Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Churwell Primary Academy
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2027-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Local Review Board
Pupil premium lead	Rupa Barson
Governor / Trustee lead	Hayley Darrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58, 810
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£58, 810

Part A: Pupil premium strategy plan

Statement of intent

School vision

Our vision is to prepare children to meet the challenges of life with confidence with the desire to:

Learn, Aspire, Achieve

Learn *– everyday – never stop learning*

Aspire *and dream big*

Achieve *for the future*

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Provision

The range of provision the LRB may consider making for this group could include:

  - Providing small group work with an experienced teacher focussed on overcoming gaps in learning
  - 1-1 support
  - Additional teaching and learning opportunities provided through Learning Mentors, trained Teaching Assistants or external agencies

- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age- related expectations. Initially this will be in English and Maths.

Our Curriculum is designed to be broad and balanced and supports children to have first-hand learning experiences alongside key reading and maths skills to develop deep learning. There is a clear emphasis on reading across the curriculum, opportunities to access extra times table interventions and focused questioning on trips, first-hand experiences and when visitors come to school. Maths and English are planned alongside curriculum contexts to support sufficient key knowledge.

We want all Pupil Premium children to learn and achieve from their starting points and to be prepared for their next stage of their learning journey and hold aspirations for the future.

Challenges

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

Challenge number	Detail of challenge
1	Good attendance and punctuality is a challenge for some of our PP families; therefore, some children miss key learning and information for the day
2	Limited first -hand learning experiences outside the classroom – this leads to limited vocabulary, knowledge of the wider world and contextual experiences.
3	Limited parental support for learning outside of the classroom e.g. not regularly completing homework therefore some children do not get the opportunity to practice and rehearse key learning facts and knowledge
4	Less access to quality reading materials and reading to an adult at home
5	Lack of aspiration to succeed or access future learning can be a barrier
6	Lack of basic skill learning holds children back as they progress through the year groups leading to unsolid foundations for future learning

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
Attendance increases for families	Children attend school regularly and on time. They establish a good routine to enable them to access a full learning experience and to develop life skills.
Children have access to first-hand learning experiences through the school curriculum	Experiences support learning in the classroom and leads to a deeper learning of the facts or elements of a topic. This is part of quality first teaching.

Parents are confident to engage with homework and reading at home	More children are supported with home learning tasks and parents are confident to support their children with basic skills learning
Children believe that they can achieve and do well	Children understand and celebrate their success and they have the knowledge and skills to think about and plan their future learning and job selection

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality reading environment and quality texts	EEF Teaching and Learning Toolkit EEF Improving Literacy recommendations report	4, 6
Focus on reading comprehension skills to ensure that children have the right skills set to understand texts	EEF Reading Comprehension EEF Preparing for Literacy	4, 5, 6
Work on vocabulary development across the curriculum – exposure to tier 2 and tier 3 vocabulary	English Hub – Creating a language rich environment EEF Vocabulary EEF Developing Vocabulary in the Early Years Closing the vocabulary gap in primary schools – OUP Developing a whole school approach to teaching vocabulary in primary school – National Literacy Trust	2, 5, 6
Read, Write, Spell – spelling scheme – consistent approach to spelling across school	DFE Phonics Guidance EEF Improving Literacy recommendations report EEF – phonological awareness and phonemic awareness Oxford Owl Website	3,4,6

Consistent use of handwriting programme to ensure that handwriting is not a limiting factor for children	EEF Preparing for Literacy EEF Improving Literacy in KS1 Research Schools Network – How to improve Handwriting National Handwriting Association	2, 3, 5, 6
Focus on number fact/ times table skills to ensure that children have the right skills to tackle arithmetic and maths problems	Teaching Times Tables in Primary – Year 2 to 6 – Third Space Learning Developing a times table curriculum and pedagogy – Number Sense Maths Six resources for teaching and learning times tables – NCETM	2,3,5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37, 425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Readers	EEF – Improving Literacy for KS1 – teach pupils to use strategies for developing and monitoring their reading comprehension DfE document – research evidence on reading for pleasure	3, 4, 6
Reading Fluency	EEF - Improving Literacy for KS1 – use a balanced and engaging approach to developing reading teaching both decoding and comprehension Vicky Crane whole-school training FFT Reading Assessment outcomes and support	3,4 ,6
Reading Fluency – specific interventions	EEF – Improving Literacy for KS1 and KS2 - teach pupils to use strategies for developing and monitoring their reading FFT Reading Assessment	3,4,6
Pre-teach/ topic vocabulary exposure to support writing skills and outcomes	EEF – supporting oral language development Closing the vocabulary gap in primary schools – OUP	2, 5, 6

