

## Pupil premium strategy statement – Malvern Parish CE Primary School 2024-2027

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                                                          | Data                                                             |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Number of pupils in school                                                                                      | 210 (23-24)<br>210 (24-25)<br>209 (25-26)<br>209 (26-27)         |
| Proportion (%) of pupil premium eligible pupils                                                                 | 13.3% (23-24)<br>15.8% (24-25)<br>17.6% (25-26)<br>15.9% (26-27) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027                                                        |
| Date this statement was published                                                                               | July 2026                                                        |
| Date on which it will be reviewed                                                                               | July 2027                                                        |
| Statement authorised by                                                                                         | Maggie Spence<br>Director of Education                           |
| Pupil premium lead                                                                                              | Martha Worthington<br>Headteacher                                |
| Governor / Trustee lead                                                                                         | Dan Hughes                                                       |

### Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £49 600 |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £49 600 |

### Statement of intent

At Malvern Parish CE Primary School our aim is to use the Pupil Premium and Recovery Premium Funding allocation to improve outcomes for all disadvantaged pupils and to support them to thrive and flourish. High-quality teaching is at the heart of our approach. We believe that every child should have a good teacher. 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 Pupil Premium Strategy has been designed to have lasting impact over a three-year period. It will be reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils.

Our vision of Learning together for an Exciting Future applies to everyone within our school community and is at the heart of our Pupil Premium Strategy. This means that each child is aware of their gift so they can flourish as individuals, achieve academically and build firm boundaries for the future. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We recognise the value of quality first teaching in achieving this. As a result, this strategy aims to ensure that the Pupil Premium Grant increases the access of our disadvantaged and most vulnerable pupils to high quality learning experiences, which are led by teachers within lessons and in interventions. This is facilitated through staff training which is up to date and ensure practitioners have the most up to date understanding of effective teaching and learning.

Equally, we believe that the teaching of early reading and phonics is a crucial element of our curriculum as it is the vehicle for learning. This strategy prioritises effective phonics provision including regular keep up and catch up and promoting engagement with regular reading. Early intervention is key and this strategy allows pupils at our school access to trained professionals, such as Speech and Language therapists and Educational Psychologists, who are able to identify need and support our teachers to put targeted support in place.

Our school is also 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 through engaging with the Thrive program and embedding a whole school Trauma Informed and Attachment Aware Approach. We also aim for all of our families to understand the importance of good attendance and being part of our school community every day.

Our strategy places high priority on extra-curricular and cultural experiences which impact on social and emotional wellbeing, speech and language development, attendance and on reading with the highest impact on pupil groups who may not access these experiences outside of school.

## 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                | Early identification of needs and targeting support          |
| 3                | Phonic and Early Reading especially for disadvantaged pupils |
| 4                | Social and Emotional 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                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>Disadvantaged pupils will make progress in their attainment specifically in English and maths.</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Attainment data shows that disadvantaged pupils working at all levels have made progress in tracked data.</li> <li>Book scrutiny shows small steps of progress for individual pupils.</li> <li>Attainment data shows pupils attending tutoring sessions have made progress in tracked data</li> </ul>                            |
| <ul style="list-style-type: none"> <li>Pupils with speech and language needs are identified quickly</li> <li>Teachers have access to the support of Educational Psychologists for individual assessment and to recommend targeted support.</li> <li>Targeted support is put in place to enable children to address their individual targets.</li> </ul> | <ul style="list-style-type: none"> <li>Speech and language therapist reports progress for her caseload/those supported in small group work.</li> <li>Phonics check in Year 1 and 2 shows pupils have made progress</li> <li>Pupils with additional needs are identified quickly and make progress against individual targets on the Individual Provision Map</li> </ul> |
| <ul style="list-style-type: none"> <li>Phonics and reading has a high profile across the school. Pupils are able to make appropriate book choices to both challenge themselves, build</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>Attainment data shows that disadvantaged pupils working at all</li> </ul>                                                                                                                                                                                                                                                        |

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| <p>reading stamina and foster a love of reading.</p> <ul style="list-style-type: none"> <li>Phonic and reading ability is not a barrier for children to access the wider curriculum.</li> </ul>            | <p>levels have made progress in reading in tracked data.</p> <ul style="list-style-type: none"> <li>Deep dives in reading show pupils are choosing appropriate books and can discuss their wider reading habits.</li> <li>Phonic tracking shows all children making good progress and the impact of keep up and catch up for individual children,</li> </ul>                                                   |
| <ul style="list-style-type: none"> <li>Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum.</li> <li>Pupils feel safe and happy at school.</li> </ul> | <ul style="list-style-type: none"> <li>Thrive assessment shows that specific children are progressing.</li> <li>Children receiving social and emotional interventions show progress against their individual academic targets on their Individual Provision Map</li> <li>Observation/behaviour records show that pupils with social and emotional needs are able to access learning more regularly.</li> </ul> |

## 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: **£6658**

| Activity                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Staff CPD through National College Membership £1155</p> <p>Other targeted staff CPD £1030</p> | <p>The EEF report on closing the attainment gap recognises the impact of quality first teaching <i>'What happens in the classroom makes the biggest difference'</i> also that <i>'improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.'</i></p> | 1                             |

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|                                                                                                                                                                                                                                            | <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. This will have an impact on all groups but specifically: <i>'Good teaching for all pupils has a particular benefit for disadvantaged pupils.'</i></p> <p><i>EEF Closing the Attainment Gap: Key lessons learnt in the first six years 2017</i></p> |   |
| <p>Little Wandle Phonics Program including staff training, resources and releasing the phonics lead for monitoring.<br/>£787 Little Wandle Program<br/>£3000 resources and release time<br/>£ 108 Phonics Play<br/>£ 578 Reading Cloud</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Early Reading is a foundational skill that all pupils must develop to access the primary curriculum and later learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics/">Phonics / EEF (educationendowmentfoundation.org.uk)</a></p>                                        | 2 |

