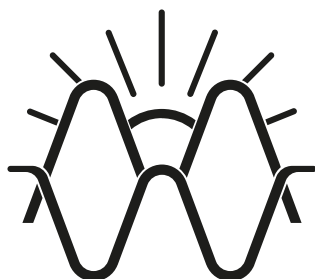


Pupil Premium Strategy Statement 2026 to 2027



MALVERN WELLS

C.E. PRIMARY SCHOOL

Malvern Wells Church of England Primary School

Third year of the strategy covering 2024 to 2025 through 2026 to 2027

This statement explains how Malvern Wells Church of England Primary School will use pupil premium funding in 2026 to 2027 to improve the educational outcomes of disadvantaged pupils. It sets out the needs we have diagnosed, the outcomes we intend to secure, the evidence informed activities we will deliver and how we will evaluate impact.

Vision:

We aspire for everyone at Malvern Wells to be the BRIGHTEST version of themselves, equipped with the knowledge that they are unconditionally loved by God who sees their intrinsic value, free to take risks, make mistakes and grow in the safety of his forgiveness, ready for the plans and purposes He has in store for their bright future.

Let your light Shine!

School overview

Detail	Data
Number of pupils in school	96
Pupils included in the published 2026 to 2027 deprivation allocation	10

Detail	Data
Proportion of pupils included in that allocation	10.4%
Academic years covered by the current strategy	2024 to 2025, 2025 to 2026 and 2026 to 2027
Date published	October 2026
Review date	July 2027
Statement authorised by	Jennifer Alford, Executive Headteacher
Pupil premium lead	Stevie Sharrock
Governor lead	Jeni Frost

The allocation count and current monitoring cohort refer to different measures. The published deprivation allocation is based on retrospective census information; this report uses the five pupils in the current monitoring cohort for its assessment and attendance baseline. The pupil premium lead will reconcile the full eligible register with monitoring records as pupils join or leave.

Funding overview

Detail	Amount
Pupil premium funding allocation for 2026 to 2027	£15,500
Pupil premium funding carried forward from previous years	£0
Total budget for 2026 to 2027	£15,500

Part A Pupil premium strategy plan

Statement of intent

Our intention is that every disadvantaged pupil at Malvern Wells is known, supported and enabled to achieve, belong and thrive. Rooted in our vision, **Let Your Light Shine**, we are ambitious for every child and will not allow disadvantage to limit what we believe they can achieve.

We recognise that disadvantaged pupils are not one group with the same experiences or needs. We will identify the specific barriers faced by each pupil through careful assessment, attendance information, first hand evidence and meaningful conversations with pupils, families and staff. We will respond to what we know about each child, rather than making assumptions based on disadvantage.

Excellent teaching is at the heart of our approach. Teachers will know the essential knowledge and skills pupils need, teach these explicitly, provide sufficient practice, check understanding and respond quickly when learning is not yet secure. Current assessment identifies writing as the most widespread area of need. Some pupils also require precise support to secure foundational reading and mathematical fluency. Pupils who are already working securely will continue to be challenged so that they deepen their knowledge and achieve highly.

We understand that children cannot benefit fully from excellent teaching if they are not in school, do not feel safe or are not ready to learn. Attendance, regulation, wellbeing, independence and participation are therefore central to this strategy. We will identify emerging concerns early, work

openly with families and coordinate support through our Vulnerability Register and graduated response. Support will remove barriers without reducing ambition or creating unnecessary dependence.

This strategy is fully aligned with our School Development Plan and Staff Handbook. It reflects our shared responsibility to ensure that every child experiences an adult who knows them, a calm and purposeful environment, high expectations, excellent teaching and meaningful opportunities to succeed and belong.

Leaders will use first hand evidence to know what is happening for pupils, identify where practice or provision needs to improve, take precise action and return to establish what has changed. Governors will provide appropriate challenge and assurance by reviewing attendance, attainment, participation, provision and spending throughout the year. Our measure of success will not simply be what we have provided, but what has become better for disadvantaged pupils because of it.

Challenges

The following challenges have been identified through internal assessment, attendance information, classroom evidence, pupil and family discussion and review of the previous strategy.

Challenge	Diagnosed barrier
1	Attendance among the five disadvantaged pupils in the current monitoring cohort was 92.9% over the rolling twelve months to 14 September 2026. One pupil was persistently absent and two more were at risk of persistent absence. Reduced attendance limits curriculum continuity and access to high quality teaching. This rolling baseline is used to plan support and is distinct from a full academic year attendance measure.
2	Reading assessment at the end of 2025 to 2026 showed that most disadvantaged pupils were working at the expected standard, while some remained below expectation and required precise support. Reading assessment, RWI diagnostics and first hand evidence identify insecure phonics, decoding, accuracy, automaticity or fluency for some pupils. These difficulties restrict comprehension and access to the wider curriculum.
3	Writing is the most widespread academic barrier. One of five disadvantaged pupils was working at the expected standard and four were just below. Assessment and work scrutiny indicate that some pupils need more secure transcription, spelling, handwriting, sentence construction and independent application.
4	Mathematics assessment at the end of 2025 to 2026 showed that three of five disadvantaged pupils were working at the expected standard and two were just below. Some pupils have gaps in number knowledge, mathematical fluency and independent application. No disadvantaged pupil was assessed above the expected standard in reading, writing or mathematics.
5	Observations, pupil voice, family discussions and information recorded through the Vulnerability Register identify social, emotional and mental health needs for some disadvantaged pupils. Anxiety, low self esteem, dysregulation and reduced independence can affect readiness to learn, relationships, attendance and sustained engagement.

