

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.

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 Parish
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2023, 2023 – 2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Martyn Bream
Pupil premium lead	Sarah Drinkwater
Governor / Trustee lead	Rachel Hill Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,740
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Grant is provided by the government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. At Malvern Parish CE Primary our Pupil Premium Strategy has been designed to have lasting impact over a three-year period. The strategy will be reviewed yearly to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant has a long-term effect on pupil outcomes.

At Malvern Parish CE Primary School, we recognise the value of quality first teaching and this strategy aims to ensure that the Pupil Premium Grant increases the access of our disadvantaged pupils to high quality learning experiences in class and teacher led, same day interventions to address teachers' ongoing assessment of children's gaps and misconceptions.

Our school is aware of the impact of pupils social and emotional wellbeing on their academic outcomes. This strategy takes account of the need to support the whole child and remove the wider barriers to learning experienced by many of our disadvantaged pupils. We also aim for all of our families to understand the importance of good attendance and being part of our school community every day.

Challenges

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

Challenge number	Detail of challenge
1	Gaps and misconceptions in learning
2	21.4% of disadvantaged children have a SEND need
3	Social and Emotional needs
4	Poor attendance levels

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
<ul style="list-style-type: none"> Disadvantaged pupils will make progress from their starting points specifically in English and maths 	<ul style="list-style-type: none"> Attainment data shows that the disadvantaged pupils working at all levels have made progress in tracked data Book scrutiny shows small steps of progress for individual pupils
<ul style="list-style-type: none"> Pupils with additional SEND are identified quickly Access to support – The Chase, Speech and Language, OT, Targeted support is put in place to enable pupils to address their individual targets 	<ul style="list-style-type: none"> Pupils will make progress against SMART target on their individual IPMs.
<ul style="list-style-type: none"> Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum. Pupils feel safe and happy at school. 	<ul style="list-style-type: none"> Thrive Online Assessment tool shows that specific children are progressing in Thrive Children receiving TISUK show progress against their individual academic targets on their Individual Provision Map Observation/behaviour records show that pupils with social and emotional needs are able to access learning more regularly.
<ul style="list-style-type: none"> Attendance concerns are quickly identified and action is taken. Pupils with low attendance are supported to improve. 	<ul style="list-style-type: none"> Whole school attendance remains over 96% Individual pupil's attendance figures show improvement and aim to be above 96%

Activity in this academic year

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD - Positive Learning Behaviour Programme through Imagine for Schools – meta-cognition training October 22</p>	<p>The EEF report on Metacognition and self-regulations says that teachers should have professional development to acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. It states:</p> <p><i>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take a greater responsibility ty for their learning and what is required to succeed. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific areas of their learning can be effective.</i></p> <p>At Malvern Parish we recognise that investing in our staff's pedagogy through continuous professional development will improve outcomes for our pupils. We aim for all pupils to have access to effective teaching and learning in every lesson.</p> <p>Through the CPD on metacognition and memory staff have looked at Rosenshines principle of instruction in order to impact all groups of pupils but specifically disadvantaged pupils.</p>	<p>1</p>

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to release teachers for Pupil Conferencing	<p>Effective feedback has long been recognised as one of the most effective means of ensuring progress for individual pupils and groups of learners. The key elements of ensuring feedback are effective are: ensuring it follows on from high quality instruction, it is carefully timed and is given within a carefully planned approach which encourages learners to welcome feedback and should monitor whether pupils are using it. Finally, the system of feedback should allow for opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. (EEF report – Teacher Feedback to Improve Pupil Learning Points 1-3.)</p> <p>Our teachers are the experts on the children in their class and are best placed to assess any gaps in learning or misconceptions. By providing each of our teachers with a weekly Pupil Conferencing afternoon (Extra TA support in class is funded to facilitate this) we are extending the opportunities for our disadvantaged pupils to access effective, timely feedback. They can work with the teacher to use their feedback thus ‘closing the feedback loop’ and leading to progress. As this is becoming embedded as part of our whole school practice children are developing their metacognition and are able to engage in the learning process with greater independence.</p>	1
Access to SEND professional advice through a Service Level Agreement with Chadsgrove and support from The	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	2

Chase SEN Outreach service	<p>families. This Service Level Agreement enables 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).</p> <p><i>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.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £30,000 Staff £1224 Online tool and CPD, Material £500, Play therapy £1755, MISP £1000, SLA EWO

£34,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive CPD for staff and Thrive assessment tool</p> <p>Trauma Informed School whole school training Sept 2021</p>	<p>At Malvern Parish we understand the importance of pupils social, emotional and mental wellbeing. We care for our children as individuals and aim to ensure all pupils, especially our disadvantaged and vulnerable pupils, have their emotional needs met. Social, emotional and mental health needs are a significant barrier to learning and progress for many children. We have adopted the TISUK approach as a whole school in order to provide a long term, embedded approach to ensuring our pupils build strategies for dealing with their emotional needs and can access their lessons and</p>	3

