

Pupil premium strategy statement

- *This statement details our school's use of pupil premium and recovery premium for the 2025-26 academic year 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 Lench CE First
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2 nd year)
Date this statement was published	09/10/2025
Date on which it will be reviewed	09/10/2026
Statement authorised by	Head teacher
Pupil premium lead	SLT
Governor / Trustee lead	S Bakker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Recovery premium funding allocation this academic year	£0
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	£21,210

Part A: Pupil premium strategy plan

Statement of intent

We intend to improve attainment and progress of children in receipt of pupil premium as evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. We aim to do this by:

- offering additional support in a variety of areas including language, reading, phonics, writing and number*
- Providing high quality teaching for all pupils*
- Providing opportunities for pupils to develop socially, emotionally, spiritually, and culturally*
- Ensuring that pupils have fair access to education and extracurricular activities*

Challenges

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

Challenge number	Detail of challenge
1	Reading regularly and having access to high quality texts and opportunities to read outside of school as well as practising key skills such as spellings and times tables.
2	Social and emotional- ability to regulate and discuss emotions. Under developed ability to play (compared to peers) in a group situation including sharing, tolerance of others, explaining ideas and accepting other viewpoints.
3	Securing basic concepts in language and oracy, grammatical sentence structure in speaking and basic number and calculation skills.
4	Ability to access breakfast club, trips, music lessons and other important experiences. Purchase school uniform if required so that families can access the same as any other family.

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 close gaps between our vulnerable children and their peers in reading, writing	Vulnerable children to make expected or more than expected progress in reading,

and maths through quality first teaching, targeted interventions and support in class.	writing and maths and to boost confidence and independence in these areas.
To develop skills to manage feelings and emotions when interacting with peers and adults and develop resilience	Children are able to express and manage their feelings appropriately and understand when situations become challenging with effective strategies to use to calm anxieties or frustrations
To be able to listen and follow instructions, listens to the views of others. Focus on teaching key vocabulary to extend language to use when speaking and understanding.	Vocabulary will be taught through all subject areas and embedded in oracy activities such as role play, drama, debates, arguments, reports, presentations. Children will be able to listen to others and respond in coherent sentences developing grammatical knowledge.
Children feel valued and included within school and can access the same opportunities as their peers.	Children will access music lessons, after school clubs, experiences and trips as required. Uniform offered to families.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff</i>	CCN Speech/ language/ therapy	2
	ASD/ ADHD	

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA interventions and class support</i>	TA 2 targeted support in class	1, 3
<i>1:1 targeted support</i>	TA 2 targeted support 9 hours per week	1,3

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

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Group interventions for communication and play</i>	TA2 group work for social and emotional 1:1 targeted support	2
<i>Trips and experiences</i>	Malvern residential, school class trips, Rock Steady music classes, swimming	4
<i>Wrap around care</i>	Breakfast club	4
<i>Providing food and milk</i>	Meals taken KS2	

Total budgeted cost: £22,000

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.

- Oracy has improved using universally speaking programme and having this as high profile on our SDP for the last 3 years
- 95% pupils made expected or more progress in reading
- 83 % pupils made expected or more progress in writing
- 94% pupils made expected or more progress in maths
- Interventions have been successful working with pupils to help with anxiety, emotional regulation and frustration and many pupils are equipped with strategies to help them in challenging situations
- Children have benefited from rock steady, subsidies for trips, music lessons, breakfast club

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
Primary Wise	Pixl
Floppy Phonics	ORT
FLICK	FLICK
White Rose maths	White Rose Education
Kapow DT and music	Kapow
Classroom Secrets	Numeracy/ spelling
Spelling	Twinkl