



North East
Learning Trust

PUPIL PREMIUM STRATEGY STATEMENT



Pupil premium strategy statement – Churchill Community College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	827
Proportion (%) of pupil premium eligible pupils	47.04%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanna Lamb
Pupil premium lead	Fiona Nairne-White
Governor / Trustee lead	Ernie Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2025/26	£458,975
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this financial year 2025/26	£458,975

Part A: Pupil premium strategy plan

Statement of intent

As a school, that is being supported by the North East Learning, Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

Churchill Community College is working to support disadvantaged pupils in all areas of their education. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and/or future employment.

Within our catchment, there are a variety of challenges faced by our disadvantaged pupils. North Tyneside has an employment rate of 3% below national figures (ONS) and an increase of 6.1% from 2023-2024 of children living in relative poverty. Over 46% of the children at Churchill fall into rank 1 and 2, indicating the greatest level of deprivation. For example, 56% of the current Year 7 are classed as pupil premium. Many pupils face multiple challenges such as complex family situations, family mental health difficulties, and a lack of cultural capital.

High-quality teaching is at the heart of our approach, with a focus on those areas in which disadvantaged pupils require the most support; this is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time, this will benefit the non-disadvantaged pupils in our school. Implicit in our intended outcomes, is the intention that disadvantaged pupils' attainment will be sustained and improved at the same rate as their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. This will serve to inform the college of the specific barriers for individuals which may include a lack of support from home, weak language and communication skills, a lack of confidence or attendance concerns and for some pupils complex caring needs. This is also twinned with some pupils who struggle with their physical and mental wellbeing.

To ensure our response is effective we will:

- ensure disadvantaged pupils access high quality teaching and intervention
- act early to intervene at the point the need is identified
- develop the resilience of pupils, providing additional support for their academic and personal development
- work closely with families to overcome the barriers to progress, including those issues affecting attendance

- provide high quality careers advice and guidance to raise the aspirations of pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	A higher proportion of disadvantaged pupils have reading ages that are below their chronological age, meaning they struggle to access many subjects across the curriculum.
2	Pupil premium outcomes lag behind that of non-pupil premium pupils.
3	Some disadvantaged pupils do not attend as regularly as we would expect.
4	Parental engagement with school is lower amongst a number of parents/carers of our disadvantaged pupils.
5	Some disadvantaged pupils face financial barriers in relation to uniform and equipment (including IT equipment) which prevent them from accessing the core and wider curriculum at home.
6	A small number of disadvantaged pupils struggle to regulate their behaviour in the classroom and require further pastoral support and interventions.

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
Reduce the difference in reading ages of disadvantaged pupils and their peers by improving literacy skills of disadvantaged pupils across KS3.	• Improved literacy skills at KS3 as evidenced in quality assurance of pupils' books, assessments, including reading assessments. • Those students identified with the weakest reading ages will show improvement through the targeted intervention. • Fluency for All Reading intervention targets the weakest readers: TA led interventions build reading fluency to allow the pupils to understand the meaning of texts rather than focusing on decoding individual words.

	• Reading CPD: core CPD develops teacher knowledge of reading and the evidence that underpins it and, as a result, teachers plan to develop pupils' reading skills. (The EEF Reading House) • Disciplinary reading in subjects provides a focused approach for pupils to access the curriculum. • Phonics intervention will develop pupils' phonological awareness and, consequently, improve their fluency and comprehension skills in reading.
The gap in A8 between disadvantaged students and non-disadvantaged students is reduced.	• A programme of high quality CPD ensures teachers are equipped with the knowledge, tools and resources to implement the curriculum effectively. • Additional opportunities for professional development are provided for all staff: NPQS; NELT Leadership courses, external CPD. This results in an improvement in KS4 performance measures. • Effective data analysis targets underperformance where it is needed the most so that pupils' knowledge improves, and gaps are reduced quickly. • High quality academic interventions have a demonstrable impact on pupils' outcomes because they target underperformance quickly.
The attendance of those pupil premium pupils whose attendance is not in-line with their peers, shows improvement and the overall rates of absence reduces overall.	• Weekly attendance monitoring for persistent absentees and professional development of staff ensures all are aware of the impact attendance has on attainment. • Increased home engagement regarding attendance creates strong communication links. • Support plans created for persistent absentees to enable barriers to attendance to be tackled enable improvements to be demonstrable. • Incentives and rewards are consistently offered for recognition of improved attendance and, as a result, has a positive impact on attendance and school culture. • Barriers to attendance are removed; for example, uniform, PE Kit, is provided for those in need so that they can attend and achieve. • Referrals are made to the EWO service and attendance is closely monitored by the attendance team which brings about

