

Pupil Premium Strategy including Evaluation of Impact 2020/2021

Summary information					
School	Malvern Wells C of E Primary School				
Academic Year	2020/2021	Total Pupil Premium budget	£ 11,760	Date of most recent PP Review	September 2020
Total number of pupils	77	Number of pupils eligible for PP	7	Date for next internal review of this strategy	September 2021

2. End of Year Attainment 2019 – 2020 Spring teacher assessment data due to Covid-19 lockdown	Pupils eligible for Pupil Premium (1 child 14%)	Pupils not eligible for Pupil Premium
% achieving age related expectations in reading, writing and maths	57%	71%
% achieving age related expectations in reading	86%	82%
% achieving age related expectations in writing	71%	80%
% achieving age related expectations in maths	71%	83%

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	The percentage of pupils in receipt of pupil premium achieving RWM combined expected at the end of spring term teacher assessment was 57%. Following lockdown 2020 and initial baseline assessments, we will need to prioritise bespoke intervention for PP pupils who have gaps in learning, including children aiming for Greater Depth.
B.	A percentage of pupils in receipt of pupil premium have emotional needs which impacts negatively on attainment and progress. Their ability to engage in learning has been weakened as has the ability to retain information.
External barriers	
C.	Some pupils in receipt of pupil premium have less access to supported learning at home and wider context learning opportunities.
2. Desired outcomes 2019/2020	Success criteria
A.	100% of pupils in receipt of pupil premium will make expected progress in core subjects from their starting point throughout the academic year and narrow the gaps in their learning.
To provide support for pupils who need specific intervention through individual programmes to continue expected progress from their starting points in Reading, writing and maths. <i>(In the year 2019-2020 up until spring (Due to lockdown) 86% of pupils in receipt of pupil premium made expected progress in maths and writing and 100% in reading.)</i> Pupils in receipt of pupil premium who need extra support will have the opportunity to practice learning with a member of staff within school.	
B.	Pupils in receipt of pupil premium will feel confident to speak about their needs with a key person, daily. They will access their day to day learning within the classroom and make progress from their September 2020 baselines. Measurable difference in the amount of challenging and disruptive behaviour.
Pupils in receipt of pupil premium with social and emotional needs feel happy within school and are ready to learn. They have strategies and support in place to enable them to access the curriculum and make progress.	
C.	We will see an increase in the amount of pupils in receipt of pupil premium partaking in the following provision: swimming, music lessons, swimming, trips/ external virtual learning/ clubs and sports, residential activities.
Pupils in receipt of pupil premium will be given the chance to access wider context learning opportunities at Malvern Wells (where possible due to Covid restrictions).	

Planned expenditure

Academic year

2020/2021

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
<p>To provide support for pupils who need specific intervention through individual programmes to continue expected progress from their starting points in Reading, Writing and Maths.</p>	<p>QFIT (Quality first inclusive teaching)- Graduated Approach – cause for concern forms – Support for staff/Governors. Carefully planned and evaluated interventions, working closely together with English and Maths leads as well as the class teachers, both within and outside the classroom, building on the children’s starting points and addressing gaps in their learning shown using baseline assessments. Robust monitoring and assessment by teachers. SLT and SENDCo.</p>	<p>EEF (Education Endowment Foundation) toolkit shows that QFIT 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.</p>	<p>All staff including TAs SLT SENDCo Class Teachers Class teachers JA, LL, SS, AE</p>	<p>£3,954 (Combined with TA interventions for PP children, support inside and outside the classroom)</p>	<p>The careful deployment of support staff across the school alongside carefully thought out intervention has resulted in: In reading, 100% of pupils in receipt of Pupil Premium making expected progress from baseline in September 2020 with 63% making faster than expected progress In maths, 75% of pupils in receipt of Pupil Premium made expected progress from baseline September 2020 with 63% making faster than expected progress. In writing, 88% of pupils in receipt of Pupil Premium made expected progress from baseline September 2020 with 63% making faster than expected progress.</p>

