

# Pupil Premium Strategy Statement – Malmesbury CE Primary School - April 2022

Summary information					
School	Malmesbury CE Primary School				
Academic Year	2021-22	Total PP budget 2021-22 (based on number of eligible pupils in January 2020)	£53005	Date of most recent PP Review	Sept 2021
	2022-23	Total PP budget 2022-23 (based on number of eligible pupils in January 2020)	£54,015		Updated April 2022
Total number of pupils on roll	424	Current No. of pupils eligible for Pupil Premium	39 = 9.2%	Date for next internal review of this strategy	Sept 2022
Impact of Covid-19	Due to the economic impact of lockdowns, Pupil Premium numbers rose by 60%, from 25 to 39 over 2020-21. Since funding lags behind numbers, there has been a period of trying to meet the needs of the new, larger group with funding based on the smaller group.				

Attainment in May 2021 - Y6 TEACHER ASSESSMENT DATA (6 PP PUPILS)			
		Pupils eligible for PP in our school	Pupils not eligible for PP in our school
% achieving expected level in reading, writing and maths		83%	82%
% achieving expected level in reading		100%	85%
% achieving expected level in writing		100%	88%
% achieving expected level in maths		83%	82%
<b>Current attainment – across the school (31 pupils – excludes 9 in the current foundation Stage or who have very recently joined the school).</b> Teacher assessments based on national standards. At our school, in common with most schools, the learning of all children has suffered during lockdown and many are below age-related expectations. Many children in the Pupil Premium group have been impacted disproportionately by lockdown due to lower than average levels of participation in online learning, although this varies very significantly from family to family. Many new pupils have been brought into the PP group by the economic circumstances of lockdown.			
At age-related expectations in Reading		42%	

At age-related expectations in Writing	35%
At age-related expectations in Maths	35%

Attainment in April 2022 - Y6 TEACHER ASSESSMENT / mock SAT DATA (5 PP PUPILS)		
	<i>Pupils eligible for PP in our school</i>	<i>Pupils not eligible for PP in our school</i>
% achieving expected level in reading, writing and maths	80%	80%
% achieving expected level in reading	80%	87%
% achieving expected level in writing	80%	80%
% achieving expected level in maths	80%	88%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Special Educational Needs (EHCP plan or Wave 2 or 3 SEN) – 46% of PP children.
B.	Poor oral skills resulting from limited exposure to language models before and outside school.
C.	Social, emotional, behavioural and mental health difficulties having a direct impact on children's ability to learn.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
A.	Unsettled family relationships, Low aspiration, Child Protection concerns, parental mental health issues, relative poverty, individual examples of low attendance, high mobility.
B.	Low levels of home support and access to remote learning during national lockdowns, illness and for homework.
2. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Improved mental health and emotional stability of pupils leading to better engagement with learning.  Positive reports from counsellors, therapists, Emotional Literacy Support Assistants, class teachers and parents, leading to improved attainment and progress of PP children.

<b>B.</b>	Engagement of families with Parent Support Advisor and Social Services to improve stability of home environment, attendance and home support of learning.	Improved attendance data for specific PP children.
<b>C.</b>	Improved academic attainment and progress. Learning support through quality first teaching, targeted interventions and excellent SEN provision.	PP pupils will continue to make good progress towards expected or greater depth outcomes across the school, measurable in assessments at all levels and ultimately in statutory assessments. When they leave us in Year 6 they will achieve in line with their peers.
<b>D.</b>	Improved language skills of PP children through specialist support in EYFS and KS1 (Speech therapist HLTA, phonics support TA, whole school focus on vocabulary development. Introduction of DfE approved systematic synthetic phonics programme and linked reading books.)	Improved marks of PP children in Y1 & Y2 phonics check. Detailed speech therapy assessments document progress. Writing assessments show PP children attaining in line with other children in the school.

3. Planned expenditure					
Academic year	2021-22		Total Budget £53005 (£54015 from April 2022)		
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
Improved vocabulary and oracy leading to improved attainment and progress in writing.	Whole school project to explicitly broaden and enrich children's vocabulary and encourage adventurous use of language. Membership of LA project 'Closing the Word Gap'.	Research shows that children from disadvantaged backgrounds hear on average 5 million words before they start school. Other children average 30 million words. - Hart & Risley et seq.	School Improvement Plan focus, whole staff training. Staff appraisal targets. Investment in resources to support expanding vocabulary.	JW, MC, PD	July 2022  Funded from main school improvement budget
To review and enhance the Foundation Curriculum, to ensure breadth and balance are retained while supporting recovery by allocating additional time to basic skills.	All subject leaders to: Document learning lost during lockdowns Identify key learning objectives which must be retained in their subject. Identify key cross curricular learning opportunities in their subject. Identify key subject specific vocabulary. Support colleagues to re-plan the curriculum to reduce content but retain breadth, balance and key	Direction from DfE to prioritise recovery in core skills for all children, while maintaining breadth, balance and key concepts.	Staff Appraisal targets. TD days x 2 and staff meeting time allocated.	SH, JW	July 2022  Funded from main school improvement budget
Dyslexia Friendly Schools initiative	Continue to implement national Dyslexia Friendly Schools Award scheme (2 <sup>nd</sup> year). This will involve training all staff, implementing a new policy, making changes to the school environment, reaching out to parents and appointing 'Dyslexia Ambassadors' to work across the school.	We find a high proportion of PP children have dyslexic type difficulties which hold back their learning, so this initiative will particularly impact the PP group.	Ongoing monitoring through the milestones of the award scheme, reported to governors through School Improvement Plan.	LP	July 2022.  Funded from main school improvement budget

