

Pupil premium strategy statement 2024-25

Christ Church New Malden Primary School



This statement explains how we use pupil premium funding to support disadvantaged pupils. It includes our current strategy, planned spending for this year, and last year's outcomes.

School overview

Detail	Data
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	44 11.6 (a slight increase on last year)
<u>Academic year/years that our current pupil premium strategy plan covers</u>	<u>2024-2025</u>
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Neil Meehan
Pupil premium lead	Alex Roe
Governor / Trustee lead	Pupil impact committee

Funding overview

Detail	Amount						
Pupil premium funding allocation this academic year PP / child = £1480 PP + = £2570 EYPP = up to £388	<table><tr><td>EYPP</td><td>0</td><td>0</td></tr><tr><td>Y1-6</td><td>44</td><td>65,120</td></tr></table>	EYPP	0	0	Y1-6	44	65,120
EYPP	0	0					
Y1-6	44	65,120					
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0						
Total budget for this academic year	£ 65,120						

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is aligned to the school improvement priority number 1.

1. *Embed consistently **high expectations of quality-first teaching practice, and of behaviour for learning** in lessons and around the school.*

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 all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly 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 number	Detail of challenge
1 SEND	52% (23 out of 44) of pupils receiving pupil premium grant also have special educational needs; of which 7 pupils have an ECHP. 36% (16 out of 44) have English as an additional language;
2 Attendance / persistent absence.	The gap between children in receipt of Pupil Premium and not in receipt of Pupil premium is approximately 4.5%, this represents several vulnerable pupils who are persistently absent.
3 Speaking and listening	Many pupils enter school (not just considering those in Reception) with underdeveloped speaking and listening skills, which limits their ability to access the full curriculum and engage confidently with learning.
4 Progress and attainment	The gap between children in receipt of PP and those not in receipt of PP is not closing. There are approximately equal numbers of PP children achieving a grade 2 as there are as a grade 3 in teacher assessments.

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 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increase attendance of PP pupils at: <ul style="list-style-type: none"> • Extra-curricular clubs • Educational / residential trips • Accessing teaching of a musical instrument • Surveys and teacher observations
Children will be able to contribute confidently in classroom discussion	Classroom observations and pupil voice will identify that children are feeling more confident to contribute in classroom discussion

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all teachers to ensure quality first teaching.</i></p> <ul style="list-style-type: none"> • Specific staff accessing SPARK-Ed courses (Oracy project) • Weekly CPD and INSET has a strong link with school's School development plan and aims for 24-25 • Focus to continue on adaptive learning in the classroom. • Focus on embedding Little Wandle phonics scheme and assessments 	<p>EEF - Effective Professional Development (Guidance report) recommendation 1 states:</p> <ul style="list-style-type: none"> • 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. 	1,2,3,4
<p><i>CPD for support staff</i></p> <p>All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs:</p> <ul style="list-style-type: none"> • EP-led sessions where planned eg on dyslexia, attention and focus difficulties. • TAs invited to Teacher CPD sessions across a range of topics • INSET plan for the year dedicates time for adaptive teaching strategies. • Induction for new staff embeds time with staff mentor and for training programmes. 	<p>EEF -Making best use of Teaching assistants (Recommendation 4)</p> <p>Schools should provide sufficient time for TA training</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	1,2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Raise attainment for pupils by diminishing the gap through QFT</i></p> <p><i>Inclusion learning walks on identified children to focus on adaptive teaching strategies in place and children's engagement and inclusion in lessons.</i></p>	<p>Positive impact seen in classes where teachers have clearly identified gaps in learning through a range of activities from testing.</p>	<p>1,2,3,4</p>
<p><i>Embedding consistent reading, phonics practice across KS1 and KS2</i></p> <ul style="list-style-type: none"> • All KS1 staff continue to be trained and supported in high quality training in Little Wandle phonics scheme. • Regular review of phonics and reading progress across the school to address gaps in learning and acquisition of early reading skills. 	<p>EEF Teaching and learning toolkit - Phonics, key finding 2 states:</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u><i>Provide small group tuition for disadvantaged pupils including:</i></u></p> <p>Early morning reading groups</p> <p>Targeted before or after school groups with members of staff paid on Upper pay scale</p> <p>Homework club for those children who are working at 2-5 requiring additional support to complete homework.</p>	<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
<p><i>Targeted Phonics Intervention</i></p> <p>Embed phonics tracking implemented in Little Wandle training / support documents</p> <p>Embed this strategy into Key stage 2 by including both KS2 TALL.</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
<p><i>Use of school-wide data</i></p> <p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Monitored by key SLT.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions (phonics and early reading)</p>	<p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	1,2,3,

