

Pupil premium strategy statement

School overview

Metric	Data
School name	Malvern Parish CE Primary School
Pupils in school	209
Proportion of disadvantaged pupils	12.4%
Pupil premium allocation this academic year	£33,260
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Sue Parker
Pupil premium lead	Sarah Drinkwater
Governor lead	Sophia Robinson

Disadvantaged pupil progress scores for last academic year

No published data available due to COVID-19

Measure	Score
Reading	.
Writing	
Maths	

Strategy aims for disadvantaged pupils

No published data available due to COVID-19

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver phonics effectively and attended Early Reading courses
Priority 2	To ensure reading and phonics book are matched to ability and phonics assessment. To purchase new books to ensure these can be matched.

Barriers to learning these priorities address	To ensure parents and staff are confident levelling phonics and putting in targeted interventions.
Projected spending	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Pupils to be achieving in line with their peers for reading	Sept 21
Progress in Writing	Pupils to be achieving in line with their peers for writing	Sept 21
Progress in Mathematics	Pupils to be achieving in line with their peers in maths	Sept 21
Phonics	Achieve national average expected standard in PSC.	Sept 21
Other	To improve children's social and emotional developmental so that PP children will make measurable progress which will impact on outcomes for learning.	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To improve children's social and emotional developmental so that PP children will make measurable progress which will impact on outcomes for learning.
Priority 2	To use White Rose training and resources to ensure disadvantaged children are able to access targeted intervention in whole class learning or MOT sessions. To ensure small group phonic interventions for disadvantaged pupils falling behind age-related expectations can take place matched to assessed ability.
Barriers to learning these priorities address	Support at home may mean children have been unable to access learning online during lockdown. Improving mental wellbeing and readiness to learn for the most disadvantaged pupils
Projected spending	£18,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue with Thrive to assess and implement a social and emotional support package for disadvantaged pupils.
Priority 2	Embed Peer Mediation
Barriers to learning these priorities address	Improving children's mental wellbeing at school so that they can be in the right place to learn.
Projected spending	£15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in phonics and maths. Ensure all staff audit skills and training updated accordingly.	Use of INSET days (maths Sept 2020) and additional cover being provided by senior leaders
Targeted support	To ensure Thrive practitioner has enough time to meet with all children in afternoon sessions	Thrive lead to create action plans for class TA to provide targeted Thrive intervention.
Wider strategies	To ensure playground leaders and peer mediation can go forward with bubble restrictions	Arrange for training to take place within bubbles.

Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged children to have access to high quality text	All classes have access to Pie Corbetts book spine books and rewarded when they have read them.
Disadvantaged children to be age expected for reading	No data due to Covid-19
PP children to be achieving in line with their peers across reading, writing and maths	No data due to Covid-19
Disadvantaged children to make progress in their social and emotional development	Up to Dec 2019 92% of children on Thrive made progress using Thrive online assessment tool.