

Pupil premium strategy statement – Morgan’s Vale and Woodfalls CE Primary School

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 2024/25

Detail	Data
Number of pupils in school	93 (2024/25 numbers)
Proportion (%) of pupil premium eligible pupils (including LAC and Post LAC children)	16% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	6 th September 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by the Headteacher	Graham Nagel-Smith
Pupil premium lead	Graham Nagel-Smith
Governor / Trustee lead	Sheila Youings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Post LAC children)	£ 32,940
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 32,940

Part A: Pupil premium strategy plan

Statement of intent

At MVW Academy, 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At MVW Academy 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in our robust diagnostic assessment and our knowledge of the children in our school. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure the School Development Plan contains new strategies engaged so progress to implementation and impact are monitored and communicated to staff and governors
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approaches in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use a range of highly individualised strategies to identify specific gaps and devise interventions matched to the needs of the pupil

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are more likely to have multiple vulnerabilities. 77% of PP pupils have SEN (compared to 20% in the wider KS1/KS2 population – 2023/24). This means that developing a programme of interventions can be complex and more than filling a gap in knowledge or understanding exacerbated by lockdowns.

2	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the full and partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and reading.</p>
3	<p>Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At our first data point (end Term 2 2023/24) 29% less of our disadvantaged pupils were on track to achieve age-related expectations compared in reading compared to the whole of KS1 and 2.</p>
4	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At our first data point (end Term 2 2022/23) 41% less of our disadvantaged pupils were on track to achieve age-related expectations compared in writing compared to the whole of KS1 and 2.</p>
5	<p>Our attendance data (Jan 2024) indicates that attendance among disadvantaged pupils is 4.8% lower than for non-disadvantaged pupils (down from 5.1% in 2022/23).</p> <p>25% of disadvantaged pupils have been 'persistently absent' compared to 5.6% of their peers at that time. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved writing attainment among disadvantaged pupils.	Internal writing outcomes data by 2024/25 show that the % of disadvantaged pupils meeting the expected standard has increased.
Improved reading attainment among disadvantaged pupils.	Internal reading outcomes data by 2024/25 show that the % of disadvantaged pupils meeting the expected standard has increased.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 8% and the numbers of

	disadvantaged pupils making up no more than 50% of this group.
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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

Budgeted cost: **£ 2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of standardised diagnostic assessments (PIRA and PUMA).</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3 and 4
<p>Continued investment in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Read Write Inc.). Train new staff as and when appointed and extend intervention programmes.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3 and 4
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. The school has invested in the TalkforWriting approach</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Literacy Hub resources and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Improving Literacy in Key Stage 2</p> <p>Evidence of the impact of TalkforWriting</p>	2, 3 and 4
<p>Improve the quality of social and emotional (SEL) learning. The school has invested in the HeartSmart approach to SEL and RHE</p>	<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>	1 and 5

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics 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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Providing a blend of school-led teacher and teaching assistant tutoring, and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 and 4

Wider strategies

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has invested in an ELSA (Emotional Literacy Support Assistant) who works with a range of pupils and provides support to enable children to be ready to learn. Disadvantaged pupils form a large proportion of the	Anecdotal evidence from within the school supports the notion that time spent with the ELSA allows children to 'offload' feelings that threaten to overwhelm or lead to dysregulation. As a result pupils are ready to learn. The ELSA also supports with high emotion events such as family break-up, loss of a close relative or pet.	1 and 5

children our ELSA works with.	More independent evidence of the positive impact of an ELSA on school life and learning can be found here.	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and time for staff to develop and implement new procedures and commissioning EWOs to improve attendance in individuals where poor attendance is hard to shift.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 and 5
<p>Investment in the use of digital technologies (apps and devices) to engage and support home and school learning. Provision of 1:1 device:learner for all pupils and especially the disadvantaged. Provision of free after-school homework clubs staffed by teachers to support learning. Disadvantaged pupils have been able to take their 1:1 device home during lockdowns and to support homework.</p>	<p>Evidence supporting the use of digital technology to improve learning is documented by the EEF with guidance.</p> <p>EEF Using Digital Technology to Improve Learning</p>	1, 2, 3, 4 and 5