	improvements on an individual and cohort level.
A reviewed range of strategies will enable leaders to further develop the improvements in parent/carers engagement.	• Rewards and recognition is embedded into the assembly programme and promoted on social media. • Incentives used at parent/carers events will encourage attendance and participation levels will show improvement. • Strategies result in an increase in parental attendance at parents/information evenings.
Disadvantaged pupils are supported with uniform and equipment challenges and, furthermore, are supported to access the curriculum including wider curriculum experiences at home through the removal of financial barriers.	• Uniforms are provided to students experiencing significant disadvantage. • Access to IT equipment results in improved KS4 performance measures over time. • Disadvantaged students will have access to all extra-curricular visits through the subsidy of any trips/events and this will develop their character and personal and social skills..
The behaviour of a small number of disadvantaged pupils improves so that they can consistently show positive attitudes to learning.	• Behaviour interventions will have a positive impact on pupils' behaviour and develop their resilience and self-esteem.. • Class observations show that disadvantaged students are more able to regulate and monitor their own behaviour. • The School Early Help Offer provides a network of support from pastoral and safeguarding staff: interventions, parental support, specialist staff, counselling, external agencies, family liaison.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High quality professional development for all staff to secure high quality teaching strategies underpinned by ...	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF: Metacognition and Self-Regulated Learning EEF Teaching and Learning Toolkit EEF Effective Professional Development EEF participation ratio NELT Research School	1,2,3,4,5
Specialist staff provide regular intervention for the most disadvantaged, as and when needed through close tracking and identification.	EEF Deployment of Teaching Assistants EEF TA: three approaches to maximise impact EEF Improving Literacy in Secondary Schools	1,2,3,4,5
Development of robust assessment occurs so that it is effective and provides rigorous academic data to allow for early identification of need and planned interventions to narrow gaps in knowledge and attainment.	EEF Embedding Formative Assessment EEF Special Educational Needs in Mainstream Schools	1,2,3,4
Learning resources are high quality and support pupils' learning.	EEF Teaching and Learning Toolkit	1,2,3,4,5

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention (Fluency For All; Peer Tutoring) increases access to the curriculum because pupils' reading fluency and comprehension skills develop over time.	Shotton Hall Research School EEF Improving Literacy in Secondary Schools EEF Why Focus on Reading Fluency?	1,2,3,4,5
Intervention: Academic intervention (KS4)	EEF Selecting Interventions	1,2
External providers: personal development focus for events, external speakers that focus on	EEF Personal Social and Emotional Development	2,3,4

raising aspirations, self-esteem and resilience and exemplify for pupils the different careers they can aspire to have.		
The careers programme provides an all through approach to raising aspiration (years 7-13): careers fair; connexions; Employer interviews; university visits		

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Information Evenings provide regular communication with parents, supporting parents to help students at home, targeting the most disadvantaged.	EEF Working with Parents to Support Children's Learning EEF Parental Engagement	1,2,3,4
The School Based Early Help offer provides a network of support in school to reduce barriers to learning and improve access to the curriculum.	EEF Special Educational Needs in Mainstream Schools EEF Self-regulation Strategies	1,2,3,4
The programme of enrichment (Activities Week; educational visits; in school events; extra-curricular activities) builds pupils' character and social skills, increasing contextual knowledge, life skills and engagement in education.	EEF Personal Social and Emotional Development	1,2,3,4,5
Rewards create a culture of aspiration, increasing self-esteem, participation, and, ultimately, academic outcomes.	EEF Personal Social and Emotional Development	1,2,3,4,5
The pastoral team provides a network of	EEF Personal Social and Emotional Development	1,2,3,4

support to aid access to education: uniform, attendance, resources, parental communication.		
Financial support is provided for the most disadvantaged: for example, uniform, PE kit, resources, text books, breakfast.		1,2,3,4
The school counsellor provides specialist help for pupils experiencing difficulty in school, reducing barriers to education.	EEF Social and Emotional Learning	2,3,4

Total budgeted cost: £ 500,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes:

Churchill Community College's outcomes showed improvement in the summer 2025. This was also an improvement on the previous year. Consequently, this demonstrates a 3 year improving trend.

Disadvantaged pupils did not achieve as well as their peers. This remains a priority.

At post 16 students achieved a L3VA of +0.04 which was an improvement on the previous year of -0.05. Disadvantaged students achieved L3VA of +0.02 in comparison to a non-disadvantaged VA of +0.05.

Attendance outcomes:

Attendance was a core focus across the school last year with capacity built into the attendance team. Improving the attendance of pupil premium pupils remains a priority.