

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Malvern Wyche C of E Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	10.7% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Stephen Murphy, Headteacher
Pupil premium lead	Stephen Murphy, Headteacher
Governor / Trustee lead	Ellie Wilson, Disadvantaged children governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,652
Recovery premium funding allocation this academic year	£02,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,487

## 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 excel. 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.

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.

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.

#### KEY PRINCIPLES

- Disadvantaged children will be visible to all staff as individuals and as a cohort without being singled out or excluded
- Therefore disadvantaged children will be included at all levels of school life.
- School improvement priorities and strategies will consider and prioritise the benefits to disadvantaged learners
- The progress of disadvantaged learners will be monitored closely by governors, championed by Pupil Premium governor with relevant and up to date training who will hold the Headteacher and school staff to account for the spend and its impact.

## Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem and low resilience
2	Gaps in phonic knowledge and poor retention of phonics leading to lower ability in decoding and fluency.
3	Difficulties on focussing accurately on texts for comprehension and retrieval
4	Disadvantaged pupils lack ideas and resilience in writing.
5	Gaps in maths fluency and an overreliance on number lines.
6	Difficulty arithmetical success into reasoning.
7	53% of disadvantaged cohort are persistent absentees.

## 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
Improved self esteem	A greater readiness to engage in formal learning Fewer incidences of poor behaviour logged
Improved attendance	An upturn in disadvantaged pupil's attendance narrowing the gap towards the national expectation of 96.6%
Every disadvantaged child to narrow the attainment gap in English and maths	Accelerated progress in English and maths for all disadvantaged learners
Greater inclusion in a waved model	The success of interventions shows a movement from wave 3 to wave 2; wave 2 to wave 1 teaching.

## 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: £2,099.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Lead to complete NPQ in leading teaching to enhance pedagogy in classrooms and QFT, focussing on specific cognitive (maths remembering and reasoning techniques) and metacognitive (how do I learn best, growth mind-set)</p> <p>NPQ is government funded but we will fund release time for study and participation and for monitoring.</p>	<p>EEF states that The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils and that significant proportions of school improvement measures should focus improving the quality of teaching</p> <p><a href="#">Metacognitive approaches</a> rated as very high impact for very low cost based on extensive evidence +7</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 5, 6</p>
<p>Offer CPD to whole staff in reading comprehension strategies</p> <p>Purchase high quality materials for reading comprehension to have an impact.</p>	<p>Evidence suggests that teaching discrete comprehension skills in an iterative way allows disadvantaged learners to gain skills rapidly, access texts more deeply and make progress in reading. A deep understanding of how texts works is also a key element in promoting cohesive, quality writing.</p> <p><a href="#">EEF Teaching &amp; Learning toolkit</a> “Very high impact for very low cost based on extensive evidence” average acceleration rate +6 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1, 2 3, 4</p>