Total budgeted cost: £ 75,000

The £ 42,000 short fall is funded from the school's General Annual Grant (GAG) received from the Education and Skills Funding Agency (ESFA)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 2023/24

Pupil Premium Allocated Funds based on 20.6% of pupils on school roll (23% nationally):

Pupil Premium Allocation: £ 27,645

Post LAC Pupil Premium Allocation: £ 5,060

Total: £ 32,705

How this was spent and outcomes

The School has a robust system for checking progress and expects all pupils, regardless of ability, belief, gender, race, background or disability, to make 'Good' or better than expected academic progress. Children are assessed based on teachers' professional judgment at least three times a year and children are given additional support if they are vulnerable to not making the 'Good' progress we expect. The school uses a variety of literacy and numeracy interventions delivered by a combination of class and specialist teachers and teaching assistants.

"You demonstrate a passion and an absolute belief that every child deserves the best possible education and experience during their primary years. The school's inclusive ethos is evident in all aspects of its work. 'Faith in learning, and achievement for all' is reflected in the everyday life of the school. This ethos and belief is shared by staff and supports pupils to achieve and experience success in their academic and personal development." Ofsted 2016.

"The headteacher's passion, determination and perseverance mean that, despite the challenging complexities of some children's behaviour, the school never gives up on them." SIAMS 2017.

"Ambition is high and shared across the whole-school community. Staff value the leadership of the headteacher. They recognise his passion to do the best for every child and state that this gives them inspiration." Ofsted 2021.

The School has a substantial track record of supporting disadvantaged children that includes, but goes beyond, the academic side of school life. National Curriculum tests in 2023 showed that our Key Stage 2 disadvantaged children as a group made good progress compared to their prior attainment in Key Stage 1. With the National Benchmark set at 0, overall our four disadvantaged children showed progress of +1.54 in Reading and +7.42 in Maths. Within that there were separate notable successes of +15.19 in Maths, +3.72 in Reading. National Curriculum tests in 2024 showed notable successes of +9.71 in Reading and +0.16 in Maths for a disadvantaged child. 2024 was a much smaller cohort of 10 children where 10% were eligible for FSM, 10% had an EHC Plan, 40% had SEN Support, 10% were PLAC, 10% considered mobile and 10% had EAL. 20% were disapplied from some or all of the NCTs.

Pupil Premium has been spent on staffing and educational resources to support interventions for pupils who are vulnerable to not making 'Good' progress. Investment in staff also allows the School to keep group sizes small for phonics (EY and KS1) and core Maths (throughout the School) to ensure the right amount of support and challenge to ensure rapid progress. This gives children vulnerable to underachievement the best chance of 'keeping up' rather than having to 'catch up'. Some money has been allocated to provide additional maths, reading and writing resources such as the Mathematics and Spelling Shed apps. These resources develop and extend early maths and spelling skills for children of all abilities and can be used as intervention programmes for children vulnerable to underachievement. Children can access them on the School's iPads and at home. The School has invested heavily in purchasing iPads in recent years and including using some Pupil Premium money to provide 1:1 iPads for all children in Early Years, KS1 and KS2. During lockdown children were encouraged to have their iPads at home to ensure they could access the home learning. The School has made extensive use of the Seesaw app to record learning that can be shared with parents with good engagement across all parent groups.

The School has an Emotional Literacy Support Assistant (ELSA) and she has worked with many children entitled to support from the Pupil Premium. Her role is to support the emotional wellbeing of our children which enables them to learn more effectively. Pupil Premium money has been used to assist parents with the costs of trips, uniform and Breakfast Club childcare. This allows equity of access to all the educational experiences the school offers and assists parents in ensuring their child starts the day ready to learn. Some funding has been used to provide extra-curricular experiences for children to develop new skills and engagement with learning eg dancing and climbing lessons.