

Pupil premium strategy statement Malden Parochial Church of England Primary School

Malden Parochial Church of England Primary School

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.

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	7.2% (17)
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)	2026/27, 2027/28, 2028/29
Date this statement was published	May 2026
Date on which it will be reviewed	May 2027
Statement authorised by	FGB
Pupil premium lead	Fiona Whiteside
Governor Lead	Trish Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	29,435 (Estimated base £24,625 + LAC/PLAC weighting)
Pupil premium funding carried forward from previous years	£ 0.00
Total budget for this academic year	£29,435

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**, where every unique individual can flourish.

Our intent is that all pupils, irrespective of background, make strong progress and achieve high standards. Our strategy focuses on identifying specific barriers - such as foundational gaps in literacy and numeracy or the specific social-emotional needs - and addressing them through [evidence-based tiered approaches](#) recommended by the EEF. High-quality teaching (QFT) is at the heart of our plan, as it is proven to have the greatest impact on closing attainment gaps.

Challenges-

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

Challenge number	Detail of challenge
1 Social, Emotional, and Mental Health Needs	<p>Disadvantaged pupils can experience a range of social, emotional, and behavioural challenges that impact their learning. Nearly 60% of our PP cohort face challenges with self-regulation, low self-esteem, or anxiety. This hinders their readiness to learn and ability to form peer relationships. EEF Self-Regulation and Executive Function</p> <p>This high concentration of SEMH needs is a primary barrier to readiness to learn. Therefore, this strategy allocates funding for the Mental Health Support Team (MHST) and Zones of Regulation to ensure these pupils can form peer relationships and access the curriculum effectively.</p>
2 Foundational Gaps in Core Knowledge	<p>Analysis shows that disadvantaged pupils often face the "Matthew Effect," where early gaps in foundational knowledge, such as phonics, reading, and maths, compound over time.</p>

	<p>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 our pupils' readiness to learn, engagement, and academic progress and executive function.</p> <p>Historical KS2 data highlights a volatility in disadvantaged outcomes. In 2024, 0% (0/4) of disadvantaged pupils reached the expected standard in the combined measure of Reading, Writing, and Maths (RWM). At the time this strategy was drafted current data shows a rise of 50% (one of two pupils), yet it remains significantly below the 80% achieved by the non-disadvantaged group. Lessons learned from this last and previous years indicate a need for intensive, highly precise intervention rather than general support. Funding is therefore prioritised for Mathematics Mastery and Quality First Teaching (QFT) training to catch misconceptions early. Additionally a thorough review of writing attainment and assessment this year, has led to a new approach to support writing using new technology. This will be maintained and embedded.</p>
<p>3 Oracy and Vocabulary Deficits</p>	<p>Monitoring in EYFS has revealed a decline in oral language skills and an increase in requests for speech and language advice. This is reflected in the school's SEND profile, where Speech, Language and Communication Needs (SLCN) is a frequent primary need. Weak oral language skills and vocabulary gaps impact progress in reading and writing, especially for pupils with limited access to language-rich environments.</p> <p>Weak oracy directly impacts progress in reading and writing. By implementing the Nuffield Early Language Intervention (NELI) in Reception and Year 1, we aim to provide a targeted oracy boost to prevent long-term literacy deficits.</p>
<p>4 Limited Cultural Capital</p>	<p>A significant proportion of our disadvantaged or vulnerable families often face 'time poverty' due to working multiple roles or unsociable hours, which can create a cultural barrier and limit home-learning support.</p>

	<p>A disconnect between home and school 'cultural capital' has led to a lack of parental confidence in navigating the primary curriculum and school systems. These factors combine to create an invisible ceiling on parental involvement, which we must recognise as a challenge for our parents. Therefore, this strategy focuses on enrichment entitlement to ensure 95% of PP pupils engage in extracurricular clubs, fostering a sense of belonging and building cultural capital.</p>
<p>5 Attendance and Engagement</p>	<p>The school's overall absence rate of 4.3% remains strong and is below the national average of 5.2%. The persistent absence (PA) rate for the whole school is currently 6%, significantly more favourable than the national figure of 13.4%.</p> <p>Despite these strong headline figures, multi-year data reveals a clear vulnerability within the disadvantaged group. While the school's overall absence has remained in the lowest 20% nationally since 2021/22, the persistent absence for pupils in receipt of free school meals was as high as 45.5% in the 2021/22 academic year.</p> <p>General school absence has shown a slight upward trend over the last three years (4.6% in 2021/22 to 5.2% in 2023/24), highlighting the need for vigilance to prevent a relapse into higher absenteeism. Current group-level charts indicate that while overall PA is 6%, the FSM and SEND Support groups continue to show disproportionately higher levels of absence than their peers.</p> <p>Data shows that disadvantaged pupils are historically more susceptible to lower engagement. Therefore, we aim to use enrichment as a lever. The rationale for the 95% extracurricular attendance target is to use 'enrichment entitlement' to bridge this gap, ensuring that economic necessity does not limit a child's access to the broader curriculum, while at the same time foster a sense of belonging.</p> <p>The aim of Pupil Premium attendance above 96% is not merely an administrative goal but a vital safeguard to ensure that the attainment gap - which previously widened during periods of</p>

	disruption - is closed through consistent exposure to high-quality teaching and enrichment 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
Emotional Resilience and Regulation	Identified SEMH pupils show improved self-regulation (measured by <u>Zones of Regulation</u> data) and reduced anxiety through self-regulation and, where necessary, specialist support.
National standards in literacy/numeracy	100% of Pupil Premium pupils meet the expected standard in the Year 1 phonics screening check by 2029. Pupil Premium pupils achieve at least national average progress and attainment in KS2 Reading, Writing and Maths.
Improved Early Language and Oracy	Pupils become confident speakers, measured by <u>NELI</u> assessment data and improved oral rehearsal for writing.
Elimination of the Engagement Gap	Pupil Premium Pupils will engage in extracurricular activities and school visits. 95% of Pupil Premium pupils attend at least one extracurricular club per term. Pupil voice reflects a strong sense of belonging.