<p>Promote highest Quality First Teaching in phonics in class</p> <p>Purchase high quality DfE accredited SSP materials for phonics teaching and decodable reading.</p> <p>Purchase training to ensure material are well applied and have impact.</p>	<p>Evidence shows well taught phonics with good materials can impact positively on the reading. ability of disadvantaged children, allowing them to become more fluent readers and raising their self-esteem.</p> <p>High impact for very low cost based on very extensive evidence +5</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extending hours of TAs to offer more regular and focussed 1:1 and small group catch up interventions</p> <p>Training teaching staff and TAs in the accredited interventions</p> <p>Purchase of intervention materials</p>	<p>When teaching assistants are well directed and well trained and their efforts are targeted and smart, the evidence shows there can be significant impact on disadvantaged learners' achievement.</p> <p>We will use the PPG to train Teachers and TAs in this mind-set and in the most effective use of the best materials, then strategically deploy TAs to run catch up interventions 1:1, 1:2 and in small groups of up to 4 using accredited and evidence-based intervention programmes under the direction of teachers and based on accurate and timely assessment.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £5,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide training to develop SEMH (SEL) offer to promote metacognition and self-regulation</p> <p>THRIVE practitioner Training for key MoS</p> <p>Top up for SENCo and HT</p> <p>Whole school Thrive training</p>	<p>Where children struggle to regulate their social or learning behaviour in the classroom, we will provide SEMH interventions in the form of the THRIVE programme, refreshing practice and training a new THRIVE lead to engage with these learners in an evidence based and strategic manner. We will aim to develop a reflective approach to behaviour and learning in these children to allow them to overcome the barriers life and the pandemic have placed in their way.</p> <p><a href="#">Metacognition</a></p> <p>Very high impact for very low cost based on extensive evidence +7</p> <p><a href="#">Social and Emotional Learning</a></p> <p>Moderate impact for moderate cost, based on extensive evidence +4</p>	<p>1,7</p>
<p>Engage with DfE recommendations to raise the attendance of disadvantaged pupils</p> <p>Purchase SLA from EWO to support attendance and reduce persistent absentees</p>	<p>The more children attend, the better their achievement will be and the DfE toolkit, along with the EWO service is evidence based and if properly applied will allow more disadvantaged children to attend school more of the time.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf</a></p>	

**Total budgeted cost: £24,487**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of the PPG strategy may be judged to have been effective by a number of metrics:

The disadvantaged cohort in Year 6 (1 pupil) made accelerated progress and achieved test marks and teacher assessment at the expected standard in Reading and at Greater Depth in Writing and Maths.

Across the wider school internal teacher assessment and progress tracking shows 73% of disadvantaged pupils made accelerated progress in Reading, Writing and Mathematics from starting points. Of these 45% closed the gap to ARE entirely during the year in at least 2 subjects, 36% did so in all subjects.

Two pupils were only with us for a term after Easter and whilst they made progress during this time, if numbers are adjusted to examine the impact of the full academic year's strategy including lockdown provision for disadvantaged learners, it shows 89% of children on roll for the whole academic year making accelerated progress and 56% closing the gap to ARE.

In the Autumn Phonics screen resit for Year 2 95% of all pupils (19/20) passed the check with 75% of disadvantaged pupils achieving a pass (3/4). All 4 disadvantaged pupils made significant accelerated progress from starting points in the run up to the check.

The 20-21 academic year was disrupted by a 3<sup>rd</sup> lockdown, school closure and the necessity for many children to learn remotely. Many disadvantaged children were on site as vulnerable or key worker pupils and benefitted from a greater pupil to adult ratio. Structured plans were in place were made to ensure disadvantaged children who were not attending school were engaging with home learning in a meaningful way such as the purchase or loan of devices, regular welfare calls and online digital and academic support.

Evaluation of impact notes a significant amount of accelerated recovery of learning but the school closure and lockdown scenario together with advice from the EEF and DfE has led to a review of this strategy to move in line with the best recommendations and provide a blended approach to develop pedagogy, improve quality first teaching and put in place the evidence-based toolkits for teacher and teaching assistant identification, assessment and intervention of social, emotional and academic catch up and progress to have the greatest impact. We will ensure that as we develop the materials and use the training we have purchased they have direct impact in the classroom and in waved interventions, but in addition will reach

disadvantaged learners in an impactful way, should we need to provide a blended learning solution in the future.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Putting in place pastoral care on a regular basis for our service pupil to discuss concerns with adults and for a key adult to ensure he was read with and had homework tasks supported at the request of the family.
What was the impact of that spending on service pupil premium eligible pupils?	This resulted in maintaining good self-esteem allowing access to curriculum and therefore and maintaining ARE and in some subjects ARE+ end of Year 1.



## Further information (optional)

The main drive of school improvement in this academic year and for the foreseeable future is to develop high quality inclusive classroom teaching and ensure that all interventions from teachers and TAs have an evidence-based and accredited source, backed up with relevant and effective training.