Children settled in school, free from emotional distractions.	<p>Inclusion and pastoral support manager employed 5 days a week. This person will take an overview of pupils' emotional and social wellbeing, be available to offer support to vulnerable children when arriving at school, through playtimes and afterwards, and liaise with teachers. She will also deliver inclusion support interventions during the school day and be trained in bereavement support.</p> <p>Maintaining a team of four trained Emotional Literacy Support Assistants to work with children in groups, and give classroom and playtime support.</p>	The pastoral and emotional needs of a significant number of children have an impact on their ability to engage with learning. A high proportion of these are found to be PP group.	Close liaison between support staff will ensure the needs of children are met. Frequent discussion with HT, DHT and SENDCo of the needs and progress of specific children.	SH, JW, LP.	July 2022  Total for Inclusion Manager plus 4 x ELSA TAs part time / full time: £35,000
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**Total PP budgeted cost (a representative proportion of total cost)**

£10,000

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date & cost
Improved language skills – early speech and early reading	Specialist HLTA 4 days a week to work with children in EYFS to Y2 making early interventions to improve speech and support class teachers.	Early speech intervention is crucial to prevent children falling further behind or developing a negative view of themselves as learners.	Detailed Speech and Language records maintained in conjunction with LA therapists. Phonics check outcomes demonstrate success.	LH	July 2022 £18,000
	Specialist Phonics TA to work with vulnerable Y1 children 2 ½ days a week.	Early phonics skills enable children to access all learning through reading.	Day-to-day monitoring by Y1 teachers. Phonics check outcomes demonstrate success.	VK, MM, SHa	July 2022 £8000
Improved language skills – early speech and early reading	Review of phonics teaching to align with latest government guidance and selection of a new approved scheme. Purchase and reorganisation of reading resources.	Early phonics skills enable children to access all learning through reading.	Allocation of 2 members of SLT to oversee this project and drive it through.	MM, SHa	July 2022 £5000

Improved social skills – leading to children being more emotionally settled in school, engaged with learning and able to collaborate.	Parent Support Advisor to deliver Social Skills interventions to target children and other specialist support schemes to specific PP children.	Emotionally needy children have benefitted enormously in the past from these sessions, enabling them to settle to learning and feel confident in school.	Evaluation by class teachers and pastoral staff of impact in the classroom and playground.	TJ, SH.	July 2022 £3000
Improved mental health	Provision of Play Therapy within school – 4 weekly 1 hour sessions.	Previously found to be very effective in meeting the needs of younger children who have experienced or are experiencing trauma.	Professional protocols around implementation are strong: independent professional supervision is a requirement.	AC, SH	As and when each child completes a course of therapy. £6000  £7500
	Provision of a school counsellor – 6 weekly sessions, for children in years 4 to 6.	Counsellor is experienced at the school and has been hugely appreciated in the past by children and parents / carers. We have seen multiple cases where children's ability to learn has been transformed.	Close liaison between counsellor, inclusion support manager, SENCO, PSA and Head Teacher.	SB, SH, CC, TJ, LP.	
	PSA to deliver online parent training sessions on Mental Health.	Zoom delivery enables large audience and has proved highly effective. These sessions have been heavily subscribed in recent months.	Monitor feedback and numbers attending.	TJ	Termly throughout 2021-22 £1000
	Therapy animals in school: chickens, guinea pig, rabbits. ELSA team to oversee these and employ them to support needy children.	Children with emotional needs and attachment issues benefit greatly from interacting with school pets. It settles them and it rewards them for engaging when reluctant.	Staff expertise: ELSA training to ensure expert and targeted use of this resource.	NC, GJ	July 2022 £2000
	Gardening club / therapy sessions x 2 per week	Allows small group time for children's emotional needs to be addressed and key issues to be discussed with a skilled adult.	Staff expertise: ELSA training to ensure expert implementation of this programme.	NC, GJ	July 2022 £6000
	Lunchtime club (indoor games session) x 5 a week, various year groups across the week.	Children who struggle with relationships and social skills sometimes need support at lunchtime. The club provides an alternative to the playground, where they can be helped to manage relationships in a smaller, more supported environment.			July 2022 £3000
<b>Total PP budgeted cost</b>					£53,500

