Pupil premium strategy statement – Christian Malford 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2026-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Shaun Carter and Sam Austin (Headteachers)
Pupil premium lead	Shaun Carter (Headteacher)
Governor / Trustee lead	Kathryn Nicholas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,558
Pupil premium funding carried forward from previous years	-
Total budget for this academic year	£17,558

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is founded on the belief that all pupils can achieve highly when barriers to learning are identified early and addressed through consistently high-quality teaching, effective pastoral support and full participation in school life. Although 15% of pupils are formally identified as disadvantaged, our school serves a wider group of families who are 'just about managing' and experience financial insecurity and rising living costs. Many families sit just above the threshold for statutory support and may not be fully represented within national deprivation measures, despite facing pressures that can affect pupils' attendance, wellbeing, confidence and readiness to learn. In this context, disadvantage can be hidden, fluctuating and varied in how it presents across pupils and families.

School assessment information, attendance analysis, pastoral records, pupil voice and our Learners Experiencing Disadvantage (LED) mapping tool indicate that barriers for disadvantaged pupils are most commonly linked to reading fluency and comprehension, vocabulary development, the development of secure basic writing skills, mathematical confidence and reasoning, attendance and reduced access to enrichment opportunities. Some pupils require additional support to develop the transcription skills, sentence construction, stamina and confidence needed to express their ideas clearly and independently in writing. These barriers can limit pupils' independence, resilience and access to the full curriculum if not addressed systematically and consistently.

These barriers do not exist in isolation and, within our setting, disadvantage often overlaps with additional needs, including special educational needs and disabilities (SEND), social and emotional needs, attendance challenges and wider family circumstances. Recognising the individual context of each pupil enables us to provide appropriate support while maintaining high expectations and ensuring that all pupils feel valued, included and able to succeed.

Our strategy therefore prioritises high-quality teaching as the greatest lever for improving outcomes, alongside carefully targeted academic and pastoral support where required. The approach is aligned closely with school development priorities (see 2026/27 SDP) and informed by evidence-based practice, including the Education Endowment Foundation (EEF) tiered model. Through strong classroom practice, timely intervention, effective attendance systems and meaningful inclusion in the wider life of the school, we aim to secure sustained improvements in achievement, participation, belonging and long-term outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	**Strengthening foundation skills in EYFS** Assessment information and teacher observations indicate that some disadvantaged pupils enter EYFS with gaps in communication, language, early literacy, mathematical understanding and the learning behaviours needed to access the curriculum confidently. These barriers can be linked to individual circumstances, including SEND, speech and language needs, attendance and reduced early learning experiences.
2	**Embedding consistently high-quality teaching and learning approaches** Monitoring indicates that the Vine Schools' Teaching and Learning Principles are not yet embedded consistently across all classrooms. While strong practice exists, variation in modelling, explanations, questioning, feedback and opportunities for deep thinking can create barriers for some disadvantaged pupils, particularly those with gaps in prior learning, language development or confidence.
3	**Reducing persistent absence through targeted, relational support** Persistent absence among disadvantaged pupils remains above national averages. Analysis suggests that attendance barriers are frequently linked to individual family circumstances rather than parental disengagement alone.
4	**Increasing access to enrichment and wider opportunities** Pupil and parental feedback indicates that some disadvantaged pupils experience fewer opportunities to participate in leadership roles, music, clubs, performances and wider enrichment activities. This can limit opportunities to develop confidence, strengthen relationships, build a sense of belonging and access experiences that contribute to wider cultural capital.

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
Strengthening foundation skills in EYFS	Disadvantaged pupils make strong progress from their starting points in communication, language, literacy and mathematics. Staff identify barriers early through baseline and ongoing assessment, and provide effective support. Pupils demonstrate positive learning behaviours, engagement and readiness for Year 1. GLD outcomes improve to over 70%.
Embedding consistently high-quality teaching and learning approaches	Staff consistently apply the Vine Schools' Teaching and Learning Principles, with monitoring demonstrating effective modelling, explanations, questioning, feedback and adaptive teaching. Learning walks, work scrutiny and pupil voice show high levels of engagement, confidence and independence in learning.

	High-quality teaching is embedded across the classrooms, reducing variation between them. Disadvantaged pupils make improved progress from their starting points, with the percentage achieving age-related expectations in reading, writing and maths increasing from 37.5% to 62.5%
Reducing persistent absence through targeted, relational support	Attendance barriers are identified early and appropriate support is implemented for disadvantaged pupils at risk of persistent absence. Family engagement is strengthened, with personalised support addressing individual barriers to attendance. Persistent absence among disadvantaged pupils reduces from 23% to below 16%. Overall disadvantaged attendance improves to above national disadvantaged attendance.
Increasing access to enrichment and wider opportunities	Barriers to participation are identified and removed, enabling disadvantaged pupils to access enrichment, leadership and wider opportunities. Disadvantaged pupils participate more widely in clubs, performances, leadership roles and enrichment activities. Pupil voice demonstrates increased confidence, enjoyment and a stronger sense of belonging. Disadvantaged pupils develop confidence, resilience, talents and cultural capital through sustained participation in the wider life of the school.

