



# Malvern Wells CE Primary School

## 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 Wells CE Primary School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Earp
Pupil premium lead	Stevie Sharrock
Governor	Alison Mesley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,760
Recovery premium funding allocation this academic year	£ 2,600
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	£14,360

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Malvern Wells CE Primary School is that all pupils, irrespective of their background or the challenges they face, reach at least age-expected expectations in all subjects and ensure children are on track to reach GDS in reading, writing and maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who also have a special educational need.

We will consider the challenges faced by vulnerable pupils, such as those who have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

### Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between our disadvantaged pupils and non-disadvantaged pupils within school.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- ✓ Ensure disadvantaged pupils are challenged in the work that they're set.
- ✓ Provide same day targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.

- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- ✓ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

### Key principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. At Malvern Wells CE Primary School, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Identify the gaps in language and understanding to ensure pupils can access the whole curriculum at an appropriate level.
2	Improve the understanding of age appropriate punctuation and sentence structure to enhance writing, leading to a higher proportion of children in receipt of Pupil Premium achieving expected progress.
3	Secure the understanding of number and place value in maths to enable pupils to deepen their understanding of maths
4	Continue to develop Well-being opportunities to support Social, Emotional and Mental Health needs.

## 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 language and understanding for all pupils.	Speech and language SMART targets achieved on IPMS.

	All children accessing lessons at an age appropriate level with support of pre-teaching being evident.
Pupils with additional SEND are identified quickly. Access to support and external agencies where needed. Targeted support is put in place to enable pupils to address their individual targets	Pupils will make progress against SMART target on their individual IPMs.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys.</li> <li>• teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in 2021 - 2022

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: £5,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CDP through team teaching from English and Maths Leads to enhance delivery of Talk4Writing and Mastery Maths. TAs to release staff.	Ensure all staff (including new staff and volunteers) have received training to deliver/ support the delivery of talk4writing.  English and Maths Lead out of class when needed to support staff to embed talk4writing and Maths Mastery.	1 2
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1 2 3

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

Budgeted cost: £3,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in maths	On average, one to one tuition is very effective at improving pupil outcomes. It is effective as targeted support for those children identified as low attainers or are struggling in a certain area. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1

<p>Additional RWI sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Access to SEND professional advice</p>	<p>Early intervention is well recognised as having an impact on pupil’s participation in school and the progress they make with their learning journey. We understand that trained professionals are best placed to make assessments of a child’s needs and help our teachers better support our pupils and families. Liaison and support from external agencies enable us to call on expert advice when needed and to quality check the individualised support which pupils receive. We are also, at times, able to use reports from other professionals to support specific children with diagnosis or application for an Education Health Care Plan which will help them get the right support throughout their school life.</p> <p>SEND Gateway report - Evidence informed practice. (Report into deploying specialists to improve outcomes for learners with SEND). From the January 2020 School Census information, it was highlighted that just over 12% of our pupil population receive SEN Support. This clearly highlights a priority for schools and their leaders to ensure that they can provide the best quality of education for their SEND learners. If, by using EPs and SaLTs, they can improve the universal provision, 1/8 of our pupil workforce should see an improvement in their provision and outcomes.</p>	<p>1 2 3 4</p>

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

Budgeted cost: £4,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor Link, Relax Kids and mental health surgery SEMH support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1 2 3 4
JIGSAW programme  PSHE	High quality PSHE education will aim to develop children's skills whilst also building knowledge about particular aspects of life, for example physical health and safety. PSHE can therefore provide valuable contexts in which to teach social and emotional learning.	1 2 3 4
Free/Subsidised Breakfast club.  School to provide uniform. School to provide resources for learning	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment to be ready for learning.	2 3 4
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1 2 5

**Total budgeted cost: £14,360**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

#### Key areas of impact

- ✓ 87% of pupils in receipt of pupil premium made expected progress and beyond in RWM from their starting points in Autumn 2020
- ✓ Attendance average 99%
- ✓ Evidence from pupil voice showed 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.