

Christ Church New Malden Primary School

Pupil premium strategy statement

2025 - 2026



This document outlines our commitment to ensuring that every disadvantaged pupil at Christ Church New Malden has the opportunity to flourish. It details how we direct our Pupil Premium funding to remove barriers to learning, our spending plans for the year ahead, and the impact of our previous strategies

School overview

Detail	Data
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils incl EYPP	41 children 11.8%
Academic year/years that our current pupil premium strategy plan covers	<input checked="" type="checkbox"/> 2025-2026 <input type="checkbox"/> 2026-2027 <input type="checkbox"/> 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Neil Meehan
Pupil premium lead	Alex Roe
Governor / Trustee lead	Pupil impact committee

Funding overview and proposed spending

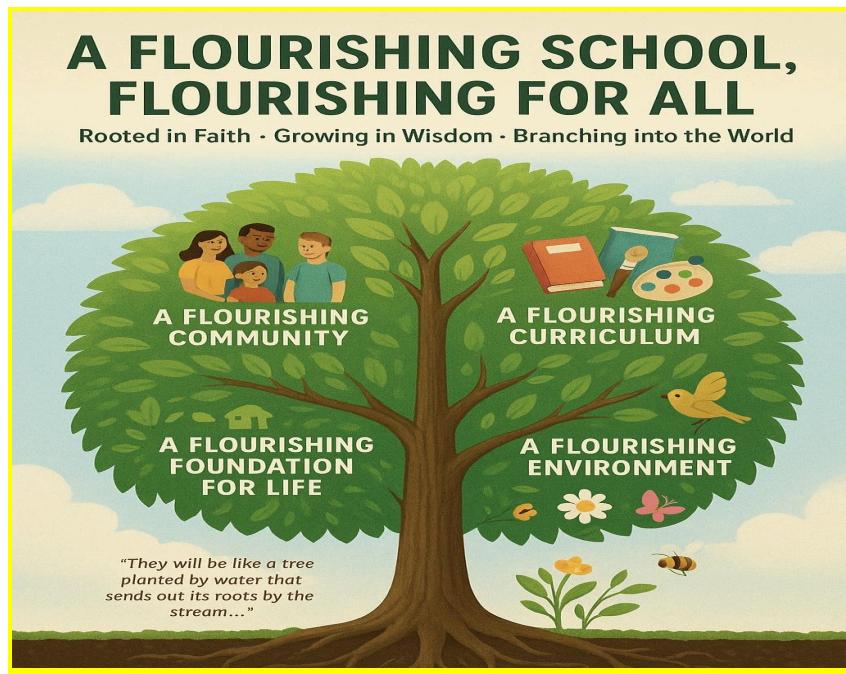
Detail	Amount
Total budget for this academic year	£62,115

Teaching and learning	£ 12,000
Targeted approaches	£ 38,000
Wider strategies	£ 12,115
	£ 62,115

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is aligned to the School Improvement Plan (SIP) and is centred on four clear priorities around the theme of “flourishing”, which have been developed in response to our own self evaluation and monitoring of teaching and learning and our previous school improvement plan.



Meeting the needs of children eligible for pupil premium is relevant in each of the 4 branches. What will flourishing 'look like'? taken from INSET training Sept 2025

A slide titled 'Flourishing for Disadvantaged Children' with a blue background. It contains three numbered sections: 1. Quality First Teaching, 2. Targeted Academic Support, and 3. Wider Strategies. To the left of the slide are several school-related items: a red book, a blue book, a small brown paper bag, a pencil, a ruler, and a small jar with a paintbrush. To the right is a glass of blue liquid with a paintbrush in it. The slide is framed by a thick black border.

- 1. Quality First Teaching**

Ensuring that all teachers provide consistent teaching for every pupil, regardless of their background. The goal is to close the attainment gap.
- 2. Targeted Academic Support**

Using carefully chosen evidence-informed interventions. These interventions are designed to quickly address individual learning gaps and accelerate progress.
- 3. Wider Strategies**

Flourishing is a holistic concept that goes beyond academics. This area involves addressing the non-academic barriers to learning that disadvantaged children often face eg trips / stationery / music and sports clubs priority booking, poetry competitions (finding areas where we can support parents).

Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class and it is the key to improve outcomes for disadvantaged pupils. Embracing Quality First Teaching strategies benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

High-quality 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 non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

Challenges

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

Challenge	Detail of challenge
1.	Data for the academic year 2024 - 2025 indicates that writing is the area where children are not flourishing.
2.	Within the school there are 21 pupils eligible for PP, who are not identified as having SEND. Of this number, not all children are teacher assessed as a '3'.
3.	In Early years: We are seeing more children joining us with a smaller vocabulary and less developed language and communication skills than we would expect for this age.
4.	Children have fewer enhancing life experiences and learning opportunities outside of school hours (including trips and residential opportunities.)

