

Pupil premium strategy statement 2023-24

Christ Church New Malden Primary School



This statement details our school's use of pupil premium (and recovery 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	419
Proportion (%) of pupil premium eligible pupils	48 11.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24
Date this statement was published	December 23
Date on which it will be reviewed	July 24
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 Information taken from this document Pupil premium allocations 2023-2024 (updated September 2023) PP / child = £1445 PP + = £2530 EYPP = up to £353	<table border="1"> <tbody> <tr> <td>EYPP</td> <td>5</td> <td>1,765</td> </tr> <tr> <td>Y1-6</td> <td>47</td> <td>64,020*</td> </tr> </tbody> </table> *based on 44 pupils	EYPP	5	1,765	Y1-6	47	64,020*
EYPP	5	1,765					
Y1-6	47	64,020*					
Recovery premium funding allocation this academic year	£ 6,670						
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	£ 72,455						

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is aligned to the school improvement priority number 2.

Embed strong, consistent practice in the **planning, teaching and assessment of maths and writing**, ensuring strong progression and high achievement for all pupils, [including the bottom 20%].

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 / EAL	42% (20 out of 48) of pupils receiving pupil premium grant also have special educational needs; of which 5 pupils have an ECHP. 34% (16 out of 48) have English as an additional language;
2 Bottom 20%	At the end of summer 2023 CCNM identified 61 children in the Bottom 20% 19 children / 31% of children identified in the Bottom 20% grouping are identified as Pupil Premium
3 Reading	Children across the school are not reading widely or for pleasure.
4 Reaching age-related expectations - particularly in writing	PPG pupils underperforming at national level. What does data look like for our 'persistently poor'? Analysis of cohort data has flagged that writing is a particular barrier to attainment.

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
To improve reading where children are achieving age-related outcomes and are reading for pleasure.	Secure, age-related phonics Reading for pleasure Making use of, and talking positively about books they read

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

Staff training courses

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 (??) • SENCO will attend 2nd year of Wandle Hub 'Supporting SEN in mainstream school'. • Focus on training in maths mastery approach • Weekly CPD has a strong link with school's School development plan and aims for 23-24 	<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 session on emotion coaching and working memory • TAs invited to Teacher CPD sessions across a range of topics • Targetted TA support attending Wandle hub training courses 	<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>Targetted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	1,2,3,4
<p><i>Raise attainment for pupils by diminishing the gap through QFT</i></p>	<p>Positive impact seen in classes where teachers have clearly identified gaps in learning through a range of activities or from testing. Children are then taught with a focus on filling the gaps for key</p>	1,2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	skills and attainment has then shown progress	
<p><i>Embedding consistent reading, phonics and spelling 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 Floppy's Phonics. ● Increased focus on supporting parents of children who are finding acquisition of phonics difficult. ● Embedding and monitoring of last year's new 'Whole Class Guided Reading approach' ● Regular review of phonics and reading progress across the school to address gaps in learning and acquisition of early reading skills. ● Identifying and embedding new spelling package <p>PPG pupils are monitored and tracked carefully throughout the year during Pupil Progress Meetings</p>	<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>	1,2,3,4

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

Budgeted cost: £45,000

TA hours and training

Educational Psychologist training

Phonics training and follow-up approaches

Resources to support small group tuition

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>SALT intervention</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>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>TA's to provide targeted support</i></p> <p><i>Restructuring of TA support across the school to actively target children identified as within the Bottom20%</i></p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</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 22-23 for training, support and closely monitoring progress through Floppy's phonics -</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</p>	<p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be</p>	1,2,3,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>require catch up and more targeted intervention. Closely monitored by key SLT.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions (phonics and early reading)</p>	<p>continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	

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

Budgeted cost: £5,000

2x enrichment activities per term

School hoodie

Pencil cases

School residential

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 ● Opportunities to represent the school ● 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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)</p>	<p>1,4</p>
<p><i>To support resilience and emotional health of pupils</i></p> <p>Close links with MHST to deliver targetted support for individuals or groups.</p> <p>Free parental workshops and links to online support</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being.</p>	<p>1,3,4</p>
<p><i>Supporting parents</i></p> <p><i>Targetted workshops for parents where children have been identified as finding specific challenges in curriculum areas.</i></p>	<p>EEF Working with parents to support children’s learning</p> <p>Recommendation 2 suggests:: Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.</p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	<p>1,2,3,4</p>

Total budgeted cost: £

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 22-23	Success criteria	Review
Pupil Premium pupils make equal progress than non-Pupil Premium pupils.	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	
Attendance figures for pupils who are Pupil Premium and Non-Pupil Premium will be comparable.	Attendance data to show a reduction in absence comparative term by term and using data over the last three years. This is tracked by monitoring the Pupil Premium and Non-Pupil Premium groups.	Whilst PP attendance remains at a proportion of whole school persistent absence, it is not a significant proportion of the number of children who are PA.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Increase attendance of PP pupils at: <ul style="list-style-type: none"> ● Extra-curricular clubs. ● Educational / residential trips. ● Accessing teaching of a musical instrument 	All children interested and wishing to attend educational / residential trips attended. All Y3 children accessed musical instrument lessons.

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