Pupils in receipt of pupil premium who need extra support will have the opportunity to practice learning with a member of staff within school.	Pupils in receipt of pupil premium, will have access to extra learning opportunities either with a qualified teacher or experienced teaching assistant within school. Gaps in learning identified and provision put in place to help narrow the gaps. To give regular and precise verbal and written feedback to pupils about their work to ensure consolidation, aiming towards improvement in students' learning.	The EEF toolkit states that feedback, when directed in line with the pupils needs, has a high impact on their learning and progress for a low cost. Over time, an average of 8 months additional progress can be made.	Teaching staff to monitor progress. All staff delivering additional time to monitor response to feedback.	£2,340	As a result of close monitoring including pupils books, data indicates that through both regular feedback and prioritising pupils in receipt of Pupil Premium, on average, 87% of pupils have made expected progress and beyond from their starting points in Autumn 2020. (7 out of 8 pupils)
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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
Pupils in receipt of pupil premium with social and emotional needs feel happy within school and are ready to learn. They have strategies and support in place to enable them to access the curriculum and make progress.	<p>Daily review of emotional state on entry to school by both AE, class teacher and TA.</p> <p>To check in at various points throughout the day.</p> <p>To use social and emotional intervention sessions on a 1:1 basis as well as in a group. Hidden Chimp by Steve Peters.</p> <p>To purchase The Happy Self Journal for pupils to use at home to reflect on their day.</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>Day to day by all staff.</p> <p>Designated staff</p> <p>2x weekly</p> <p>Daily – Parental support and designated staff</p> <p>All staff</p>	Included in the £3,954 as above ie for TA interventions for PP children, support inside and outside the classroom	<p>Pupils in receipt of pupil premium with social and emotional needs have been accessing daily intervention with an adult in school or remotely due to isolation periods.</p> <p>Due to this intensive support, evidence from pupil voice shows that pupils in receipt of pupil premium who have social and emotional needs, feel happy and confident in school and with strategies in place, are accessing the full curriculum, making expected progress.</p>

	Mental health drop-in surgery.	Mental Health Lead provides a secure place where pupils and parents feel they can share worries and concerns with confidence. Due to Covid restrictions this will continue through letters/emails/ phone calls with the designated member of staff.	MHWP Lead	£1,521	Through an open approach, the mental health lead was able to listen to both children and parental worries about school, Covid and general anxieties. MHWP Lead was able to sign post parents and pupils to further support if needed and offered a listening ear. This resulted in pupils' confident return to school. One parent felt able to leave the house and feel secure in bringing their child to school with all parties knowing who to contact as and when needed. In addition, the MHWP Lead raised awareness through the newsletter with a section on 'Feel Good Fridays' which gave all families support and reassurance in knowing that everyone can experience MHWP needs and strategies to use when required.
	Mentor Link	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.	SS/AE	£585	Mentor feedback demonstrates that pupil involved has been engaged in the sessions and has appeared positive. Parents indicate that the sessions are having a positive impact on the child's wellbeing.
	Jigsaw - PSHE	The Jigsaw units cover a range PSHE topics, including a recovery curriculum for the pupil's return to school after restrictions due to Covid-19 lockdown	All staff – half termly data SS – observations, data capture	£2,310	The Jigsaw PSHE recovery curriculum provided staff with the knowledge and tools to deliver and support a secure transition back into school in September 2020. After the delivery of the recovery curriculum, discussions with pupils and staff indicated that it had had a positive impact on the understanding of Coronavirus and the impact on mental health and well-being after lockdown.

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who?</i>	Expenditure	Evaluation of Impact
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<p>Pupils in receipt of pupil premium will be given the chance to access wider context learning opportunities at Malvern Wells. (where possible due to Covid restrictions)</p> <p>This is to include wrap around care. (Breakfast and after school club)</p>	<p>Enrichment.</p> <p>To ensure all PP children have access to extra-curricular activities and funded essential learning experiences including residential, music tuition, trips, visits, paid for clubs, equipment and clothes.</p> <p>To support vulnerable children by preparing them for the school day through ensuring they have breakfast in the morning.</p>	<p>No child misses out on enrichment activities regardless of financial situation.</p> <p>Social and outdoor activities enhance learning and boost self-esteem and self-confidence.</p> <p>EEF states that out of the classroom learning experiences have a moderate impact on learning with an average of 4 months additional progress.</p> <p>Ensuring children have a nutritious breakfast will boost their energy levels and alertness reading for learning.</p>	<p>SS, AE, SH</p> <p>Ongoing to ensure all Pupils in receipt of pupil premium are taking part in all aspects of school life.</p> <p>Teacher feedback</p> <p>Parental feedback</p> <p>Pupil voice</p>	<p>£1,050</p>	<p>All children in receipt of Pupil Premium have been given the opportunity and encouraged to attend any extra-curricular activities planned this academic year. Funding ensured that all pupils attended trips, took part in coaching sessions in school, took part in play leader activities and the outdoor and adventurous trips outside of school. The impact of this was seen when the children flourished in confidence, achieving new challenges they faced.</p> <p>This confidence was evident in the classroom and in their work - they felt good about themselves and their achievements.</p> <p>Relax Kids began in Summer 2 (not held previously due to Covid restrictions), to support pupils self-esteem and to develop strategies to overcome anxieties. The long term impact has not yet been evidenced as the children are engaging well and this will continue into Autumn Term 2021.</p>
<p>Total Expenditure</p>				<p>£ 11,760</p>	