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 reduce the gap between pupil premium and not-pupil premium in writing	The data will reflect an increase in the number of children achieving a '3' in writing.
The attainment of children who are not identified as having SEN	Disadvantaged pupils perform as well as their non-disadvantaged peers
PP pupils develop stronger vocabulary and oral language skills to support reading comprehension and written outcomes.	PP pupils' oral participation in lessons increases, as evidenced by teacher observation and assessment through WellComm.
PP pupils access a rich range of cultural, extracurricular and leadership opportunities, strengthening engagement and aspiration.	PP participation in clubs, trips and enrichment activities increases to match non-PP peers. Pupil voice indicates improved confidence, aspiration and sense of belonging.

Activity 2025- 2026

This details how we intend to spend our funding to address the challenges listed above.

Teaching and Learning

Activity	Evidence that supports this approach	Challenge addressed
<p>Deliver sustained professional development on evidence-based writing instruction (aligned with EEF 'Improving Literacy' guidance). Use weekly CPD to model techniques and curriculum monitoring to ensure practice is embedded.</p> <p>It must be noted that all Teaching Assistants are able to attend (with payment) CPD sessions.</p> <hr/> <p>Deliver professional development on meeting the needs of vulnerable learners through Quality First Teaching.</p>	<p>EEF - Effective Professional Development (Guidance report) recommendation 1 states:</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1, 2
<p>Shift monitoring focus from teacher delivery to the pupil's experience. Leaders will observe lessons specifically to evaluate how effectively scaffolding and adaptive teaching strategies enable PP pupils to access the core learning.</p>	<p>EEF Special Educational Needs in Mainstream Schools: This guidance advocates for 'Adaptive Teaching' (scaffolding up) rather than differentiation.</p>	1,2,3
<p>Staff to attend subject networks or targeted AfC offers:</p> <p>SPARKED- Oracy / supporting disadvantage / supporting behaviour</p>	<p>The EEF guidance on <i>Effective Professional Development</i> identifies that 'building knowledge and skills' is a key mechanism for improving teaching quality.</p>	1,2,3
<p>Purchase, training and implementation of WellComm Early Years and Primary toolkits.</p>	<p>EEF guidance on 'Assessing and Monitoring Pupil Progress' states that accurate diagnosis is the first step to effective intervention.</p> <p>Standardised assessment is crucial for distinguishing between 'low attainment' and specific language needs, ensuring resources are targeted efficiently.</p>	2,3

Activity	Evidence that supports this approach	Challenge addressed
Purchase of and training in Letterjoin handwriting scheme	The DfE Writing Framework (2025) states that writing is a complex process requiring the coordination of transcription and composition. It argues that teachers must have 'robust subject knowledge' to teach these strands explicitly.	1,2
Use of standardised data (e.g., WellComm screening, NTS tests, Phonics checks) to accurately identify gaps and monitor progress of PP pupils.	EEF guidance on 'Assessing and Monitoring Pupil Progress' states that high-quality assessment is essential to teaching. It ensures that support is based on actual learning needs.	1,2,3

