

Pupil Premium Strategy including Evaluation of Impact 2019/2020

Summary information					
School	Malvern Wells CE Primary School				
Academic Year	2019/2020	Total Pupil Premium budget	£ 10,220	Date of most recent PP Review	September 2019
Total number of pupils	89	Number of pupils eligible for PP	7	Date for next internal review of this strategy	September 2020

2. End of Year Attainment 2018 – 2019	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% achieving age related expectations in reading, writing and maths	75%	79%
% achieving age related expectations in reading	75%	82%
% achieving age related expectations in writing	75%	73%
% achieving age related expectations in maths	75%	83%

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	A high proportion of Pupil Premium children have emotional needs relating to self-esteem and anxiety.	
B.	A percentage of Pupil Premium children also are identified as having SEND.	
External barriers		
C.	Social and cultural differences for those children who are not exposed to rich and varied life experiences.	
2. Desired outcomes 2019/2020	Success criteria	
A.	To improve children's social and emotional development so that Pupil Premium children will feel confident coming into school and within school.	A higher percentage of pupils feel confident about their learning and their place within school.
B.	Continue to support children who need specific intervention through individual programmes. This will help to continue expected progress from their starting points in Reading, Writing and Maths.	Pupil Premium children will make expected progress in core subjects throughout the academic year. (maths is a target)
C.	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.

Planned expenditure

Academic year

2019/2020

The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
To provide continuity of provision throughout both Key Stages to ensure that children make good progress in the core subjects of Maths and English	The school will continue to employ Teaching Assistants and the Assistant SENDCo who offer relevant interventions.	Teaching Assistants provide targeted support in the classroom and on an individual/group basis to children who have been identified as not making sufficient progress or not achieving ARE in Reading, Writing and Maths.	Staff – TAs and Teachers SENDCo	£ 4,187	The careful deployment of support staff across the school alongside carefully thought out intervention has resulted in all PP children making progress from PAG in Reading, Writing and Maths across the school and KS1 have made good to better progress in all three areas. In reading all PP children have reached ARE with 29% reaching above expectation. Those children not reaching ARE in writing and maths have been identified and further targeted support will be put in place to help close the gap further.

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
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<p>To improve children's social and emotional development so that Pupil Premium children will feel confident:</p> <p>a. transitioning from home to school</p> <p>b. during the school day.</p>	<p>Daily review of emotional state.</p> <p>1:1 TA and class teacher to plan and deliver support as and when needed.</p> <p>Social Skills Intervention</p> <p>JIGSAW – PSHE programme</p>	<p>Intervention put in place for those who need further input to support their Social, Emotional and Mental Health. This will make an average overall impact of four months' additional progress on attainment based on the EEF toolkit.</p> <p>We aim to continue a positive ethos around school and seek to improve behaviour for learning within the classroom where required.</p> <p>Children develop their social skills to boost confidence inside and outside the classroom.</p> <p>The Jigsaw units cover a range of topics including self-esteem and anxiety</p>	<p>Day to day by all staff.</p> <p>Designated TAs each morning</p> <p>VA – 2x weekly</p> <p>All staff</p>	<p>Combined with above expenditure (£4,187)</p> <p>£2,310</p>	<p>Due to staff being available to support transition from home to school each morning the amount of emotional outbursts has decreased this year. Both the children and the staff feel more positive about the start to the school day and feel they have built strong relationships with those children in need. With these children starting their school day with less stress and anxiety it has meant they are ready to learn.</p> <p>Through discussion with pupils, it was clear that they felt there was always somebody to listen and offer support when needed.</p> <p>All classes have been taught PSHE using JIGSAW this academic year, lesson plans have been annotated in most classes and evidence of learning shows that children have accessed the full programme up until lockdown.</p> <p>97% of pupils overall have achieved expected in PSHE across the school.</p> <p>Pupil voice indicates that children are enjoying their PSHE sessions and that they have a good understanding of how to keep themselves healthy physically, emotionally and mentally.</p>
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	<p>Mental health surgery.</p> <p>Mentor Link</p>	<p>Mental Health Lead provides a secure place where pupils feel they can share worries and concerns with confidence.</p> <p>To offer children 1:1 support with difficulties in their lives, which may include self-harm, bullying, traumatic bereavement and family breakdown and to help support positive changes in their lives.</p>	<p>SH – 1hr weekly</p> <p>SS/AE</p>	<p>£1,418</p> <p>£585</p>	<p>Our parents and children have responded positively to the weekly drop-in sessions and it has given the children a strong message that it is important to talk about any worries or concerns you have. The sessions have allowed the children to talk about challenges in their lives, share worries and discuss friendship issues. Having observed a session, it was noted that children felt better for talking about their emotions. Feedback from parents indicates that they are grateful for someone to take the time to listen to their children.</p> <p>As a result of a mentor support, a child has been brighter and more positive in the sessions as the year progressed. They have been more settled at home and at school resulting in their self-esteem being lifted and anxiety levels decreased allowing for a much improved contribution to their work and home life activities.</p>
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Continue to support children who need specific intervention through individual programmes. This will promote expected progress from their starting points in Reading, Writing and Maths.	QFIT - Graduated Approach – cause for concern forms – Staff meetings and support for staff/Governors Carefully planned and evaluated interventions by the class teacher/Assistant SENDCo TA and SENDCo both within and outside the classroom, building on the children’s starting points and addressing gaps in their learning. Robust monitoring and assessment by teachers. SLT and SENDCo.	EEF toolkit shows that QFT has the largest impact on pupil engagement and progress. The EEF toolkit shows that the use of well researched targeted interventions has a moderate impact on progress for low cost. On average, reading comprehension approaches deliver an additional six months’ progress. Having a high impact on learning.	SLT SENCo Class Teachers Class teachers JA, SS, AE	£720 Combined with above expenditure (£4,187)	Through training from both the SLT and SENCO staff are becoming more confident in identifying those children needing additional support quickly and knowing how and where to put relevant intervention in place quickly to ensure PP children keep up and do not need to catch up. All PP children made progress from PAG in Reading, Writing and Maths across the school and KS1 have made good to better progress in all three areas. In reading all PP children have reached ARE with 29% reaching above expectation.
iv. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring Who?	Expenditure	Evaluation of Impact
Where appropriate, allow Pupil Premium children access to a wider range of opportunities other than which might be ordinarily unavailable to them.	To ensure all PP children have access to extra-curricular activities and funded essential learning experiences including residentials, music tuition, trips, visits, paid for clubs.	Social and outdoor activities enhance learning and boost self-esteem and self-confidence. EEF states that out of the classroom learning experiences have a moderate impact on learning with an average of 4 months additional progress.	SS AE SH Ongoing to ensure all PP children are taking part in all aspects of school life.	£1,000	All PP children were able to take part in extra-curricular activities this academic year, however our residential and KS1 swimming was cancelled due to Covid-19 and school closures. The children who attended extra curriculum activities displayed a new found enthusiasm and love for sport or music. Their confidence in these areas has increased therefore giving them a boost of self-esteem and an ‘I can attitude’.
Total Expenditure				£10,220	