	Developing a whole school approach to teaching vocabulary in primary school – National Literacy Trust	
Small group intervention – Year 1 and Year 6	EEF – Special Educational Needs recommendation 4 – complementing high quality teaching with selected small group and one to one interventions.	3, 4, 6
Specific Intervention for small groups	EEF – Special Educational Needs recommendation 4 – complementing high quality teaching with selected small group and one to one interventions.	1, 3, 4, 6
Daily Number Facts and Times Table Learning	Teaching Times Tables in Primary – Year 2 to 6 – Third Space Learning Developing a times table curriculum and pedagogy – Number Sense Maths Six resources for teaching and learning times tables – NCETM	3,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School and Forest School Nurture	Research based evidence from: 'The Tortoise and the Hare go to Forest School'.	2, 5
Wellbeing, Growth Mindset and Values Curriculum	Brilliant Schools/The Art of Being Brilliant Oxford Press – Student Wellbeing analysis Mindmate Support through workshops and assemblies DFE Report – The Impact of wellbeing on educational outcomes	1, 2, 5
Learning Mentor Support/ Inclusion Support	Social and Emotional Learning – EEF Teaching and Learning Toolkit Use of Mindmate Support Team	1,3,4,5,6
Access to Morley	EEF Teaching and Learning Toolkit EEF Supporting Attendance	1, 3, 6

cluster/ Parental Engagement	DFE Working together to improve attendance	
Continue with Zones of Regulation across school	The Zones of Regulation materials DFE Report – The Impact of wellbeing on educational outcomes EEF Social and Emotional Learning in Primary Schools	1, 5, 6
Free places at before and after school clubs	EEF Teaching and Learning Toolkit – Physical activity/Art Participation Strand	1, 2, 5 ,6

Total budgeted cost: £58, 810

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 2024 to 2025 academic year.

There were 34 Pupil Premium (PP) children in our school in the 2025-2026 academic year. There were 14 girls and 20 boys.

The outcomes for these children remains spikey. The impact of the pandemic and mastering early skills continues to have had a harsher impact on our PP children, despite the support strategies that have been placed. Some of these children continue to access support for mental health and wellbeing alongside key skills support. We continue to access support for children and families from the Morley Cluster in this area.

In EYFS there were 4 PP children. 1 child reached the expected outcome in all areas and achieved a good level of development. Self-regulation and managing feelings and emotions held some of the PP children back form achieving a GLD. SEMH interventions were in place for these children to support them to regulate and access a classroom setting. However, they made good progress from their lower on entry starting points, where they had not accessed our Nursery provision or had not been in any nursery setting previously. A continuation of a sharper focus on phonic sound learning, writing and emotional regulation is in place for the 2026-2027 academic year, alongside a change to the layout of the provision and planned interventions both in the provision and standalone support. A clear focus on vocabulary exposure is also part of quality first teaching for all children with a focus on PP children seeing, hearing and saying the words with increased frequency to support their learning.

There were 7 PP children in Year 1 and 4 out of 7 children passed the Phonics Screening test. In Year 2 there was one child who was PP and re-took the screening test, this child passed. Non-verbal and regulated learning behaviour held back the 3 children who did not pass. They will have intervention and support in Year 2 to help them succeed. The non-verbal child, although unable to access the test, can read and we have support in place to allow them to access reading in a different way.

There were 4 children who were PP in Year 4. One child left, the remaining children all passed the multiplication check with a high score.

The PP group in Year 6 was very small, 4 students, which makes variation in their statistics very high, and it is too small a cohort to compare with previous years or the national average. However, of the 4 disadvantaged students, 2 students achieved the expected standard and above in all subjects (50%) and 1 achieved the higher standard (25%).

Internal data also shows that PP children require further pre-teach interventions to support with their learning and confidence to tackle academic tasks. There are children working at the expected level or above across years 1,3,4 and 5. 10 of the 32 PP children are also on the SEN Register.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Code X	Oxford University Press
Readerful Rise	Oxford University Press
Dandelion Readers	Schofield and Sims
Read, Write, Spell	Oxford University Press
Literacy Gold	Engaging Eyes Limited
Nelson Handwriting	Oxford University Press
The Zones of Regulation	Think Social Publishing
Mindmate Support	NHS