



Malvern Wyche CofE Primary School Pupil Premium Strategy Statement

Review of 2019-20 and Strategy for 20-21

1. Summary information

School	Malvern Wyche C of E Primary School				
Academic Year	2020-2021	Total PP budget	£22,580	Date of most recent PP Review	July 2019
Total number of pupils	138	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Sept 2021

2. Current Attainment

<i>Scores from SATs Attainment/Progress 2019</i>	<i>Pupils eligible for PP</i>
% achieving in reading, writing and maths	100%
Progress in Reading	+4.7
Progress in Writing	+9.1
Progress in Maths	+2.7

3: Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- A. Significant lost learning due to national lockdown and school closures leading to variations and gaps in knowledge and skills
- B. Mental and emotional damage of lockdown and school closure on children
- C. Quality of achievement tracking and pedagogical approach to narrowing the gap.

External barriers (*issues which also require action outside school, such as low attendance rates*)

- D. Persistent absence in some children
- E. Mental and emotional damage of lockdown and loss of earnings / security on adults

4: Desired outcomes

<i>Desired outcomes</i>	<i>Success criteria</i>
Identify and narrow the attainment gap for disadvantaged children resulting from lost learning in lockdown.	Disadvantaged children will make accelerated progress, narrowing the gap towards expected.
Where appropriate to use funding to allow Pupil Premium children to access a range of wider opportunities than might ordinarily be unavailable to them.	Children accessing a breadth of curriculum opportunities.
Improve children's social and emotional development in order to enable disadvantaged learners to be ready to learn.	Disadvantaged children will make accelerated progress, narrowing the gap towards expected.

5. Planned Expenditure						
Academic Year	2020/21					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well	Staff	Review Timetable	Budget Cost
A	The school will deploy SEN teaching assistants and Classroom TAs to intervene in planned interventions under the direction of the class teacher, quality assured by the SENDco, to narrow the gap towards expected outcomes.	<p>EEF Teaching Toolkit suggests that when TA interventions are carefully monitored, evidence based and well-delivered then can narrow the gap by an average of 4 months.</p> <p>It has caveats around the poor monitoring and misuse of this as a strategy which need to be carefully thought through.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p>	<p>The class teacher and the SENDco line manage both the programmes of work and the management of the staff. This ensures that contact time is effectively used and work is heavily targeted to maximise pupil progress</p> <p>Training for teaching assistants will be put in place using the EEF TA toolkit</p> <p>Training in the SEND Code of practice will be provided.</p> <p>The SENDCo will receive leadership training in order to quality assure interventions</p> <p>Evidence based interventions will be purchased and training given.</p>	Head/ Teaching Assistant/ Class teacher	<p>Termly in data drops</p> <p>Interventions assessed case by case for Impact and monitored termly.</p>	£17,500
B	The school funds instrument lessons, trips (especially the Year 6 residential) and academic assessments for individuals.	The school is seeking to ensure that no child is disadvantaged through a lack of funding.	The head monitors all expenditure and makes decisions related to validity and value for money.	Headteacher Teachers	Case by case, reviewed at each monthly budget report.	£1,500

C.	The school will offer a rich ethos based on relationships with social and emotional interventions for those children deemed to need this to access the curriculum.	Properly organised a strong school ethos with timely SEMH intervention can have an impact on learning, EEF cites an average of 4+ months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	Thrive assessments of individual children will offer the best practice targets to ensure they access the curriculum with resilience. The Recovery Curriculum will ensure that classroom ethos is welcoming and therapeutic.	SENDco / HT	Termly based on Thrive assessments and data drop	£750 Thrive training update £1278 SENDCo and TA training
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6. Expenditure and Impact

Academic Year	2019-20
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There was no external testing in Summer 2020 and the school's last recorded data drop was in December 2019, so there is limited evidence to gauge the impact of the previous approach prior to the current Headteacher's starting in Sept 2020. From March 2020 until the end of the 19-20 academic year a significant number of children were not in school and there is evidence of variation in remote learning offer prior to September 2020.

This said many of the children who are disadvantaged and most vulnerable were in school and able to access Key Worker bubbles during this time and benefitted in theory from smaller class sizes. A small amount of those children was able to keep up important relationships and continue planned SEND and Thrive provision during this time.

As these interventions were not monitored or quality assured in a strategic way and the lack of any assessment or data capture during Spring or Summer for groups or individuals means that it is not possible to match expenditure to impact in any meaningful way beyond anecdotally. Discussions with staff show that there has been impact of this strategy but is important that going forward there is clear assessment of all pupils and that the impact of the strategy is measured through achievement data