



# Pupil premium strategy statement

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 identified in red.

This statement details our impact of our school's use of pupil premium 2021 – 2022 in black.

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 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 <b>2022 – 2023</b> 2023 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed (1 <sup>st</sup> review)	September 2022
<b>Date on which it will be reviewed (2<sup>nd</sup> review)</b>	<b>September 2023</b>
Statement authorised by	Jennifer Alford
Pupil premium lead	Stevie Sharrock
Governor	Alison Mesley

## Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021 - 2022	£ 11,760
<b>Pupil premium funding allocation academic year 2022 - 2023</b>	<b>£13, 490</b>
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 academic year – 2021 - 2022</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
<b>Total budget for academic year – 2022 - 2023</b>	<b>£13, 490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Malvern Wells 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, including the arising vocabulary gap 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 by either the teacher or TA.

- ✓ 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 a broad and balanced curriculum and quality first teaching. At Malvern Wells 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, spelling 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 and become fluent mathematicians.
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.	<p>Speech and language SMART targets achieved on IPMS.</p> <p>All children accessing lessons at an age-appropriate level with support of pre-teaching being evident.</p>
<p>Pupils with additional SEND alongside PP are identified quickly.</p> <p>Access to support and external agencies where needed.</p> <p>Targeted support is put in place to enable pupils to address their individual targets</p>	<p>Create independent learners within our SEND/PP group, by managing time allocated support for individual SEND/PP pupils, alongside the need to develop their independence.</p> <p>Continue to effectively co-ordinate provision and support for those SEND / PP children with greatest and specific needs including next school transition.</p> <p>SEND / PP pupils, whatever their specific needs are fully prepared for the next stage of their education, with excellent transition arrangements for their next school.</p>
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.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupilvoice, pupil 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 - 2023

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: £6,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Ongoing CDP through team teaching from English and Maths Leads to enhance delivery of Talk4Writing, RWI and Mastery Maths. TAs to release staff.</p>	<p>Ensure all staff (including new staff and volunteers) have received training to deliver/support the delivery of talk4writing and RWI. English and Maths Lead out of class when needed to support staff to embed talk4writing and Maths Mastery.</p>	<p>1 2</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 2 3</p>
<p>Employment of 2 new full time TAs to support the learning of our disadvantaged pupils including the rising language gap.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>1 2 3 4</p>

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

Budgeted cost: £3,000

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 for 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
Tutoring in English and maths 1:1	On average, one to one tuition is very effective at improving pupil outcomes. It is effective for 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
Additional RWI sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Access to SEND professional advice	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 enables us to call on expert advice	1 2 3 4

	<p>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 a 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>	
To purchase in class and intervention resources to support learning including language need.	<p>All learners will have access to the learning resources needed to support their need and learning styles.</p> <p>All pupils will be emerged in enriched language.</p>	1 4

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

Budgeted cost: £3,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor Link, Relax Kids and mental health surgery SEMH support	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	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
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: £13, 490**

## 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.

Challenge	Impact
<p>Identify the gaps in language and understanding to ensure pupils can access the whole curriculum at an appropriate level.</p>	<p>Good quality CPD has enabled our learners to make good progress and start to close gaps that developed through the covid pandemic.</p> <p>Where teaching identifies and exemplifies the key language required for knowledge, and this is taught with precision, children demonstrate good progress.</p> <p>From a baseline assessment of word knowledge, 100% of children have made at least 6 months progress in their vocabulary score because of QFT. With 2 children making 24 months progress.</p> <p>Children can talk using learnt vocabulary and writing demonstrates appropriate use of learnt vocabulary.</p> <p>Children in receipt of pupil premium attended our 3-day residential or 1 night (for younger learners). Contributing to the residential enabled them to attend and take part in adventurous learning whilst learning life skills and developing physical health. All children talked positively about their experiences and how proud they were of themselves for doing things they might not have done – developing in resilience, independence, and organisational skills.</p>
<p>Improve the understanding of age-appropriate punctuation, spelling and sentence structure to enhance writing, leading to a higher proportion of children in receipt of Pupil Premium achieving expected progress.</p>	<p>100% of pupils in receipt of pupil premium made expected progress in writing within the academic year.</p> <p>89% of children demonstrated improved standards on their SPAG scores, exemplifying acquisition of knowledge, with 66% reaching ARE in writing (2 pupils who didn't achieve ARE were newly arrived to the country).</p> <p>Where teachers, confidently teach spelling techniques and rules children make steady progress and teaching is good overtime.</p>
<p>Secure the understanding of number and place value in maths to enable pupils to deepen their understanding and become fluent mathematicians.</p>	<p>Good quality CPD for staff has enabled our learners to make good progress and start to close gaps that developed through the covid pandemic.</p> <p>Where flashback maths and maths meetings were based on arising needs of learners, 100% of pupil premium made expected progress from their starting point with 78% reaching ARE, 22% reached GDS.</p>
<p>Continue to develop Well-being opportunities to support Social, Emotional and Mental Health needs.</p>	<p>Several pupils have taken part in social and emotional intervention groups this academic year.</p> <p>Of the interventions undertaken in the year, children were shown to make good progress which in turn improved progress across Reading, Writing and Maths as their learning behaviours improved.</p>

	<p>Consistent teaching in all classes using the Jigsaw program, has ensured all children in receipt of pupil premium have a full access to PSED curriculum coverage and the children have shown good progress in SMEH.</p>
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