	<p>learning every day. The Thrive Approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory, transactional analysis and attachment theory, creativity, play and the arts. At the heart of the Approach lies the understanding that children’s behaviour represents a form of communication – of their underlying needs. If we can recognise and meet these needs, children are able to flourish and learn</p> <p><i>EEF report on Social and emotional learning states:</i></p> <p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	
<p>Access to a Play therapist</p>	<p>Early intervention is well recognised as having an impact on pupil’s participation in school and the progress they make on their journey. We understand that professionals such as play therapists, CAMHS CAST, educational psychologists are best place to make assessments of child’s needs and help our teachers better support our pupils and families</p> <p><i>EEF report states Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</i></p>	<p>3 1</p>
<p>Massage in Schools</p>	<p>At Malvern Parish we use massage at least once a day in order to have their needs met. They can then start learning from a place of calm.</p> <p><i>A number of studies have been done in the UK using different methodologies. The outcomes from the studies in this overview of research show that the main benefits of the MISP are:</i></p> <ul style="list-style-type: none"> <i>• Improved calmness and concentration</i> <i>• Increased self-confidence and self-esteem</i> <i>• Improved social skills with a greater number of relationships/friendships with peers and adults</i> <i>• Children feel happier and more relaxed</i> <i>• A reduction in aggressive behaviour and bullying</i> <i>• A more positive attitude and greater engagement with learning</i> <i>• Improved ability to work in groups and</i> 	<p>3</p>

	<i>independently • Greater creativity and problem solving • Increased awareness of the body and signs of stress and anxiety</i>	
Service level agreement with Educational Welfare officer from The MET	<p>At Malvern Parish we recognise that every day and every lesson impact learning and progress. Pupil's poor attendance are more likely to have gaps and misconceptions due to missed learning, lack confidence when they have missed out on key skills.</p> <p>Arbor allows us to analyse persistent poor attenders and lateness. Working with the educational Welfare Officer gives our families another line of support with improving attendance and enables the school to raise attendance in the most challenging cases.</p> <p>DfE attendance guidance 2021: Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption to widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. DfE went on to say in 2022 that Leaders need to recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (to create, build and maintain systems and performance</p>	4
Train Year 5 and Year 6 pupils to become Peer Mediators	<p>Peer mediation is the process whereby pupils help their peers handle and sort out their disagreements and arising conflicts. These conflicts can range from spreading rumours to fights in the playground. Thus, peer mediation is simply pupils helping their peers to resolve conflict in safe and positive ways, and peer mediation training is the process of giving pupils the knowledge, tools and skills to become peer mediators.</p> <p>Research shows that pupils who do engage in aggressive behaviour have limited knowledge and social skills in resolving conflicts in a constructive manner. The standard response of these pupils to conflict is either withdrawing or forcing a situation. A well conducted peer mediation program teaches children and young people alternative strategies to aggression and withdrawal that instead promote constructive communication and a safe school environment (Stomfay-Stitz, 1994; Sim, Whiteside, Dittner, & Mellon, 2006;</p>	3

	<p>Smith Sanders & Harter, 2007) Extensive research (incl. review papers) on peer mediation programs show that they are indeed successful in improving school climate by teaching students to constructively deal with conflict. This in turn reduces student-to-student conflict as well as suspensions and discipline referrals, and further improves relationships between peers as well as between pupils and teachers – creating a healthy school climate. Results from peer mediation programs show that when conflict arises and is dealt with by a peer mediator, there is around a 90% agreement rate and satisfaction of outcome by pupils. Similarly, teachers and parents are also highly satisfied with the outcomes of mediation sessions (Johnson & Johnson, 1996; Cardells & Van Slyck, 1999; McHenry, 2000; Burrell et al. 2003, Harris (2005)</p>	
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Total budgeted cost: £41,979

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.

Aim	Outcome
<p>To improve children's social and emotional developmental so that PP children will make measurable progress in their Thrive assessments</p>	<p>Improving children's mental wellbeing at school so that they can be in the right place to learn.</p> <p>All children who accessed Thrive made progress.</p> <p>Thrive lead created action plans for class TA to provide targeted Thrive intervention. Parents engaged with sessions and home plans were sent out.</p> <p>Results of Pupil/parent questionnaire July 2022 show children feel happy and safe in school</p>

		Agree	Partly agree
	1. I feel that my child is happy at school	50%	41%
	2. I know how my child is supported at school	83%	8%
	3. I feel my child enjoys Thrive	92%	8%
	4. I feel that I have sufficient information about Thrive	59%	41%
	5. I have had opportunities to talk about Thrive if needed	75%	25%
	6. I feel that Thrive has had a positive impact on my child	83%	8%
<p>Pupils with additional needs and SEND are identified quickly.</p> <p>Pupils have access to support</p>	<p>SENCO undertook parents evening appointments to speak to parents if there were worries or concerns around SEN.</p> <p>Services accessed: CAMHS CAST, OT, Speech and Language, Learning Support, Dyslexia Support, CCD team offered consultation advice and training.</p> <p>These professionals have supported in school, leading to additional strategies to support specific pupils and parents.</p>		
Disadvantaged pupils will make progress from their starting points specifically in English and Maths	Children made progress from their starting point if they were SEN and this was measured on their IPM's or their starting point in Thrive.		
Implement the use of Trauma Informed Schools UK (TISUK) to support the impact of	A TISUK practitioner is in place providing a whole school approach and individual children if required		

COVID-19 on the emotional well-being of all.	Executive Headteacher and Head of School have been undertaken training and Staff and Governors have had training from SENCo.
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