Sustained High Attendance	Maintain Pupil Premium attendance above 96%, with the gap between disadvantaged pupils and their non-disadvantaged peers eliminated.
----------------------------------	--

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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language Intervention (NELI): Targeted oracy boost in Reception/Year 1.</p>	<p>Oral language interventions provide very high impact (+6 months) for very low cost.</p>	2, 3
<p>QFT Training (Spark Projects & NPQs): Focus on adaptive teaching and questioning to catch misconceptions early.</p>	<p>Great teaching is the most important lever for improving outcomes for disadvantaged children (+4 months progress). Effective use of PP</p>	1, 2, 5

<p>Mathematics Mastery CPD: Re-sequencing the curriculum to prioritise fluency and deep understanding of number facts.</p>	<p>Evidence shows mastering fundamentals reduces cognitive load and allows for more complex problem-solving. Mastering number Improving maths in EY and KS1</p>	<p>2</p>
---	---	----------

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and Small Group Tutoring: Focused blocks of tuition for pupils falling behind national expectations.</p>	<p>EEF research indicates that small group tuition can provide up to +4 months of progress. DfE approved providers 121 tutoring before school and during the school day</p>	<p>2, 3</p>
<p>Phonics and reading interventions: Structured Phonics (Little Wandle): Intensive interventions for pupils who did not pass PSC in Year 1 or 2. (Toe By Toe): Focused interventions for pupils who need additional support. (Following RAPID Lucid Screening)</p>	<p>Phonics approaches have a strong evidence base for accuracy in word reading, especially for disadvantaged pupils (+5 months). Effective use of PP Toe By Toe - A highly structured phonics-based reading manual</p>	<p>2, 3</p>

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

Budgeted cost: £ 5,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority access to Mental Health Support Team (MHST) & Emotional Wellbeing Practitioner: Targeted workshops.	Social and emotional learning (SEL) interventions improve attitudes to learning and attainment.	1, 5
Enrichment Entitlement (Every Child Can): Funding for trips and residential	Extracurricular participation is associated with higher educational achievement and positive adult outcomes.	4
Enhanced Parental Workshops: Training for parents on how to support reading and modern maths methods at home.	Parental engagement can lead to an average of +4 months of additional progress over a year. https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement	3, 5
<p>Addressing barriers such as poor attendance and social-emotional needs</p> <p>To curb rising absenteeism, we will maintain the early-warning data triggers, first-day calling, and attendance improvement rewards across the whole student body.</p> <p>School office will continue to alert DSL and SLT</p>	GOV attendance and Attainment General school absence has shown a slight upward trend over the last three years (4.6% in 2021/22 to 5.2% in 2023/24), highlighting the need for vigilance to prevent a relapse into higher absenteeism. Current group-level charts indicate that while overall PA is 6%, the FSM and SEND Support groups continue to show disproportionately higher levels of absence than their peers. Data shows that disadvantaged pupils are historically more susceptible to lower	1, 2, 3, 4, 5

<p>attendance champion to absence of targeted pupils (CPOMS)</p> <p>Attendance officer and Attendance champion will continue to meet regularly (every 2 weeks) to review data.</p> <p>Additionally, targeted support will continue to be deployed for FSM and SEND groups through subsidised transport, uniform banks, and tailored 'soft starts' to eliminate specific financial and emotional barriers to attendance.</p>	<p>engagement. Therefore, we aim to use enrichment as a lever. The rationale for the 95% extracurricular attendance target is to use 'enrichment entitlement' to bridge this gap, ensuring that economic necessity does not limit a child's access to the broader curriculum, while at the same time foster a sense of belonging.</p> <p>The aim of Pupil Premium attendance above 96% is not merely an administrative goal but a vital safeguard to ensure that the attainment gap - which previously widened during periods of disruption - is closed through consistent exposure to high-quality teaching and enrichment opportunities.</p>	
---	--	--

Total budgeted cost: £ 29,435

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.

Review May 2026

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 pupils in phonics and literacy and mathematics	Three year average Y6 results and phonics are strong in comparison with schools with	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 strategies may not have been intensive or precise

	similar levels of disadvantage	subjects like English and Maths.	<p>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.
Pupils take part in activities in and outside school to enhance their cultural capital and understanding of the world.	Each child in receipt of pupil premium attends a club and takes part in all trips and visits	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 opportunities in school to increase	<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>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</p>

		confidence and aspiration:	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.
Greater parental engagement	Parents attend workshops on curriculum areas and feel they belong	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>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.</p> <p>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> <p>PP group attendance has improved over this period by +2.09% closing the gap with and exceeding the attendance of the non-PP group. See attendance figures below.</p>

Whole School attendance

Year (or to date)	PP Group	Non-PPG Group	National Average	+/- *%
2025-26	96.59	95.86	93.5	+0.73
2024-25	95.52	95.73	94.8	-0.21
2023-24	93.61	94.98	94.5	-1.37