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: £6005

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide high-quality professional development for EYFS staff on early language, self-regulation and foundational skill development. • Develop staff expertise in high-quality interactions that extend children's language, vocabulary and thinking through sustained shared conversations. • Strengthen staff understanding of early mathematical development through practical, language-rich learning opportunities.	EEF guidance highlights that high-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. Effective professional development, high-quality adult-child interactions, responsive assessment and strong early literacy and mathematics teaching are key features of successful practice. Effective Professional Development | EEF Improving literacy in KS1 Improving literacy in KS2	1, 2

• Use ongoing formative assessment to identify barriers early and adapt teaching to meet individual needs. • Provide coaching, modelling and collaborative professional development to ensure strategies are embedded consistently across the EYFS. • Strengthen staff understanding of early mathematical development through practical, language-rich learning opportunities. • Attend Trust BRICK network meetings • White Rose Maths and Science schemes	Improving Mathematics in the Early Years and Key Stage 1 | EEF Improving Mathematics in Key Stages 2 and 3 | EEF See SDP 2026-27	
• Embed systematic teaching of early phonological awareness, phonics and early writing alongside rich language experiences. • Little Wandle Phonics Scheme • Phonics training and support for whole school and individual support from our reading leader. • Fund the release of our EYFS/KS1 teachers and reading lead to upskill/support staff	The school has adopted Little Wandle phonics which is a DfE accredited systematic synthetic Phonics programme. Early reading and phonics acquisition supports long term language knowledge and application. Phonics | EEF Preparing_Literacy_Poster.pdf	1, 2
• Develop a consistent approach to explicit vocabulary instruction across the curriculum, including pre-teaching, retrieval and meaningful application of tier 2 and tier 3 vocabulary.	Preparing for Literacy | EEF Education Endowment Foundation | EEF Improving Literacy in Key Stage 2 | EEF	
• Embed consistent approaches to reading fluency through the implementation of Little Wandle Fluency texts across KS2 where appropriate. • Embed a consistent reading fluency assessment and diagnostic process using a reading rubric to identify specific barriers affecting pupils' reading. • Use reading assessments to identify disadvantaged pupils who require additional support with	EEF guidance highlights that reading fluency is essential for successful reading comprehension. Regular practice, diagnostic assessment and targeted support help pupils develop as confident, independent readers, while strong classroom teaching has the greatest impact on improving outcomes for disadvantaged pupils. Preparing for Literacy | EEF Early literacy | EEF	1, 2

accuracy, fluency, prosody, vocabulary or comprehension. • Develop staff expertise in teaching reading fluency through professional development, including modelling fluent reading, supporting prosody, providing feedback and using effective questioning. • Embed regular opportunities for pupils to read aloud, practise, receive feedback and develop confidence as readers across the curriculum.	Improving Literacy in Key Stage 2 | EEF Effective Professional Development | EEF Guidance reports | EEF See SDP 2026-27	
• Improve the quality of teacher feedback within and between lessons through lesson walks, book looks and staff meetings. • Moderate across schools and academy trust. • Revisit and refine our marking and feedback policy. • Trust BRICK network meetings	Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. Feedback | EEF Teacher Feedback to Improve Pupil Learning | EEF	1, 2
• Deliver evidence-informed professional development on adaptive teaching to develop a consistent inclusive approach across classrooms. • Embed consistent approaches to scaffolding, modelling, explanation, questioning and checking for understanding across classrooms. • Develop teachers' expertise in modelling the writing process, sentence construction, vocabulary selection and the teaching of transcription skills. • Use professional learning, coaching and collaborative planning to support teachers in applying adaptive teaching strategies consistently.	EEF guidance highlights that high-quality teaching, adaptive practice and effective professional development are key to improving outcomes for disadvantaged pupils. Explicit instruction, modelling, responsive teaching and sustained coaching help teachers meet pupils' needs whilst maintaining high expectations for all. Special Educational Needs in Mainstream Schools | EEF Five a day: supporting high-quality teaching for pupils with… | EEF Effective Professional Development | EEF See SDP 2026-27	1, 2

• Strengthen teachers' use of assessment information to identify disadvantaged pupils' barriers and plan appropriate support within lessons.		