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date and cost</b>
Improved home environments, emotional stability and engagement with school.	Employ a Parent Support Advisor to liaise with families and work in their homes.	The PSA has a wealth of training and experience, enabling her to liaise between services and deliver highly effective support in homes.  By employing the PSA centrally and allowing other schools to access the service pro-rata, our school provides a valuable service to PP children in other schools and gains an excellent resource at very low cost.	PSA reports to Head Teacher in weekly meetings with multiple interim updates as required.	SH, TJ.	July 2022  £7000
Financial support of other activities as deemed appropriate. Includes subsidising extra curricular learning for PP children and subsidy of the cost of residential trips.	To hold a small budget which can be accessed when deemed appropriate to pay for extracurricular activities, where families cannot afford this and children have a particular talent or interest.	Previously, this approach has enabled PP children to explore talents which they might otherwise have discovered or developed (e.g. singing) and has led to improved health outcomes (sports clubs).	By careful budget holding – discussion to establish genuine need and interest before releasing funding.	ED, SH.	July 2022  £1000
<b>PP budgeted cost</b>					£8000
<b>Total Planned expenditure on PP support*</b>					£71,500

\*Note that children who attract the Pupil Premium will also benefit from various forms of additional support which are not listed here. Equally, children who do not attract the Pupil Premium will benefit from many of the approaches outlined above. This is in keeping with government guidance on the best use of the pupil premium.

Review of expenditure - Academic year 2020-21					
PP budget : £35860		Number of PP children: 23 (5.5%)			
<p>The statistics at the start of this document relate to academic outcomes from Pupil Premium spending in the year 2021. The very small numbers of Pupil Premium children in each year group make it difficult to extrapolate from this data to draw firm conclusions. The data is affected by year-on year variations in the characteristics of the children. In 2021, the Covid-19 pandemic and resulting school closures had a significant impact on all learners.</p> <p><b>Attainment:</b> In 2021 the numbers of pupil premium children achieving the expected level or better in Reading, Writing and Mathematics was 1% above the non-pupil premium group. In mathematics the numbers of PP children attaining the expected standard was 1% higher than non-PP children. In reading and writing, 100% of children attained the expected levels or better, which is 15% above the figure for the rest of the year group. This was better than in previous years and far better than national averages, where PP children significantly underachieve. However, it should be remembered that year groups vary. Lower down the school there are very significant numbers of Pupil Premium children not achieving age related expectations. Many of them have significant Special Educational Needs and many are new to the PP group. These are our challenges for the coming years and this highlights the need for continuing interventions to support these children.</p>					
<h3>1. Quality of teaching for all</h3>					
Desired outcome	Chosen action / approach	Impact	Lessons Learned		
Improved academic attainment and progress.- Maths	Whole school move to mastery teaching in maths.	Careful preparation, training and resourcing has seen a smooth transition to mastery teaching. The active aspects of this style of teaching were difficult to implement through lockdown but ultimately the teaching style has become embedded. Some additional staff support is required in 2021-22 in order to deliver mastery teaching in a catch-up curriculum.	We have seen the importance of proper consideration of alternatives, adequate resourcing and high quality training. We are more convinced than ever that this is the right way to secure long term improvements in the quality of teaching for all. Our membership of a national scheme (White Rose maths) ensured excellent support with home learning.		
Improved academic attainment and progress. - Writing	Focus on vocabulary development. Membership of LA oracy project.	Only partial implementation and success was possible due to the restrictions of lockdown. There is more to gain from this project and it will be continued in the coming year.	Pockets of excellence where staff were leading the project illustrate the scope which exists in other classes.		