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

Budgeted cost: £5,000

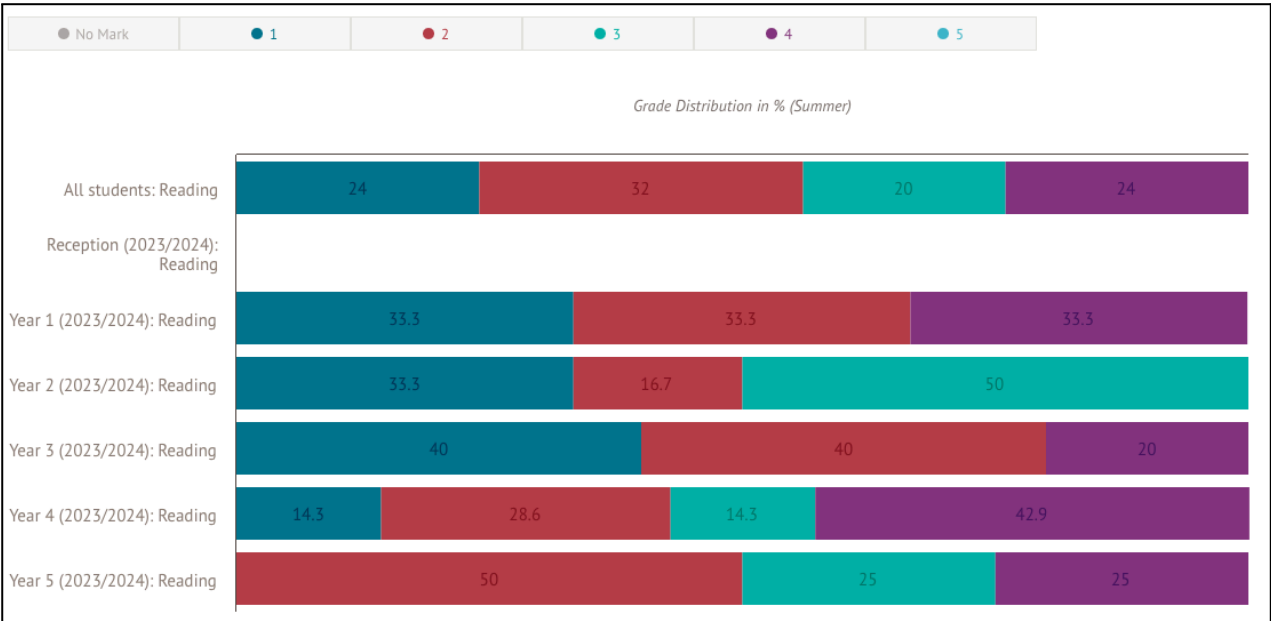
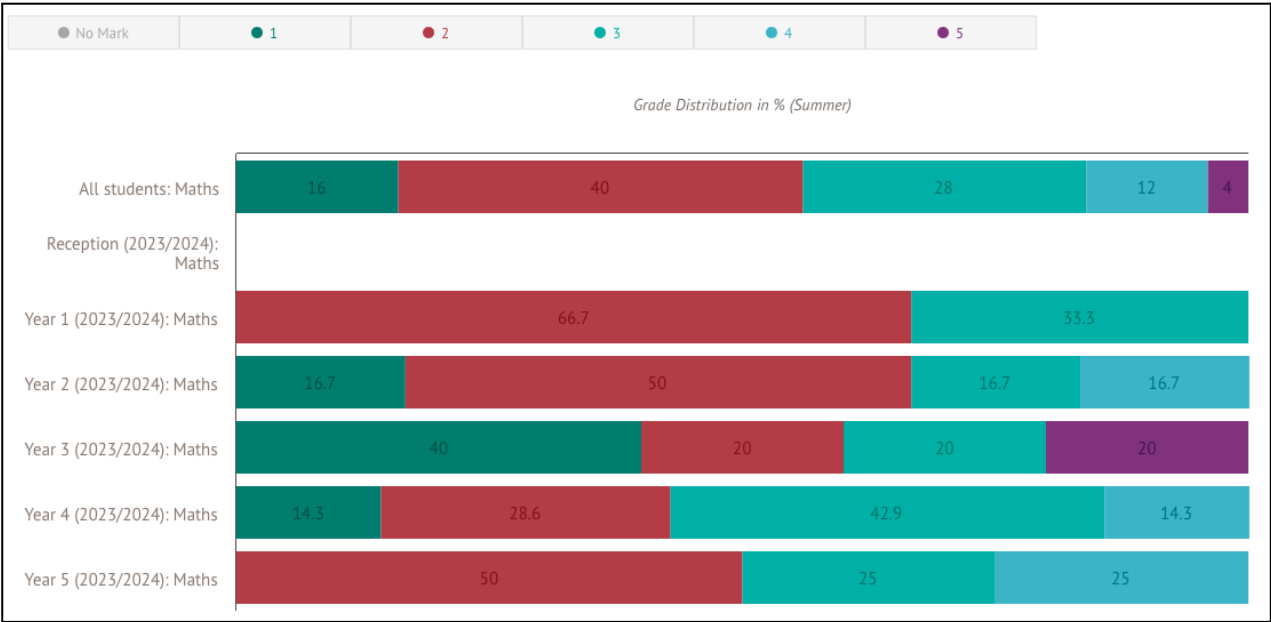
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enrichment/Extra- curricular provision</i></p> <ul style="list-style-type: none"> • Priority booking for school-led sport and music clubs • Entitled to one • Opportunities to represent the school (sports / choir / • Reduced contribution toward residential trip • Focus in Y3 to offer learning a musical instrument for all <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non- disadvantaged pupils.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p><u>Extra-Curricular Activities, Soft Skills and Social Mobility</u></p> <p>Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)</p>	1,4
<p><i>Ensuring that children are not disadvantaged by lack of equipment or uniform</i></p> <p><i>Provide voucher toward cost of pencil case requirements</i></p> <p><i>all children offered the opportunity to order a school hoodie / sweatshirt or cardigan.</i></p>	<p>Whilst there is limited evidence as suggested by the EEF toolkit that a uniform code improved educational results, CCNM has reflected and ensured that children are not disadvantaged.</p>	1,2,3,4