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

Budgeted cost: £4 505

| Activity                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teaching Assistants deployed to classrooms to allow for teacher led intervention/live marking and deployed across classes to deliver targeted intervention. | Our feedback policy allows for live marking within lessons to give pupils instant feedback which enables them to make small steps of progress in every lesson. Our Teaching and Learning Policy recognises the impact of accurate and timely assessment for learning and our teachers have received CPD to ensure they are using strategies to support pupils within lessons. Our teachers are the experts on the children in their class | 1,2                           |

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|  | <p>and are best placed to assess any gaps in learning or misconceptions. 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> <p>Teaching assistants are deployed according to their skills, knowledge and training to impact pupil groups in intervention based on age and stage rather than year group.</p> <p><i>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.)</i></p> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

£38 437

| Activity                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Access to an educational psychologist, learning support, and professional support for additional needs.</p> <p>£5150</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 professionals such as the Educational Welfare Officer, learning support, Speech and Language Therapists and Educational Psychologists are best placed to make</p> | 4                             |

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|                                                                                                                                                                                                                | <p>assessments of a child's needs and help our teachers better support our pupils and 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 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).</p> <p><i>From the January 2023 School Census information, it was highlighted that just over 19% 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, this percentage of our pupil workforce should see an improvement in their provision and outcomes.</i></p> |   |
| <p>Dedicated Thrive Practitioner £21083</p> <p>Thrive Lunch Club provision £3919</p> <p>Thrive assessment tool £1285</p> <p>TIAAS Whole School Approach</p> <p>Resources £2000 (Including Hamish and Milo)</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 Trauma Informed Schools 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 learning every day. The Trauma Informed Schools approach is informed by established developments in neuroscientific</p>                                                                                                                                                                                                                                                                                                                                                                           | 3 |

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|                                                                                                                                                                                                                                                                                                | <p>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. A dedicated Thrive practitioner and lunch support underpins this approach. The Thrive assessment tool enables staff to assess and track progress of pupils with social and emotional barriers to learning.</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>All pupils will have equal access to extended school including residentials. Increasing participation through trips, music, drama, fine art and visiting artists.</p> <p>Breakfast club and after school care is available to families where there is a financial barrier.</p> <p>£5000</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later life.</p> <p><a href="#"><u>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Arts participation   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Physical activity   EEF (educationendowmentfoundation.org.uk)</u></a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3 |

Total budgeted cost: £ 49 600

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| Aim                                                                                                                                                                                                                                                                                                                         | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1. A higher percentage of Pupil Premium pupils achieve age related expectation in core subjects, and the attainment and progress gap are diminished.                                                                                                                                                                        | <p>Summer Data 2026</p> <p>In whole school data 26% of children who receive Pupil premium funding are achieving Expected Standard with 47% working just below expected standards.</p> <p>KS1 data shows - in reading, writing and maths 33% of Pupil premium pupils achieved Expected Standard with 56% working just below.</p> <p>KS2 data shows - in reading, writing and maths 26% of Pupil premium pupils achieved Expected Standard with 44% working just below.</p> |
| <p>Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p><b>Reading</b><br/>38 pupils - Average: Y4 working towards<br/>13% 47% 37% 2%</p> <p><b>Writing</b><br/>38 pupils - Average: Y3 working towards<br/>21% 47% 32%</p> <p><b>Maths</b><br/>38 pupils - Average: Y4 working towards<br/>11% 47% 42%</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2.Improved phonics and reading among disadvantaged pupils.                                                                                                                                                                                                                                                                  | <p>At the end of summer 2026, 14 disadvantaged pupils are working at expected levels in Reading with 18 pupils working just below expected standards (out of 38) 84%</p> <p>Phonics data shows that 90% of pupils in Year 1 passed the phonics screening.</p> <p>20% lowest readers are a focus in all pupil progress meetings and are tracked using AR data. Intervention is put in place as a result.</p> <p>All children who do not pass phonics in Year 2</p>         |

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|                                                                                                                                                                          | are tracked through KS2 and have phonics intervention.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3. Pupils can access the social and emotional support they require. Rigorous support is in place to support children who have experienced adverse childhood experiences. | <p>Thrive support continues to be effective with increasing numbers of children accessing 1:1 sessions, soft starts, lunchtime club and knowing they have access to support when needed.</p> <p>An increasing number of children are now able to access external services eg Melo/WEST/Perryfields through close work with the HT/SENDCo and Thrive practitioner</p> <p>There had been an increase in the number of children with EHCP's which ensures children are receiving the support they require.</p> |
| 4.Improved punctuality and attendance for all pupils, particularly our disadvantaged pupils. Improved parental engagement.                                               | <p>Whole school attendance remains roughly in line with national figures with 94.68% of children attending school throughout 2025 2026.</p> <p>This figure is 90.49% for children in receipt of Pupil Premium. When data is analysed this figure is impacted by specific individuals who are supported with emotionally based school avoidance or who do not currently attend for medical reasons.</p>                                                                                                      |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme               | Provider                                                                             |
|-------------------------|--------------------------------------------------------------------------------------|
| Trauma Informed Schools | <a href="#">Trauma Informed Schools UK</a>                                           |
| Thrive                  | <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>        |
| Little Wandle           | <a href="#">Letters and Sounds   A complete Phonics resource to support children</a> |