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide effective interventions for disadvantaged pupils who are not performing at national expectations:</p> <p>Targeted before or after school groups with members of staff paid on Upper pay scale : eg</p> <ul style="list-style-type: none"> • Early morning reading at Breakfast Club • Spelling group • Writing and grammar focus 	<p>Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	1,2,3,4
<p>Target specific needs and knowledge gaps of UKS2 pupils through small group and one to one support.</p> <p>(grammar group, conferencing, maths booster groups</p>		
<p>Delivery of WellComm 'Big Book' interventions.</p> <p>Weekly small-group or 1:1 sessions for identified pupils, delivered by trained staff to address specific language gaps identified in screening.</p>	<p>EEF Teaching and Learning Toolkit: 'Oral Language Interventions' consistently show high impact, with an average of +6 months' additional progress.</p>	3,4
<p>Embed Little Wandle phonics tracking and 'Keep Up' interventions across the school. The phonics lead will oversee this strategy into KS2, ensuring that older pupils with decoding gaps receive age-appropriate support.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>(EEF Teaching and Learning Toolkit – Phonics)</p>	1,2,3,4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Access to Enrichment & Representation</u></p> <ul style="list-style-type: none"> • Priority access and funding for clubs, trips, and leadership roles. • Track PP participation in extra-curricular clubs, sports teams, and School Council. • Use funding to subsidise costs and use 'targeted invitations' to ensure PP representation matches the school demographic. 	<p>EEF Teaching and Learning Toolkit: Arts participation (+3 months) and Sports participation (+2 months) demonstrate that enrichment activities support academic outcomes by improving attendance and school connectedness.</p> <p>Ofsted Research Review: Highlights that a broad curriculum includes 'cultural capital' experiences that disadvantaged pupils may otherwise miss.</p>	4
<p><u>Removing Barriers to Belonging</u></p> <p>Provision of essential resources and wellbeing support.</p> <ul style="list-style-type: none"> • School hoodie and pencil case voucher to remove financial stigma. • KICK London mentors to support emotional resilience. • Ensure every PP child has a 'Champion' adult in school to check in on their wellbeing. 	<p>Research on School Belonging: Maslow's Hierarchy of Needs dictates that pupils cannot learn effectively if they do not feel they belong. Providing uniform and equipment removes material barriers and the 'poverty stigma' that leads to disengagement.</p> <p>EEF Social and Emotional Learning: Interventions like mentoring have a +4 month impact on attainment.</p>	4
<p><u>Parental Engagement</u></p> <p>Targeted outreach for 'important-to-reach' families.</p> <ul style="list-style-type: none"> • personalised text messages/calls to invite specific parents to coffee mornings and school events. • 'Jargon-free' workshops - focused on building trust rather than just information giving. 	<p>EEF Teaching and Learning Toolkit: Parental Engagement strategies have a high impact (+4 months).</p> <p>The EEF 'Working with Parents to Support Children's Learning' guidance states that schools should 'tailor school communications to encourage positive dialogue about learning' and that personalised approaches are far more effective than general ones for harder-to-reach families.</p>	4

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

Intended outcome	Success criteria
To maintain high expectations and standards for pupils on PPG	The gap between the progress of Pupil Premium and Non-Pupil Premium pupils to be closed. This will be evidenced through the use of internal teacher assessments.
Progress of SEND+ PPG pupils matches all SEND pupils	Assessments show SEND PPG pupils who make progress in line with other SEND pupils

Data shows that whilst the gap is not widening, the gap is not reducing significantly. Our progress data shows the percentage of children who made expected or above progress in their teacher assessments from autumn 24 to summer 25:

These are the averages for pupil premium , those highlighted yellow are above school averages:

	Reading		Writing		Maths	
	EXS+	Above	EXS+	Above	EXS+	Above
PP	94%	40%	90%	24%	92%	x

Period: 01 Sep 2024 – 31 Aug 2025

Cohort sizes: Pupil Premium eligible 38; Not Pupil Premium eligible 308.

Summary of key data

Attendance

Pupil Premium: Present 94.1%

Not Pupil Premium: Present 96.3%

Reading

Pupil Premium: Grade avg 3.

Not Pupil Premium: Grade avg 4.

Writing

Pupil Premium: Grade avg 2.

Not Pupil Premium: Grade avg 3.

Maths

Pupil Premium: Grade avg 3.

Not Pupil Premium: Grade avg 3.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Increase attendance of PP pupils at:</p> <ul style="list-style-type: none"> • Extra-curricular clubs • Educational / residential trips • Accessing teaching of a musical instrument • Surveys and teacher observations • Improve attendance to close the gap between PP and non-PP pupils
<p>Whole-school inclusive strategies have had a significant positive impact on attendance</p> <p>Attendance as at 17.6.25</p> <p>Current PA rate: 10%</p> <p>Number of PA: 27 children</p> <p>8 PA are PP - 2 of these were not a concern last year. (3 of them are not yet statutory)</p> <p>Whole school average statutory age attendance is: 95.7% PP average attendance this year : 93.3%</p>	<p><input checked="" type="checkbox"/> Difference between PP and not PP has reduced from last year 4.5% to 2.4%</p>
<p>Children will be able to contribute confidently in classroom discussion</p>	<ul style="list-style-type: none"> • Classroom observations and pupil voice will identify that children are feeling more confident to contribute in classroom discussion
	<p>Targeted training by Oracy leads, classroom observations confirm that pupils are now using sentence stems to articulate their thinking with greater confidence. In Upper Key Stage 2, pupils are demonstrating oracy skills, using specific vocabulary to respectfully challenge and build upon the views of others during debate."</p>

Externally provided programmes

Programme	Provider
KICK Mentor Programme	KICK London

References:

<https://educationendowmentfoundation.org.uk/using-pupil-premium>

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>