



Malvern Wyche C of E Primary School Pupil premium strategy statement

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	129
Proportion (%) of pupil premium eligible pupils	9%
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
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stephen Murphy
Pupil premium lead	Stephen Murphy
Governor / Trustee lead	Ellie Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,415
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£19,415

Part A: Pupil premium strategy plan

Statement of intent

1. Our aspiration for our disadvantaged pupils is that they attend a school where the quality of classroom teaching enables them to succeed. This will be demonstrated by those children making at least expected progress from their starting points. If they start behind, or fall behind, they will narrow and ultimately close the gap.
2. Where these pupils have additional needs or barriers, a waved model of teaching and intervention will be applied using accredited and evidence-based intervention programmes delivered by trained and competent staff. The impact of this will be monitored by trained leaders.
3. We assume disadvantaged learners have the potential in to reach greater depth in everyday learning and statutory testing and will promote the climate and conditions which allow children to achieve or maintain these standards.
4. Whilst disadvantaged children often have a range of barriers to learning we will ensure they feel included and involved in school life, and whilst we will treat them as a vulnerable group, they will be treated with equity and sensitivity within the school community.
5. We are convinced that the coronavirus pandemic has impacted significantly on the lives and wellbeing of children and are committed to not only academic but therapeutic experiences to allow full recovery from this interruption. It is clear from government data that disadvantaged children (along with children with SEND and from some ethnic minority groups) were disproportionately disadvantaged by school closure and lost learning and prolonged societal anxiety, and this spending plan seeks to address this by offering opportunities to recover.

The pupil premium plan aims to put in place the resources and training to achieve these aims, ensuring classroom teaching at Wave 1 is of a high standard, continually reviewed and improving, that Wave 2 interventions are based on accurate assessment and are organised, timetabled, reviewed, and evaluated and based on accredited programmes, and that Wave 3 is personalised to suit the needs of the pupil and is likewise monitored and evaluated. This means the correct training, collaboration and development of staff, the effective deployment of key staff and leadership promoting up-to-date best practice when engaging with disadvantaged children.

The overarching aim is to ensure that disadvantaged children fulfil their potential, making progress in line with non-disadvantaged peers, and narrowing any gap in achievement.

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

Challenge number	Detail of challenge
1	<p>Mental health and emotional wellbeing</p> <p>A significant proportion of our disadvantaged pupils have mild to moderate mental health issues, and some have severe mental health challenges. This prevents them from fully accessing the curriculum and from building effective long-term memories which may become progress.</p> <p>Most struggle to manage their emotions and regulate their behaviour and this is a barrier to effective and consistent learning and subsequent achievement.</p>
2	<p>Reading Habits</p> <p>Many of our disadvantaged pupils are reluctant readers and few read often at home with any regularity.</p>
3	<p>Low skills in reading and spelling</p> <p>A high proportion of our disadvantaged children lack basic skills and strategies in decoding and in spelling which bars the way to narrowing the gap progress.</p>

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
Disadvantaged children to develop strategies to regulate and manage behaviour with regard to mental and emotional health.	<p>Greater readiness to learn and engage in lessons for disadvantaged children.</p> <p>Pupil voice articulates effective strategies and outcomes.</p> <p>Pupil progress meetings relate mental and emotional health improvements to measurable achievement.</p>
The attainment gap in reading narrows for disadvantaged learners.	The current attainment gap of 60% between PPG and non-PPG students has narrowed as a result of accelerated progress in reading.

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: £1380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a shared understanding of metacognition as a staff CPD Workshops (internal) Metacognition training (National College)	EEF: Metacognition & Self-Regulation Strategy +7 months	3, 4
Develop and monitor a shared approach to reading and spelling interventions for children falling behind., using EEF toolkits and guidance and training from National College.	EEF: Reading Comprehension Strategies EEF KS1 Literacy Guidance EEF KS2 Literacy Guidance	4
Train key Leaders in Trauma-informed Practice (SENDCo and DHT) and apply to Vision, Values, Ethos, Curriculum and Behaviour policies.	EEF Social & Emotional Learning Interventions	1
Train a Senior Leader as a Senior Mental Health Lead (HT) and develop a school wide mental health policy and ethos.	EEF Social & Emotional Learning Interventions	1
Train reading volunteers in good practice for improving reading and to promote language and confidence.	EEF: Reading Comprehension Strategies	3,4

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

Budgeted cost: £18,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small ratio interventions teaching specific skills.	EEF Reading Comprehension Strategies	3, 4
Develop individual reading strategies for disadvantaged pupils and deliver 1:1 using TAs, leaders, volunteers and pastoral staff.	EEF: 1:1 Tuition EEF: Reading Comprehension Strategies	3, 4
SEMH interventions from dedicated Pastoral TA.	EEF Social & Emotional Learning Interventions	1,2,3 4
Develop the role of PASCo, (DHT) to relate SEMH interventions and provision to achievement, monitoring quality of provision and impact.	EEF Social & Emotional Learning Interventions EEF: Behaviour Interventions	1, 2,3 4
Develop a toolkit of best practice SEMH interventions including benchmarking and assessment.	EEF Social & Emotional Learning Interventions	1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £ n/a

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Abstract

Our spending on disadvantaged pupils had a positive impact on outcomes for children, exemplified in testing and in curriculum achievement. There was also a positive impact on the wellbeing and engagement of pupils with poor mental and emotional health.

