

Pupil premium strategy statement 22-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	137
Proportion (%) of pupil premium eligible pupils	10.7% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn term 2023
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	£23,000
Recovery premium funding allocation this academic year	£2000
School Led Tutoring funding allocation this year	£1782
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,782

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.
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.

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	Dysregulation and “fight, flight freeze” behaviour resulting from trauma.
2	Low self-esteem and low resilience.
3	Gaps in phonic knowledge and poor retention of phonics leading to lower ability in decoding and fluency.
4	Difficulties on focussing accurately on texts for comprehension and retrieval
5	Disadvantaged pupils lack ideas and resilience in writing.
6	Gaps in maths fluency and an overreliance on number lines.
7	Difficulty converting arithmetical success into reasoning.
8	37% 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 or dysregulation logged.
Improved attendance	An upturn in disadvantaged pupil’s attendance narrowing the gap towards the prior 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: £2412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality CPD to existing and new staff to develop the quality of reading teaching and embed fluency withing comprehension practice.	<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>EEF Teaching & Learning toolkit “Very high impact for very low cost based on extensive evidence” average acceleration rate +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 4
Roll out and monitor new SSP programme, with a focus on disadvantaged and bottom 20%	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Audit and develop sequences for writing, keeping disadvantaged learners and their data in mind</p> <p>CPD for sequences of writing which response to pupil progress and performance and impact on outcomes.</p>	<p>We will examine our planned sequences for writing and look to see if the impact of planning could be improved and integrate a more assessment-based response.</p> <p>We will seek quality external audit and coaching to assist in this development and seek governor scrutiny) English and Disadvantaged gov(s)</p> <p>EEF Teaching & Learning Toolkit: Improving Literacy in KS1 (Steps 5 & 7)</p>	2, 5

	Improving Literacy in KS2 (Steps 4 & 6)	
Retain a small budget for occasional or unforeseen training which will offer quality CPD to meet the needs of disadvantaged learners at Wave 1.		2, 3, 4, 5, 6, 7

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

Budgeted cost: £24370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of further appropriate curriculum and intervention materials to aid narrowing the gap interventions.	<p>Purchase Accessible reading books with an evidence base of narrowing the Gap for vulnerable learners and explore resourcing packages which will increase engagement in learning for these learners, including small group interventions.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3, 4, 5, 6, 7
Employment of an academic mentor.	<p>Taking advantage of the national tutoring partnership offer we will employ an academic mentor to work directly with disadvantaged learners tutoring to narrow the gap to ARE.</p> <p>Teaching & Learning Toolkit: One-to-One Tuition</p>	2, 3, 4, 5, 6, 7
School-led tutoring	<p>Training and deploying staff to deliver catch up interventions for disadvantaged children who are below ARE or falling behind ARE, using government funding.</p> <p>Teaching & Learning Toolkit: One-to-One Tuition</p>	2, 3, 4, 5, 6, 7
Staffing intervention support for a class with a concentration of underperforming	<p>We will provide extra staff support to meet the behavioural and emotional needs of a concentration of disadvantaged learners who struggle to access the curriculum.</p> <p>Teaching Assistant Interventions</p>	1,2,

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

Budgeted cost: £3800

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 CPD for 2 members of staff</p> <p>PACE training for all staff</p> <p>Positive Handling 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. We will ensure all interventions are managed in an inclusive and enabling way to de-escalate and repair dysregulation, however children present their trauma.</p> <p>Metacognition</p> <p>Very high impact for very low cost based on extensive evidence +7</p> <p>Social and Emotional Learning</p> <p>Moderate impact for moderate cost, based on extensive evidence +4</p>	1, 2, 8
<p>Engage with DfE recommendations to raise the attendance of disadvantaged pupils</p> <p>Purchase specific interventions for anxiety-based school refusal.</p>	<p>The more children attend, the netter their achievement will be and the DfE toolkit, along with the operational intervention and advice from EP service is evidence based and if properly applied will allow more disadvantaged children to attend school more of the time.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf</p>	8
<p>Engage with Behaviour Outreach to provide interventions and</p>	<p>EEF Teaching & Learning Toolkit behaviour interventions</p> <p>Improving Behaviour in Schools: Evidence Review December 2019</p>	1, 2, 8

courses for key pupils.		
Contingency fund to aid disadvantaged access to events and opportunities.	We will retain some funding to allow subsidy for disadvantaged families who cannot access curriculum vents, trips etc and unforeseen unfortunates to meet the needs of these learners.	2, 8

