



Malden Parochial Church of England Primary School

Pupil premium strategy statement Malden Parochial Church of England Primary School

Detail	Data
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	5.5%
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	June 2025
Date on which it will be reviewed	December 2025
Statement authorised by	FGB
Pupil premium lead	Lucy McMullan
Governor Lead	Trish Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,625
Pupil premium funding carried forward from previous years	£ 0.00
Total budget for this academic year	£24,625

Part A: Pupil premium strategy plan

Statement of intent

At Malden Parochial we **Reflect the Kingdom of God by Enriching and Transforming Lives** and we believe in the transforming power of education and our Christian values of **Love Wisdom Joy and Peace**.

The focus of our pupil premium strategy is to support pupils who are educationally-disadvantaged and we consider the challenges faced by a wide group of vulnerable pupils. We identify the specific barriers pupils face and address how we strategically use the funding to overcome these, drawing on evidence-based approaches like those recommended by the Education Endowment Foundation (EEF) [The EEF Guide to the Pupil Premium | EEF](#) . In our school, quality-first teaching gives children the opportunity to learn the knowledge and skills they need to succeed as lifelong learners. The actions outlined in this statement are also intended to support pupils' needs, regardless of whether they are currently disadvantaged or not.

High-quality teaching is at the heart of our approach, as it 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. Our goal is for this attainment gap to be eliminated so that pupils are not disadvantaged by the challenges they have faced. Malden Parochial receives funding for each disadvantaged pupil and uses the funding flexibly, in the best interests of each eligible pupil. Senior Leaders draw upon an evidence based approach to apply a 'tiered' approach to delivering the pupil premium strategy.

Challenges- key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Social, Emotional, and Behavioural Challenges	Disadvantaged pupils can experience a range of social, emotional, and behavioural challenges that impact their learning. This could include issues related to self-regulation, low self-esteem, anxiety, or difficulties with peer relationships, potentially stemming from their differing home circumstances compared to the majority of their peers.
2 Mathematics Phonics and English	Pupil Premium pupils may have lower prior attainment or specific gaps in foundational literacy and numeracy skills, known as the "Matthew Effect" The Matthew Effect .
3 Wider participation	Limited access to enrichment opportunities and cultural capital reduces pupils chances of making connections between events and learning opportunities
4 Parental Engagement	Families may have lower levels of engagement with the school or struggle to provide a supportive home learning environment due. This could be due to factors like parents working multiple jobs, lack of time, different cultural capital, or feeling less confident navigating the school system. This can manifest

	as less support with homework, fewer opportunities for enrichment outside school, or less regular communication with teachers.
5 Key knowledge	Children often face a complex array of barriers that can hinder their acquisition of core knowledge. These barriers are typically rooted in socioeconomic disadvantage and limited resources which can manifest in various ways, impacting their readiness to learn, engagement, and academic progress and executive function EEF Self-Regulation and Executive Function

Intended outcomes what 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	Intended Impact	Actual impact and lessons learned
Improved outcomes for pupils through effective teaching	Training and professional development for all staff to improve the impact of teaching and learning for pupils. In person training and STEPLab videos	Training should directly improve the skills, knowledge, and confidence of all staff, leading to measurable changes in their daily practice to use evidence research based strategies to improve outcomes.	Teachers use hinge questions to precisely identify pupils' misconceptions and gaps, enabling them to adapt their teaching <i>in the moment</i> to ensure all pupils, especially those with special educational needs or disabilities (SEND) and those who are disadvantaged, are appropriately supported and challenged to make rapid progress.
Strong academic attainment for disadvantaged	Three year average Y6 results and phonics are strong in comparison with schools with similar levels of disadvantage	All pupils will make strong progress from their starting points and achieve high standards, particularly in core	National data confirms that the attainment gap between disadvantaged pupils (including those with SEND) and their peers has widened significantly. Our teaching and intervention

<p>pupils in phonics and literacy and mathematics</p>		<p>subjects like English and Maths.</p>	<p>strategies may not have been intensive or precise enough to close this gap effectively after the disruption.</p> <p>Lessons learned include</p> <ol style="list-style-type: none"> 1. moving to intensive, highly precise intervention and adaptive teaching for disadvantaged pupils and those with SEND. 2. Secure Foundations Mastery in Core Subjects Prioritising fluency and automatic recall of foundational knowledge (e.g., number facts) to build confidence and reduce cognitive load. 3. Deep Assessment Tracking Knowledge Retention Developing a highly effective system to track core knowledge retention throughout the year, allowing for immediate intervention where progress stalls. 4. Seamless Learning Integrated Teaching Integrating any necessary test preparation carefully and seamlessly into high-quality Quality First Teaching for deep understanding, not surface-level recall.
<p>Pupils take part in activities in and outside school to enhance their cultural capital and</p>	<p>Each child in receipt of pupil premium attends a club and takes part in all trips and visits</p>	<p>Ensure all pupils, particularly those who may have fewer opportunities outside school, are equipped with the knowledge, language, and social fluency necessary to engage successfully in all</p>	<p>Positive intended impact includes growth in confidence and aspiration and pupils demonstrate greater willingness to take on intellectual risks and embrace new challenges in the classroom, truly enriching their sense of self.</p>