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Use reading assessments to identify disadvantaged pupils who require additional support with accuracy, fluency, prosody, vocabulary or comprehension • Provide targeted fluency interventions for identified pupils, closely linked to classroom reading and reviewed regularly through assessment.	EEF guidance highlights the importance of diagnostic assessment to identify reading barriers and provide targeted, effective support that is monitored for impact. See SDP 2026-27	1, 2
• Deliver targeted phonics catch-up interventions for disadvantaged pupils who have not secured expected phonics knowledge, using assessment to identify specific gaps and provide timely support. • Use Little Wandle assessments to identify pupils requiring additional phonics support and provide structured catch-up sessions alongside the main phonics programme.	EEF evidence shows that systematic, explicit phonics teaching and targeted intervention can significantly improve early reading outcomes, particularly for disadvantaged pupils, when support is matched to pupils' needs. Phonics | EEF	1, 2
• Use assessment information, pupil progress meetings and teacher knowledge to identify disadvantaged pupils requiring additional support in reading, writing and mathematics.	EEF evidence highlights that diagnostic assessment enables targeted support to be matched to pupils' individual needs. Well-planned and consistently delivered interventions, including explicit teaching, modelling and feedback, can improve outcomes in reading, writing and mathematics when their impact is reviewed regularly.	2

• Deliver structured, targeted interventions in reading, writing and mathematics for disadvantaged pupils who require additional support to close gaps and secure key knowledge. • Provide targeted writing support focused on transcription skills, sentence construction, vocabulary development, grammar, spelling and the ability to communicate ideas clearly. • Deliver targeted mathematics support focused on addressing misconceptions, developing mathematical language, fluency, reasoning and confidence. • Monitor intervention impact through assessment information, pupil progress meetings, work scrutiny and pupil voice, adapting provision where necessary.	One to one tuition | EEF Small group tuition | EEF	

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

Budgeted cost: £8,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide targeted ELSA support for disadvantaged pupils experiencing barriers linked to self-regulation, emotional wellbeing, confidence and readiness to learn. • Embed strategies from ELSA sessions within classroom practice to support emotional regulation, positive relationships and independence.	EEF evidence highlights that social and emotional learning can improve pupils' self-regulation, wellbeing and engagement, particularly when approaches are embedded consistently across the school. Social and emotional learning | EEF Improving Social and Emotional Learning in Primary Schools | EEF Self-regulation strategies | EEF	2, 3
• Use attendance data, pupil voice, family conversations and pastoral information to identify	EEF evidence highlights that effective attendance support begins with understanding and addressing individual barriers to attendance. Personalised	3

disadvantaged pupils at risk of persistent absence and understand individual barriers to attendance. • Develop individual attendance support plans for disadvantaged pupils experiencing barriers to attendance, with clear actions, responsibilities and regular reviews. • Strengthen relational attendance practice through regular positive communication with families, prioritising early support and partnership rather than focusing solely on enforcement. • Work collaboratively with families and external agencies, including attendance services and SEND support where appropriate, to address barriers such as anxiety, health needs, family circumstances or additional needs. • Develop strategies to improve pupils' sense of belonging, including check-ins, transition support, pastoral interventions and opportunities to engage in wider school life. • Monitor attendance patterns and evaluate the impact of support through attendance data, pupil voice, family feedback and case reviews.	approaches, strong partnerships with families and coordinated support for wellbeing and wider needs can improve engagement and attendance, particularly for disadvantaged pupils. Regular monitoring and evaluation help ensure support remains effective and responsive to need. Parental engagement | EEF Social and emotional learning | EEF Improving Behaviour in Schools | EEF	
• Provide targeted support to remove barriers to participation, including financial assistance, equipment, transport, encouragement and additional pastoral support where required. • Ensure disadvantaged pupils have equitable access to clubs, trips, residentials, performances, music, sport, leadership opportunities and enrichment experiences.	EEF evidence highlights that removing barriers to participation and providing meaningful enrichment opportunities can strengthen disadvantaged pupils' confidence, cultural capital, engagement and sense of belonging. Social and emotional learning | EEF Parental engagement | EEF Physical activity | EEF	4

• Increase opportunities for disadvantaged pupils to experience cultural, artistic, sporting and community experiences that broaden their knowledge and aspirations. • Use enrichment opportunities to strengthen belonging, relationships and pupils' sense of connection to school.	Arts participation | EEF The EEF Guide to the Pupil Premium | EEF	
• Work with the Trust Lighthouse Team to provide targeted support for disadvantaged pupils experiencing barriers linked to self-regulation, emotional wellbeing, engagement and attendance. Support will include personalised interventions, strategies to develop emotional regulation, strengthen relationships and improve pupils' connection to school.	EEF evidence highlights that social and emotional learning approaches can improve pupils' self-management, relationships and engagement with learning. Targeted support is most effective when it is matched to individual needs, addresses specific barriers and is integrated within a wider whole-school approach. Supporting pupils to regulate emotions, develop positive relationships and feel a sense of belonging can improve readiness to learn and engagement with school. Social and emotional learning | EEF Improving Behaviour in Schools | EEF	3