Challenge	Diagnosed barrier
6	School records and discussions with pupils and families identify financial and family circumstances that limit some pupils' participation in residential visits, curriculum visits, music, clubs, sport, outdoor learning and other experiences. Unequal participation can restrict knowledge, confidence, relationships and belonging.

Intended outcomes

Intended outcome	Success criteria by July 2027
Attendance improves and persistent absence reduces.	Disadvantaged attendance improves from the 92.9% baseline to at least 95% by July 2027. The proportion of disadvantaged pupils who are persistently absent reduces from the current baseline of 20%. The number of pupils at risk of persistent absence reduces from two. Attendance gaps are identified early and evidence shows that agreed actions are improving attendance or addressing the underlying barrier.
Pupils become accurate and fluent readers who can access the curriculum.	All disadvantaged pupils receive teaching matched to their assessed reading stage. Pupils below expectation make demonstrable progress from their starting points. Pupils working below expectation close their identified foundational gaps. Leaders can show through assessment, hearing pupils read and lesson evidence that additional teaching is frequent, precise and working.
Writing attainment and independence improve.	The proportion working at the expected standard improves from one of five. Each pupil working below expectation secures identified next steps in transcription, spelling, sentence construction and composition. Books and independent writing show greater accuracy, stamina and application across the curriculum.
Mathematical fluency and attainment improve.	The two pupils below expectation make demonstrable progress against diagnosed gaps and move towards or reach the expected standard. Disadvantaged pupils who are secure receive appropriate challenge. Assessment and work show increasingly fluent recall, accurate reasoning and independent application.
Pupils are ready to learn, regulate increasingly well and belong.	Identified pupils experience consistent adjustments and relational support. Pupil voice shows that they feel safe, known and able to seek help. First hand evidence shows improved engagement and independence, with fewer repeated incidents or removals from learning where these are current barriers.
Disadvantaged pupils participate fully in school life.	Participation in curriculum visits, residential, clubs, music, sport and outdoor learning is tracked. No disadvantaged pupil is prevented from participating because of financial hardship. Pupil voice and attendance records show that pupils take part and experience a strong sense of belonging.

Activity in 2026 to 2027

All funded activity falls within the DfE menu of approaches. Costs are planned allocations and will be reviewed against actual expenditure and impact during the year.

Teaching

Budgeted cost £4,000

Activity	Evidence and implementation	Challenges
Strengthen diagnostic assessment and responsive teaching in reading, writing and mathematics. Fund assessment resources, teacher release, moderation and coaching so staff identify precise gaps, adapt teaching and check whether pupils have secured intended learning.	DfE guidance identifies high quality teaching, assessment and a knowledge based curriculum as permitted approaches. EEF guidance supports diagnostic assessment when it informs decisions about teaching. Implementation will follow the SDP cycle: identify, diagnose, teach, practise, check and respond.	2, 3, 4
Secure consistent teaching of early reading through Read Write Inc. Fund programme development, coaching and release time. Strengthen writing through daily Talk for Writing, explicit transcription, spelling and handwriting, and strengthen mathematics through mastery based teaching and sufficient practice.	The DfE menu includes professional development through a validated systematic synthetic phonics programme and mastery based approaches. The DfE Reading Framework and Writing Framework emphasise systematic teaching, assessment and sufficient practice. EEF evidence identifies phonics and high quality professional development as effective approaches.	2, 3, 4

Targeted academic support

Budgeted cost £7,500

Activity	Evidence and implementation	Challenges
Provide short, frequent Read Write Inc tutoring and fluency practice for pupils who are not keeping pace. Teaching will address a named phonics, decoding, accuracy, automaticity or fluency gap and use texts matched to secure phonic knowledge.	The DfE menu permits one to one and small group tuition and targeted literacy intervention. EEF evidence supports phonics and tuition when teaching is closely matched to assessed need. Pupils will be reassessed frequently and support will change when the gap is not closing.	2
Deploy trained teaching assistants for structured writing and mathematics support linked directly to classroom teaching. Support will include pre teaching, guided practice, same day response and planned opportunities for independent application.	The DfE menu permits targeted literacy and numeracy interventions and teaching assistant deployment. EEF guidance indicates that teaching assistant interventions are most effective when structured, carefully targeted and connected to classroom teaching. Adults will provide the least help needed for pupils to succeed independently.	3, 4