<p>understanding of the world.</p>		<p>opportunities in school to increase confidence and aspiration:t</p>	<p>Every activity must be deeply and explicitly integrated into the curriculum both <i>before</i> and <i>after</i> the event. Pupils must be explicitly taught the context, key vocabulary and background knowledge to ensure they can access and understand the experience (reducing the "cultural barrier"). We need to continue to provide structured opportunities for pupils to use the new knowledge and vocabulary in their writing, discussions, and follow-up work, ensuring the exposure leads to sustained knowledge retention and skill development.</p>
<p>Greater parental engagement</p>	<p>Parents attend workshops on curriculum areas and feel they belong</p>	<p>The overall intended impact is the creation of a seamless, supportive, and mutually accountable partnership between home and school, which directly accelerates pupil progress and holistic development.</p>	<p>The actual impact of our efforts to enhance parental engagement are crucial for fulfilling our vision of "enriching and transforming lives." There has been a noticeable improvement in pupils' readiness to learn and their effort levels in school. We've seen an increase in completion of reading at home according to pupils' planners. Telling parents <i>what</i> their child is learning (e.g., "We are covering long division") does not translate into effective home support. Many parents feel under-equipped or intimidated by modern teaching methods. Informational updates in the newsletter, meeting parents and providing workshops directly empowers parents to feel confident in their role to support learning at home.</p>

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: £13,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT	Spark projects NPQ training	1, 2, 5
Little Wandle training	Phonics EEF Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital.	1,2, 5
Additional teaching staff (HLTA) across KS1, LKS2. additional am class teacher in Y6.	Targeted, effective deployment of Teaching Assistants is about an additional four months' progress over the course of a year. Impact of TA EEF	2, 5
Mathematics training with the Maths Hub	Mastering number Improving maths in EY and KS1	1, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £ 5100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition: Focused interventions for pupils who need additional support.</p>	<p>DfE approved providers 121 tutoring before school and during the school day</p>	<p>2, 5</p>
<p>Phonics and reading interventions: Structured programs to improve early literacy.</p>	<p>Effective use of PP Toe By Toe - A highly structured phonics-based reading manual</p>	<p>2, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 5,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Addressing barriers such as poor attendance and social-emotional needs</p>	<p>GOV attendance and Attainment</p>	<p>4</p>
<p>Parental engagement: Supporting families to reinforce learning at home.</p>	<p>Parental involvement can lead to an average of four months' additional progress over a year https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement</p>	<p>4</p>

Total budgeted cost: £ 24,625

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

2023-2024

Outcomes for Phonics in Year 1

Two of the three disadvantaged pupils achieved the expected standard in the phonics screening check.

Multiplication Check in Year 4

The two disadvantaged pupils achieved an average score of 18.9 in the multiplication tables check. The score for all pupils in the school was 20.6.

SATS in year 6

There were four disadvantaged pupils at the end of KS2, none of whom achieved the expected standard in reading, writing and mathematics. In the individual subjects, two pupils achieved the expected standard or above in reading and one pupil did so in mathematics.

Enrichment opportunities

No pupils in receipt of pupil premium grant were excluded from any trips.

2024-2025

Outcomes for Phonics in Year 1 2025

All disadvantaged pupils achieved the expected standard in the phonics screening check.

Multiplication Check in Year 4 2025

1 child PPG scored 19/25. The class mean was 21.2

End of Key Stage 2 Outcomes SATS in year 6

Total Pupils in Receipt of Pupil Premium Funding: 2

- **Mathematics:**
 - 100% (2 out of 2) of pupils achieved the expected standard.
- **Reading:**
 - 50% (1 out of 2) of pupils achieved the expected standard.
 - 50% (1 out of 2) of pupils achieved greater depth.
- **Grammar, Punctuation, and Spelling (GPS):**
 - 50% (1 out of 2) of pupils achieved greater depth.
 - 50% (1 out of 2) of pupils did not meet the expected standard.
- **Writing:**
 - 50% (1 out of 2) of pupils achieved the expected standard.
 - 50% (1 out of 2) of pupils did not achieve the expected standard.

80% of children achieved the expected standard or above in all three of these core subjects, compared with just 62% nationally. This represents a strong improvement from last year, an increase of 16% points.

Outcomes in the tested subjects were also well above national averages at the high standard, with 53% of pupils achieving this in reading and in maths, whilst 63% did so in grammar, punctuation and spelling.