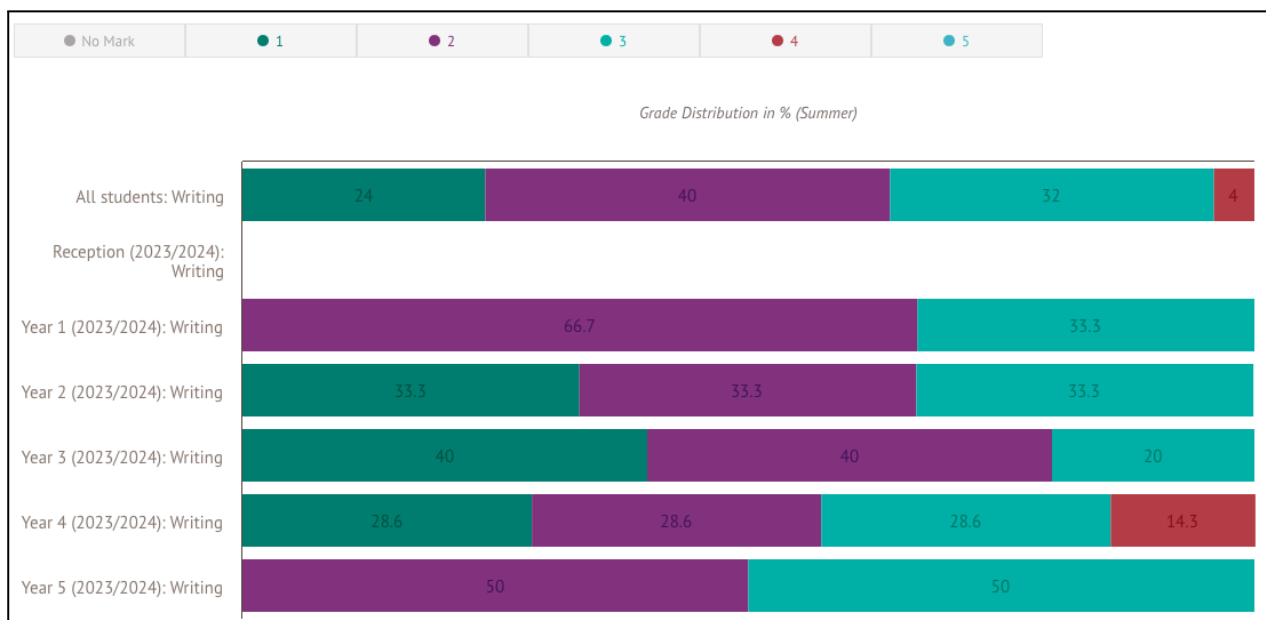
Total PP Budget : 72,455

Teaching and learning	20,000
Targeted approaches	45,000
Wider strategies	5,000
	70,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils





Intended outcome 23-24	Success criteria	Review
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.	Review of data at SLT premium reviews show that individual children eligible for PP funding have made progress during the year. Others have remained static.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increase attendance of PP pupils at: <ul style="list-style-type: none"> • Extra-curricular clubs • Educational / residential trips • Accessing teaching of a musical instrument 	<p>Analysis of pupils accessing school-led clubs indicates that children that the sports offer is more popular than the music club. The newly started dodgeball offer is popular. Attendance at lunchtime clubs is popular.</p> <p>All Year 3 children have had sessions of ukulele teaching.</p>
To improve reading where children are achieving age-related outcomes and	Secure, age-related phonics Reading for pleasure Making use of, and talking positively about books they read	Initiatives such as Parrot Street / world book days and booknic have raised awareness of reading for pleasure. The school is

are reading for pleasure		moving from Floppy's phonics scheme to Little Wandle.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NONE	