Wider strategies

Budgeted cost £4,000

Activity	Evidence and implementation	Challenges
Strengthen attendance through accurate twice daily registration, same day follow up, weekly review of disadvantaged pupils, early family contact, individual support plans and coordinated work with external services where required.	Supporting attendance and communicating with parents are included in the DfE menu. Working Together to Improve School Attendance requires schools to expect, monitor, listen, facilitate support and formalise support where necessary. Leaders will track individual patterns as well as group averages.	1
Provide targeted relational, social and emotional support through Thrive informed practice and support from relevant external services, trusted adult relationships, reasonable adjustments, purposeful play and restorative support. Fund staff development and targeted sessions where assessment identifies need.	The DfE menu includes support for social, emotional and behavioural needs. EEF evidence supports social and emotional learning when it is explicit, connected to everyday teaching and implemented consistently. Provision will be reviewed for its effect on access, regulation and independence.	1, 5
Remove financial barriers to curriculum visits, residentials, music, clubs, sport, Forest School and wider opportunities. Track participation and seek pupil and family voice so support reaches the pupils who need it.	Enrichment, sport, outdoor and nature activity, arts participation and wider life skills are included in the DfE menu. Funding will be linked to diagnosed barriers, participation and intended educational outcomes rather than offered as an unmonitored subsidy.	5, 6

Total budgeted cost

Category	Planned cost
Teaching	£4,000
Targeted academic support	£7,500
Wider strategies	£4,000
Total	£15,500

Part B Review of the previous academic year

Outcomes for disadvantaged pupils

The review draws on summer 2026 teacher assessment, work scrutiny and first hand evidence. The attendance baseline covers the rolling twelve months to 14 September 2026, rather than the 2025 to 2026

academic year alone. The current monitoring cohort contains five pupils; one pupil therefore represents 20%. Findings are interpreted carefully and support is reviewed at pupil level.

Attendance

The rolling attendance baseline was 92.9% for the five pupils currently monitored. One pupil was persistently absent and two further pupils were at risk of persistent absence. This indicates a continuing need for support, but does not establish the full 2025 to 2026 academic year attendance outcome. The revised strategy strengthens individual monitoring, early family support and evaluation of whether actions improve attendance.

Attainment

Subject	Well below	Just below	Expected	Above
Reading	1 pupil 20%	1 pupil 20%	3 pupils 60%	0
Writing	0	4 pupils 80%	1 pupil 20%	0
Mathematics	0	2 pupils 40%	3 pupils 60%	0

The previous attainment outcome cannot be evaluated securely through current whole school assessment information alone. Current internal assessment indicates that most disadvantaged pupils are working at the expected standard in reading and mathematics. Writing remains the most widespread area of need, while foundational reading gaps remain significant for some pupils. No pupil was assessed above the expected standard in any of the three subjects. The 2026 to 2027 strategy therefore places greater emphasis on precise diagnosis, writing, foundational reading, mathematical fluency and challenge for pupils who are already secure.

Wellbeing participation and implementation

The previous strategy funded pastoral support, Thrive informed provision, Forest School and access to wider experiences. These activities addressed relevant barriers, but the review did not contain sufficiently precise pupil outcome measures to establish sustained impact for each intended outcome. The revised strategy retains only activities permitted by the DfE menu and strengthens evaluation. Leaders will record the need identified, the provision delivered, what changed for the pupil and the next action. Participation, attendance, regulation, independence and attainment will be evaluated rather than activity completion alone.

Overall evaluation

The previous strategy established a broad offer, but its outcomes and evaluation were not precise enough to show consistently which approaches improved outcomes for which pupils. The 2026 to 2027 plan narrows activity around the strongest diagnosed needs, links each activity to the DfE menu and specifies implementation and pupil outcome measures from the outset.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Training
CanDoMaths	Buzzard Publishing
Jigsaw PSHE	Jigsaw Education Group

Programme	Provider
The Thrive Approach	Thrive

Service pupil premium funding

This statement describes the disadvantaged pupil strategy. Any service pupil premium received will be accounted for separately in accordance with its purpose.

Further information

The strategy will be implemented through the School Development Plan, Staff Handbook, professional development programme, Vulnerability Register, graduated response and leadership monitoring cycle. Teachers will anticipate barriers, notice pupils' responses, adapt teaching and restore relationships when needed. Teaching assistants will know the intended learning and agreed adjustments, enable independence, notice emerging barriers and share significant information with the teacher.

The pupil premium lead will review attendance and emerging barriers regularly, attainment and provision at least termly, and implementation through first hand evidence. Each review will ask what is better for pupils, what changed in adult practice, who is benefiting, who is not benefiting enough and what must change next. Governors will receive concise termly evidence about spending, implementation and outcomes.

Evidence sources

DfE Using pupil premium guidance for school leaders updated 24 August 2026:

<https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders>

DfE Pupil premium overview and 2026 to 2027 funding rates:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Pupil premium allocations and conditions of grant 2026 to 2027: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027>

EEF Guide to the Pupil Premium: <https://educationendowmentfoundation.org.uk/using-pupil-premium>

DfE Reading Framework: <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

DfE Writing Framework: <https://www.gov.uk/government/publications/the-writing-framework>

DfE Working Together to Improve School Attendance: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>