having strong relationships with our main feeder schools as well as hosting moderation of students' work through pupil pursuits.
2	<u>Assess all pupils' academic progress</u> We NGRT reading data to assess the reading age of all students. Following this assessment we are able to deploy highly effective interventions such as Lexonic to help significantly increase student's reading age and so access the curriculum far more effectively. We also understand that assessment of the pupils' progress is fundamental to their success as teachers are responsive in their teach first strategies. We use a range of assessment strategies that start by intentionally getting feedback from the students in lessons though either observations or live marking. This feedback methodology then scales up to where students take part in low stake quizzes or assessments. All of which are used to inform the planning by the teacher.
3	<u>Assess all pupils' well-being</u> To help overcome this challenge, all of the pastoral team (leadership team, heads of year, support staff) form a Complex Needs Team to help identify any concerns around well-being or engagement with the child's education. The Complex Needs Team then action high impact strategies for positive change.

	<p>Updated safeguarding practice and whole-school support strategies will also be communicated to staff with relevant training being put in place. This will therefore keep the safeguarding of pupils' well-being fluid and safe over the long-term.</p> <p>Pupil voice is also at the centre of our pupil well-being strategy. Here we use a range of student voice capture methods to ensure all children are heard. Their feedback is then used to inform school improvement strategies.</p>
4	<p><u>Targeted support for pupils who have fallen behind</u></p> <p>It is very important that our teaching practice in lessons continues to ensure all staff are highly effective at:</p> <ul style="list-style-type: none"> • Live marking • Gaining purposeful feedback from pupils • Planning accordingly so gaps in knowledge are closed at source and not accumulated over time. Here all staff have allocated lesson time to deliver 'pause lessons' where any gaps in knowledge are in lesson time. • Our SENCO, supported by the headteacher, will conduct learning walks to ensure the in-class provision is in place and high impact for their learning. • A designated lead in pupil engagement has also been appointed who will oversee the active engagement of all pupils. This senior leader working alongside the deputy headteacher and heads of year to offer support and build capacity in this area. • Department leaders will hold achievement strategy meetings. The purpose will be to identify the support pupil needs both in the classroom and out. This strategy is used alongside assessment data for all pupils.
5	<p><u>Making technology available</u></p> <p>We will ensure all the pupils who need the additional provision have it. We are committed to ensuring no pupil goes without the ICT provision that they need. This is achieved on a needs basis where we firstly identify any student who needs the additional resource, and then allocate it.</p> <p>The scope of ensuring all students are resourced goes beyond ICT as no child will go without. This is also done on a needs analysis basis and making sure all children are correctly resourced.</p>
6	<p><u>Teacher support</u></p> <p>We recognise that the best route to closing the attainment gap is to ensure every teacher is as good as they possibly can be for the pupils they teach, in particular pupil premium pupils. Therefore, each teacher and Learning Support Assistant takes part in high quality CPD every Monday for 2-hours. The focus on the CPD is centred around our own T&L Principles that are resources via our own T&L website as well as the staff handbook.</p>
7	<p><u>Parent and carers support</u></p> <p>We understand the whole 'team' around a child will need support. Here we serve to ensure our parental information evenings are used to ensure all parents and carers are ready for the year ahead. Beyond this global provision, our pastoral team have engaged more with the vulnerable families to ensure whatever provision and support is needed, is in place. This includes hosting The Triple P - Positive Parenting Program.</p>

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
The attainment gap continues to close for our pupils.	Feedback from assessments and external exams, departmental reviews and Pupil Voice are all positive indicators of the pupil's progress.
All our pupils engage positively with their education, both in school and independently when at home.	Attendance, punctuality and behaviour data is positive for all pupils, in all years. We will also be above national average with regards to our attendance of all pupil groups.
A full, rich and broad curriculum is delivered and engaged with by all pupils.	Our most vulnerable pupils remain engaged with their education as seen in their attendance and behaviour profile. Pupils are also well prepared for the next stage in their education.
Every pupil has full ICT provision in place for their learning.	ICT provision is accessed by all pupils that ensures all pupils and all teachers have access to the learning platforms that will be used to enhance the learning of the curriculum.
All students engage with the school's wider extra curricular offer such as trips and visits.	Using our own internal data, we will record that all students engage with trips and visits hosted by a range of subjects across the school.

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.

Budgeted cost: £79,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director to oversee the engagement of pupils.	The Education Endowment Foundation has set out the highest impact six strategies that they suggest should be used in schools to close any performance gaps. These are highlighted by the key headings below. Targeted support for pupils who have fallen behind in their learning or are vulnerable to falling behind	3,7
Department leaders to oversee the academic progress of all pupils as well as take part in a leadership programme themselves.	An analysis of the pupil's academic progress that then informs all teachers planning and provision in the classroom	4
HoY, supported by senior leaders, deploy needed ICT provision	Making technology available for all pupils	5
Enhanced CPD provision and staff development.	Teacher and LSA training with a particular focus on T&L Principles and best practice	6
Family liaison officer to work closely with vulnerable families to provide services and support as needed so that the children can access a full education. The members of the Complex Needs Team are to broaden to include; School Counsellor; Pupil Mentors and SENDco	Parent and carers support and provision	7

Targeted academic support

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Lead who writes and delivers enhanced curricular provision for vulnerable pupils	The Education Endowment Foundation has set out the highest impact six strategies that they suggest should be used in schools to close any performance gaps. These are highlighted by the key headings below.	2,3
School led small group work and intervention	Targeted support for pupils who have fallen behind, or are vulnerable to falling behind.	4
Specialist LSAs to support pupils in their learning	Time bound, targeted support for pupils who have fallen behind has a large impact for those students involved.	4

Wider strategies

Budgeted cost: £101'734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director of Engage to lead on the key strategies that tackle low attendance, low resilience and improve engagement with school.	The Education Endowment Foundation has set out the highest impact six strategies that they suggest should be used in schools to close any performance gaps. These are highlighted by the key headings below.	3

Total budgeted cost: £245,634

(Given the cross over in the strategy with all students' provision, other funds will be allocated to this strategy).

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 2022 to 2023 academic year.

In 2024, the impact of our Pupil Premium strategy showed positive impact. The Year 11 disadvantaged students achieved sig+ above national average for the progress and attainment they have made in Churchdown School. This showed how the strategies we use in Churchdown are having a positive impact with our pupils' outcomes. The progress gap closed with this group of pupils which is a significant achievement. A summary of the progress made by our pupil premium pupils is illustrated below.

Attainment & progress

Pupils		FSM6		Attainment			Progress		
				Attainment 8 (Overall)			Progress 8 (Overall)		
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	40	197	5.5	5.5	-0.5	0.93	0.93	0
Gender	Male	18	96	4.9	5.4	-0.5	0.56	0.78	-0.22
	Female	22	101	5	5.7	-0.7	1.23	1.06	0.17
DFE Prior Attainment	Higher attainers	1	35	8	7	1	1.18	0.55	0.63
	Middle attainers	25	120	5.5	5.5	0	0.8	0.9	-0.1
	Lower attainers	14	39	3.9	4.2	-0.3	1.14	1.34	-0.2
SEN Group	SEN Support	9	20	4.2	4	0.2	1	0.87	0.13
	EHC Plan	1	2	5.7	4.3	1.4	0.39	1.44	-1.05
	No SEN	30	175	5.2	5.7	-0.5	0.92	0.93	-0.01
Ethnic Group	White	34	172	5	5.5	-0.5	0.84	0.84	0
	Not White	6	25	5	5.7	-0.7	1.4	1.55	-0.15