

## Christ Church Chorleywood C of E School – Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	CHRIST CHURCH CHORLEYWOOD C OF E SCHOOL
Number of pupils in school	232 (including nursery) 207 (YR to Y6) updated annually
Proportion (%) of pupil premium eligible pupils	1.9%
Academic year/years that our current pupil premium strategy plan covers	2025/2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually in July
Statement authorised by	Sarah Selleck, Headteacher
Pupil Premium Lead	Kerry Dench (SENDCO)
Governor Lead	Rachael Speirs, lead governor for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£8,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£8,290
<b>Total Planned Spend</b>	£12,000

## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### 1. Statement of Intent

We aim to give all pupils the best start in life. We have the highest aspirations and ambitions for our pupils, and believe that every individual, irrespective of their background or the challenges they face should make good progress and achieve their full potential across all subject areas.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that the progress and attainment of non-disadvantaged pupils will be sustained and improved alongside the progress and attainment for their disadvantaged peers. We want our pupils from disadvantaged backgrounds to leave our school with aspirations that are similar to, or above their peers.

Our approach will be responsive to individuals using assessment, rather than assumptions about the impact of disadvantage to identify their needs. To ensure our strategies are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point needs are identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We recognise that changing cohorts have changing needs and so keep our practice under continuous review.

Our ultimate objectives for disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed their expected rate of progress.
- To support their health, wellbeing and personal development to enable them to access learning at an appropriate level.

Our current pupil premium strategy plan works towards achieving the objectives by:

- Ensuring that the highest quality teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, and that their needs are effectively assessed and addressed.
- Recognising that not all pupils who receive free school meals are socially disadvantaged.
- Recognising 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 being socially disadvantaged. Pupil premium funding will be allocated effectively through the completion of a needs analysis to identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Key principles of our strategy plan:

- Ensuring that all children receive the highest quality of teaching across the curriculum to accelerate their progress.
- Investing in target teaching, individual tuition, pre teaching and additional learning support at the earliest opportunity to address misconceptions and gaps in learning.
- Supporting disadvantaged pupils financially to enable them to engage in extra-curricular clubs, music lessons, educational visits and residential alongside their non-disadvantaged peers.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Providing support for mental health, wellbeing, emotional, social and behavioural needs.
- Allocating additional resources to individuals, groups and/or whole classes to close attainment gaps.

- Investing in high quality training and development opportunities for staff.
- Using research to make informed choices of how to spend the pupil premium funding.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and conversations with children and their parents/carers indicate that disadvantaged pupils often have restricted access to extra-curricular activities, such as clubs and cultural experiences.
2	Social and emotional issues result in low confidence and self-esteem which affects behaviour for learning and a family's capacity to support learning. Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family breakdowns and economic challenges.
3	Internal assessments and observations show under achievement of disadvantaged pupils in some year groups, particularly in reading, writing and maths.
4	Attendance data, observations and tracking indicates there are some disadvantaged children with a lower rate of absence than their peers.

## 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
1	Engagement of all disadvantaged pupils in extra-curricular enrichment opportunities.
2	Achieve and sustain improved wellbeing and attitudes to learning for disadvantaged children
3	The progress and attainment of disadvantaged pupils is in line with non-disadvantaged children.
4	Sustained high attendance by 2027/28 demonstrated by the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%

## 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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all staff to embed	There is extensive evidence associating childhood social and emotional skills with improved	2,3,4

the principles of quality first teaching across the curriculum (with reference to EEF SEND 5 a day, reasonable adjustments).	outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (education endowment foundation.org.uk)	
Improve the quality of social and emotional (SEL) learning.  Coram SCARF (PSHE scheme) will be monitored in line with DfE Mental Health Lead training.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2,3,4

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

**Budgeted cost: £3,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group pre teaching and precision teaching sessions to develop spelling and curriculum knowledge and skills.	<b><u>Small group tuition   EEF</u></b> Individuals and small groups of children will benefit from pre teaching and precision teaching across the curriculum to accelerate their progress. This includes the more able disadvantaged pupils. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	2, 3
Reading comprehension precision teaching – individual and small group sessions.  Supplementary reading materials to support pupils in applying comprehension strategies independently to other reading tasks, contexts and subjects.	<b><u>Reading comprehension strategies   EEF</u></b> The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.  Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	2,3
Communication and language interventions for pupils eligible for Early Years premium to develop language skills.	<b><u>Oral language interventions   EEF EEF   Communication and Language Phonics   EEF</u></b>	2,3

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

**Budgeted cost: £7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SWHP family support worker	A dedicated family support worker strengthens outcomes for pupil premium children by improving attendance, wellbeing, and home-school relationships while addressing	2,3,4

	barriers such as housing, finance, or mental health early and effectively. This consistent, trusted support stabilises the home environment, increases access to services, and enables disadvantaged pupils to engage more fully with learning.	
<p>Three Rivers Play Rangers</p> <p>Whole school strategy to plan, resources and evaluate the quality of play provision as if it were an important human right, essential to all aspects of children's development and a source of joy and happiness that every child can access because it is all of these things.</p>	<p>Positive play leads to positive learning behaviour and improved outcomes.</p> <p>Three Rivers Play Rangers programme will benefit pupil premium and other disadvantaged children by providing free, inclusive outdoor play that improves physical health, wellbeing, confidence, and social connection. Its main considerations are maintaining safe supervision and consistent delivery so these pupils reliably receive high-quality, accessible enrichment that helps close engagement and opportunity gaps.</p>	1,2
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Financial support for extra-curricular clubs.</p> <p>Financial support for trips and residential.</p>	<p><b>Arts participation   EEF</b></p> <p>The impact of arts participation on academic learning is positive and adds an additional three months progress. improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	

**Total funding: £8,290**

**Surplus/(Deficit): -£3,710**

## Part B: Review of outcomes in the previous academic year (2024-2025)

### Pupil premium strategy outcomes

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

#### Provision

The additional funds were added to the following budgets:

- staffing
- learning resources
- external agency support

To maintain the high teaching and learning staff: pupil ratio available in the school, the funding that is not needed for specific resources or support was placed into the staffing budget.

This meant pupils received a higher-than-average contact with adults in English and Maths. It also meant additional adult support/intervention could be provided.

In addition to the above, individual children funded through the PPG were able to access after-school clubs, have specific learning resources purchased for them and enjoyed the school trips and visits with all other pupils.

#### Impact

1. Additional staff meant more support being afforded to the PPG children in each class.
2. PPG children experienced curriculum enrichment with their peers.
3. Access to specific learning resources supported children's learning in the classroom directly.
4. The ability to fund support from external agencies.

#### Pupil Premium Assessment Data

Reading: 50% Expected 50% Working Towards

Writing: 50% Expected 50% Working Towards

Maths: 25% Expected 75% Working Towards

### Externally provided programmes

Programme	Provider
Family Support Worker	South West Herts Partnership
Play Rangers	Three Rivers Play Rangers