Analysis

Attainment data for disadvantaged pupils in end of KS2 tests (SATs) shows that 100% of disadvantaged pupils made the expected standard and this figure was above national.

Expected	Reading	Writing	Maths	Combined
National	60%	58%	59%	44%
Wyche	100%	100%	100%	100%

Greater Depth	Reading	Writing	Maths	Combined
National	-	-	-	3%
Wyche	0%	0%	0%	0%

Across all year groups in internal assessments monitoring of outcomes shows that high percentages of pupils in receipt of the pupil premium are making standard or better progress (R 77% W 100% M 78%) and large numbers of these pupils are making accelerated progress. (R 33% W 22% M 22%)

The percentage of pupils at ARE in Reading has doubled for all learners and almost trebled for boys. In writing pupils attaining ARE has almost doubled. In both areas a small cohort of girls with significant additional needs have not made progress in Reading and Writing and this will be addressed in 23-24 spending. In mathematics attainment in ARE increased significantly over the year, almost doubling numbers of pupils at ARE during the year for Reading and writing and increasing the number of girls at ARE from 0% to 25%.

Although the cohort of girls is small and the numbers of pupils who did not make progress is small, next year's pupil premium statement, pupil progress meetings and SIP will shine a light on this group and look to narrow the gap for them.

Impact of the 22-23 PPG spend has been significant on progress and attainment, measurably narrowing the learning gap and securing high levels of progress and attainment for disadvantaged pupils.

In particular, the use of Pastoral Interventions and emotional coaching has had a specific effect on the readiness of a number of disadvantaged children to learn, a reduction in incidents which prevent them from learning and has contributed positively to progress for this group.

The use of an academic mentor has been very effective, meaning that disadvantaged pupils had regular, timetabled extra tuition and mentoring from a QTS tutor which contributed materially to SATs success for those impacted by the pandemic including disadvantaged children, and disadvantaged pupils throughout the school.

Intended outcome	Evaluation
<p>Improved self-esteem</p> <p>A greater readiness to engage in formal learning, fewer incidences of poor behaviour or dysregulation logged.</p>	<p>There has been significant impact in this area, showing the impact of the training and deployment of a pastoral TA, the development of pastoral and self-regulatory interventions and the development of a renewed behaviour strategy and the strategic use of wider partners in TAC and TAF meetings to improve engagement, access and outcomes. The next steps are to develop a flexible assessment and intervention and assessment toolkit for pastoral referrals.</p>
<p>Improved attendance</p> <p>An upturn in disadvantaged pupil's attendance narrowing the gap towards the prior national expectation of 96.6%.</p>	<p>Due to some significant issues in individual pupil's circumstances this target was not reached. The next step is to review whether it is an appropriate target for the next round of PPG spending as we make school-wide efforts to improve attendance.</p>
<p>Greater inclusion in a waved model</p> <p>The success of interventions shows a movement from wave 3 to wave 2; wave 2 to wave 1 teaching.</p>	<p>The SIP target to ensure quality interventions were taking place in classrooms and related specifically to IEP targets with Wave 1 teaching being supported by wave 2 interventions was largely an administrative success and had the outcome that the vast majority of disadvantaged pupils had a more inclusive experience of intervention, more class based and more integrated. The impact in terms of progress showed that these interventions enabled many children to make progress in line with their peers and many to narrow the attainment gap.</p>

<p>Accelerated progress in English and maths for all disadvantaged learners.</p> <p>Every disadvantaged child to narrow the attainment gap in English and maths.</p>	<p>The target of accelerated learning for all disadvantaged learners who are below ARE is an ambitious one but a necessary one. We did not meet this target but figures published below show high rates of progress for disadvantaged pupils with a significant proportion making accelerated progress. There were significant increases in disadvantaged pupils narrowing the gap to ARE.</p>
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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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Ensuring service children receive 1:1 pastoral support and coaching and receive Academic mentor tuition through the NTP</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>There was a positive impact on our spending on Service pupils with pupils making progress in line with their peers and maintaining attainment at ARE in all subjects.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.