To review and enhance the Foundation Curriculum, to ensure breadth and depth are delivered in our trademark engaging and exciting ways.	Review of the Curriculum Handbook document by all staff, to ensure full coverage of national curriculum objectives and to incorporate knowledge and skills from the new science, Computing and Music schemes of work. Re-planning the topic cycle where necessary to ensure breadth, balance and	The review was completed but full curriculum implementation was not possible because of the need to teach a catch-up curriculum. Further work is needed this year to identify how to implement a broad and balanced curriculum with reduced content.	Lockdown has highlighted and increased the impact of circumstances outside school on the learning of PP children.
Early and accurate identification of Special Educational Needs.	Due to retirement, we will be replacing our highly experienced SENDCo. The new member of staff will work 3 days a week or more, with multiple SEN support staff. This person will also have responsibility for Pupil Premium Provision, reporting to the Head teacher.	This role has proved vital to the wellbeing of vulnerable pupils. Multiple intervention groups have been delivered targeting emotional literacy and learning needs. This role has enabled smooth liaison between playground and classroom, so that children's needs are noticed, understood, communicated and met.	Continued provision of this role is essential to the wellbeing of multiple children, especially disadvantaged learners.
Children settled in school, free from emotional distractions.	Inclusion and pastoral support manager employed 5 days a week. This person will take an overview of pupils' emotional and social wellbeing, be available to offer support to vulnerable children when arriving at school, through playtimes and afterwards, and liaise with teachers. She will also deliver inclusion support interventions during the school day.	This role and person has been highly effective in maintaining children's readiness to learn and building their learning skills.	This role will continue to be funded for the foreseeable future.

## 2. Targeted Support

Desired outcome	Chosen action/approach	Impact	Lessons Learned
Improved language skills	Specialist HLTA to work with children in EYFS to Y2 making early interventions to improve speech and support class teachers.	Early speech intervention has prevented multiple children falling further behind or developing a negative view of themselves as learners. The HLTA was very active during lockdowns, visiting pupils' homes to deliver interventions in a distanced way.	This provision is effective in supporting early reading and its funding has been prioritised for the coming year.
	Specialist Phonics TA to work with vulnerable Y1 children.	The school achieved its highest ever results in the most recent Y1 phonics check: 93% pass rate in 2019, including 100% of pupil premium children passing. The test administered in early Y2 in 2020 achieved a pass rate of 76% (no national comparison available).	This provision has been cut in the past and restored. It must remain a financial priority for us. Phonics in Y2 and 3 must continue to be a focus of catch-up teaching.

Improved maths and English skills in KS2	SAT booster group interventions in Year 6 – small group tuition within the school day and additional lessons outside the normal school day in Y6. Delivered by teachers and TAs.	These groups were not delivered because KS2 SATs were cancelled on 2021.	
Improved social skills – leading to children being more emotionally settled in school, engaged with learning and able to collaborate.	Training of 2 new Emotional Literacy Support Assistants and continued support / development of 2 others.	ELSA support was invaluable, particularly during lockdown and upon the return to school, to support children's mental health.	Additional ELSA time to be budgeted for in 2021-22.
	Parent Support Advisor (PSA) to deliver Social Skills interventions to target children and other specialist support schemes to specific PP children.	The PSA was working huge amounts of overtime during lockdowns and supporting the return to school. Online sessions began and then expanded since they were very popular and well attended.	This provision will continue across all year groups in the coming year.
Improved mental health	Provision of Play Therapy within school – 5 weekly 1 hour sessions.	Impact evaluations show this therapy to be very effective with most participants, who are younger children who have experienced trauma. This enables them to approach their learning with improved confidence and emotional stability.	This provision will continue in the coming year. It is a vital help to children who are very emotionally needy. We continue to have a high proportion of children with these needs.
	Provision of a school counsellor – 5 weekly sessions, for children in years 4 to 6.	Counsellor has been hugely appreciated by children and parents / carers. We have seen multiple cases where children's ability to learn has been transformed. Evaluations for the past year show a continuation of this pattern.	Close liaison between counsellor, inclusion support manager, SENCO, PSA and Head Teacher are vital to enable best possible provision for these children.

### 3. Other Approaches

Desired outcome	Chosen action/approach	Impact	Lessons Learned
Improved home environments, emotional stability and engagement with school.	Employ a Parent Support Advisor (PSA) to liaise with families and work in their homes.	The PSA has a wealth of training and experience, enabling her to liaise between services and deliver highly effective support in homes. By employing the PSA centrally and allowing other schools to access the service pro-rata, our school has provided a valuable service to PP children in other schools and gained an excellent resource at very low cost.	PSA support is vital and will continue in the coming year.

		Anecdotal feedback is hugely positive about the person employed and the impact of the help given.	
Financial support of other activities as deemed appropriate. Includes subsidising extra curricular learning for PP children and subsidy of the cost of residential trips.	To hold a small budget which can be accessed when deemed appropriate to pay for extracurricular activities, where families cannot afford this and children have a particular talent or interest.	This has enabled PP children to explore talents which they might otherwise have discovered or developed (e.g. singing, dance) and has led to improved health outcomes (sports clubs). It has enabled equal-terms access to residential visits through provision of equipment and clothing, over and above the school's funding of places on these trips.	Careful budget holding – discussion to establish genuine need – helps to secure best value from this budget. We will continue this use of PP funding. We have a growing range of charitable partners who will match fund the school's spending in these areas, making it even more cost effective.

S. Heal 01/09/2021 & Updated 06/04/22