Total budgeted cost: £17,558

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Language and Communication

Monitoring throughout the year, including learning walks, book scrutiny, pupil voice and classroom observations, demonstrates that the focus on improving language and communication is having a positive impact across the school. Leaders have observed that pupils are increasingly able to articulate their thinking, explain their reasoning and access learning more confidently because of improvements in their spoken language.

Learning walks have identified higher levels of engagement from Pupil Premium pupils during whole-class teaching, with pupils contributing more readily to discussions and classroom activities. Staff training has supported teachers in creating classrooms where purposeful talk is valued and expected. Leaders recognise, however, that there is still some inconsistency in ensuring every pupil contributes regularly. Next year, there will be a sharper focus on embedding effective questioning strategies, including cold calling and think-pair-share, alongside the school's CPD programme on expectations and routines, to maximise participation.

CPD on sustained shared thinking has strengthened staff confidence in extending children's language through purposeful interactions, contributing to improved communication and supporting early literacy. Building on this success, the next phase of the strategy will place a greater emphasis on explicitly teaching ambitious vocabulary across the curriculum.

Pupil voice and classroom observations also demonstrate that Pupil Premium pupils are increasingly confident when interacting with adults and their peers, collaborating effectively and sharing their ideas with greater confidence.

Attendance

The school's attendance strategy has had a positive impact through strong relationships with families, personalised support and rigorous monitoring. Whilst attendance for Pupil Premium pupils remains below that of their non-Pupil Premium peers, leaders have secured improvements for a number of individual pupils through targeted interventions and close partnership working with families.

Persistent absence continues to be a key priority. Leaders work closely with the Education Welfare Officer to identify barriers, implement bespoke support plans and review progress regularly. Although some pupils continue to face complex challenges affecting attendance, sustained intervention has resulted in improved attendance and engagement for several individuals.

Where attendance has improved, teachers have seen corresponding gains in pupils' academic progress, confidence and engagement with learning. Increased attendance has also enabled pupils to access the wider life of the school, including educational visits, sporting events and enrichment activities, broadening their cultural capital and strengthening their sense of belonging.

Strong communication with parents has been central to this work. Families report feeling well supported, with regular meetings and collaborative planning helping to build shared responsibility for improving attendance.

Participation in Enrichment Opportunities

The school's commitment to removing financial barriers has ensured that every Pupil Premium pupil has accessed a broad range of enrichment opportunities throughout the year, including educational visits, residential experiences, sporting competitions, clubs and whole-school events.

These experiences have broadened pupils' horizons, increased aspirations and developed valuable personal qualities beyond the classroom. Staff observations and pupil voice demonstrate growing confidence, resilience and willingness to embrace new challenges, with many pupils taking on additional responsibilities and participating more fully in school life.

Enrichment opportunities have also strengthened pupils' communication, teamwork and cooperation skills while fostering positive attitudes towards learning. Pupils demonstrate a strong sense of belonging within the school community and speak enthusiastically about the opportunities they have experienced.

Families have engaged positively with the school's enrichment offer, attending events and supporting pupils to participate wherever possible. Pupil voice confirms that children value these opportunities and are keen to continue participating, reinforcing leaders' commitment to maintaining equitable access for all.

Improving Outcomes through Quality First Teaching

Leaders have maintained a clear focus on ensuring that Pupil Premium pupils benefit from consistently high-quality teaching. Monitoring, assessment and pupil progress meetings indicate that this approach is having a positive impact on pupil outcomes.

Assessment information demonstrates positive progress across the core subjects, with many Pupil Premium pupils making expected progress from their starting points. Although attainment remains below that of non-Pupil Premium pupils, leaders are confident that the gap is beginning to narrow. Accelerating progress and improving attainment for this group will remain a key priority.

The school's teaching principles, WalkThrus and continued focus on adaptive teaching have strengthened classroom practice and improved consistency across the school. Regular monitoring demonstrates that teachers are increasingly adapting learning effectively to meet pupils' needs, although leaders recognise that further embedding of these approaches is required.

Pupil Progress Meetings have maintained a relentless focus on the attainment and progress of Pupil Premium pupils, ensuring timely intervention, accountability and responsive support. This, alongside continued professional development in Quality First Teaching and adaptive practice, will remain central to improving outcomes for all pupils.