Total budgeted cost: £26,782

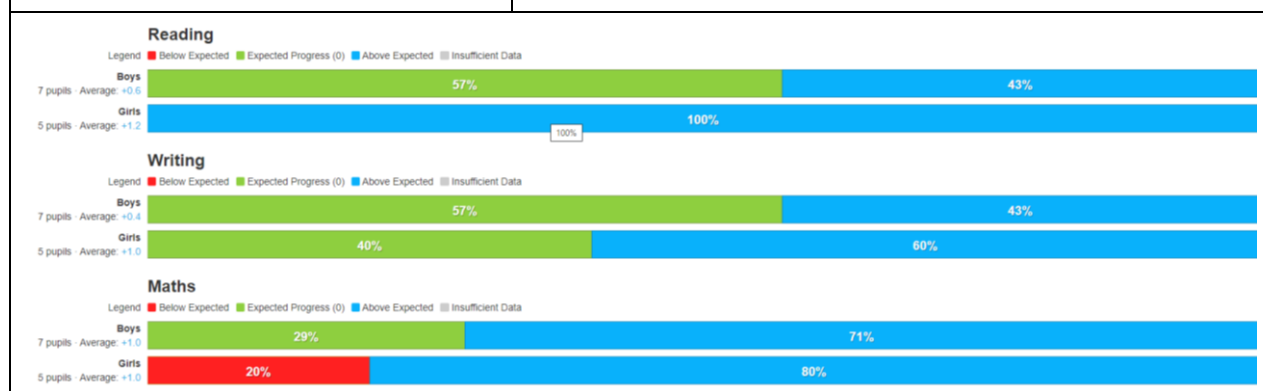
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Evaluation of 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 or dysregulation logged
Improved attendance	An upturn in disadvantaged pupil's attendance narrowing the gap towards the prior national expectation of 96.6% Where at in July 2021 53% of persistent absentees were Disadvantaged children, now that figure is 4/11 = 37% with effective action taken due to EWO involvement, but most importantly, correct application of strategies learned through training and a clear message about attendance, and the proactive measures taken by the attendance officer. An update at the time of publication (December 22) shows a further reduction in this rate with 5/17 PA being disadvantaged, = 29%
Every disadvantaged child to narrow the attainment gap in English and maths	There were very high rates of progress for disadvantaged learners, with headlines such as: 100% of DIS Girls made accelerated progress in READING ALL DIS learners made standard or accelerated progress in ENGLISH (reading and writing) 80% of GIRLS made accelerated progress in Maths 20% of GIRLS (1 child) girl did not make progress in MATHS The average progress indicator was an accelerated measure for all genders in all subjects, where a progress score of 0 is standard progress and anything above this is accelerated .



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.

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.

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.

100% of disadvantaged children passed the phonics screen, these children making significant progress from starting points.

In the Autumn Phonics screen resit for Year 2 100% of all pupils passed the check by the end of year 2 with 100% of disadvantaged pupils achieving a pass. Both disadvantaged pupils made significant accelerated progress from starting points in the run up to the check.

KS2 testing:

The average scaled score for FSM was 105.

66.6% of disadvantaged learners achieved combined EXS

33.3% achieved GDS in reading

66.6% achieved GDS in Maths.

The 21-22 academic year was disrupted by a significant pressure from covid infections in children and staff, staff absence and self-isolation but the approach to blended learning adopted, including online coaching, allowed us to maintain standards and pupil progress meetings focussing on disadvantaged children and mapping this to bottom 20% kept these children in the minds of staff and promoted their outcomes.

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 near 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. Wider services will be engaged with to improve the home lives, school attendance and readiness to learn for disadvantaged pupils.