



Pupil premium strategy statement (primary)

1. Summary information					
School	Malvern Primary School				
Academic Year	2018/2019	Total PP budget	£140,500.00	Date of most recent PP Review	Jun 2018
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school KS2)</i>	<i>Pupils not eligible for PP (average for non-disadvantaged)</i>
% achieving in reading, writing and maths	63%	78%
% making progress in reading	74%	81%
% making progress in writing	79%	89%
% making progress in maths	68%	92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Development of teaching of Phonics (this is a continued strategy from 2017/18 due to the introduction of Read Write Inc), for all pupils who are eligible for PP.
B.	To increase the trajectory of learning for pupils eligible for PP through the use of targeted and bespoke teaching led by our Lead teacher and SENDCo.
C.	Use of the wider curriculum to enhance learning opportunities for pupils eligible for PP (outdoor learning team, performing arts).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP pupils, current total sessions missed are 7% (national others 5%). This reduces their school hours and their learning time (including persistent absentees).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Development of teaching of Phonics (this is a continued strategy from 2017/18 due to the introduction of Read Write Inc), for all pupils who are eligible for PP.	Read Write Inc. has proved to be a successful strategy for the teaching of phonics and reading within school. RWI was to help support those pupils eligible for PP and also all other children. There has been a 25% increase for those pupils meeting the expected standard in Phonics at the end of Year 1. This has reduced the gap between PP pupils and nonPP pupils from 61% to 26%. We expect this trend to continue within 2018/19 and we will also be monitoring all pupils to ensure that the expected standard remains about national for all pupils.



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		2017	2018
		PP pupils	55%
		NonPP pupils	81%
B.	To increase the trajectory of learning for pupils eligible for PP through the use of targeted and bespoke teaching targeted by our Lead teacher and SENDCo to increase the expected standard in writing.	Increase in use of resources and teaching pedagogy within all classrooms to have immediate impact on PP learning and attainment, increasing skills within their Writing. (Increasing PP pupils from 68%)	
C.	Use of the wider curriculum to enhance learning opportunities for pupils eligible for PP (outdoor learning team, performing arts).	To see an increase in attainment and behaviour for learning for PP pupils, through pupils being successful in other activities within school, where they may have been unsuccessful in (as they felt they struggled within academic areas within the classroom); pupils gain more self-esteem and a 'can do' attitude towards their learning.	
D.	Attendance rates for PP pupils, current total sessions missed are 7% (national others 5%). This reduces their school hours and their learning time (including persistent absentees).	Reduce the number of persistent absentees amongst pupils eligible for PP and increase the overall percentage of PP pupils across school enabling them better life changes and an increase in their attainment. Through the continued intervention of the Learning Mentor and School Attendance Service.	

5. Planned expenditure					
Academic year		2018/ 2019			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	When will you review implementation?
To lead an effective Teaching & Learning team, with clear curriculum focus. Ensuring that leaders are secure with the intent, implementation and impact of the curriculum for all and for PP pupils. Through effective collaboration and action	Through the use of Senior Leaders and the leadership of our new Curriculum Teams, we will continue to have focused and bespoke strategic learning for PP pupils and all learners within a range of curriculum areas; using a range of metacognitive learning styles. Encouraging all pupils to	The impact of collaborative approaches on learning is consistently positive. Collaboration comes from effective leadership collaboration and also collaboration within the classroom. Effective collaborative learning within the classroom requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. This is will be supported by effective leaders within school. Approaches which promote talk and interaction between pupils	This is an ongoing strategy, which is already well implemented and embedded within school. To ensure that this is being implemented our lead teacher and SENDCo will be job sharing their class to ensure they have additional leadership time to monitor and track the implementation of these successful strategies.	Deputy Headteacher Lead Teacher Curriculum Leaders	Jan 2019



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<p>and successive planning, all senior leaders will have a clear understanding of their areas for responsibility. How they will support teachers and teaching assistants to promote change and bring about excellent achievement for all pupils; and drive focused and bespoke change for all PP pupils at Malvern, with a strong focus on attainment at the end of each Key Stage.</p>	<p>work autonomously.</p>	<p>tend to result in the best gains, when this is incorporated with Meta-cognition and self-regulation approaches, consistently high levels of impact, with pupils making an average of eight months' additional progress can be found. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is very high, but can be difficult to achieve, as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduces the support to ensure that the pupil continues to manage their learning autonomously.</p>			
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<p>To have a higher and increasing amount of effective Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTA), who provide and deliver bespoke learning opportunities for PP pupils.</p>	<p>Re-training and managing TAs/ HLTA by our Lead Teacher and SENDCo to ensure the most effective use of their time for the development of PP pupils learning and all other pupils.</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Those where TAs support individual pupils or small groups, which on average show moderate positive benefits. Where teachers and TAs work together effectively, this does lead to increases in attainment. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. Research, which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>All TAs have been allocated to pupils and classes where there is a need for either 1 to 1 support through EHCPs, or where they are, other needs identified.</p> <p>TAs will be supported and their effectiveness monitored by the effective and strategic leadership of the Lead Teacher and SENDCo ensuring that all learning needs are being met and/ or adjusted when needed.</p>	<p>Lead Teacher SENDCo</p>	<p>Jan 2019</p>
<p>To enhance self-esteem and confidence within all areas of school and the curriculum through the use of Performing Arts.</p>	<p>Through using a peripatetic teacher to enhance the teaching of performing arts, by working with a given cohort including a range of PP pupils.</p>	<p>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools; though on average greater effects have been identified for younger learners, within primary schools. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p>	<p>This is a continued strategy from the previous year, and it was found that all pupils were able to access elements of the curriculum that they had previously lacked in confidence. Quieter pupils when focused on more academic subjects were able to find their voice and become more confident within their learning. This was also then reflected within their class work when back in the classroom.</p> <p>This will be implemented through the Creative Curriculum Team, this is a strategy that was proved successful and therefore has been added to our current strategy for this academic year.</p>	<p>Deputy Headteacher Curriculum Leader</p>	<p>Jan 2018</p>



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Assessment tracking to improve outcomes for high attaining PP pupils in all year groups with a focus on end of Key Stage attainment.	On line tracking management system 'Insight'.	<p>We have moved from O-track to Insight, which is a new system for September 2018. Insight allows us to track any number of 'other assessments' alongside our national curriculum 'teacher assessments'. These other assessments are fairly free-form, letting us choose from a number of pre-set mark-schemes or enter custom data, so you can track optional SATs, NFER results, FFT targets, reading ages, class tests or anything else you need to.</p> <p>Our Senior Leadership Team are able to successfully manage all school data and tracking more effectively and efficiently.</p>	Insight allows us to have the freedom to track assessments in a way that suits us, we can set up our own assessment strands according to what sort of data we want to track. Everything is optional under the new model on Insight. We now have more flexibility, without added complexity. We can now also access all school data faster using Insight. We can customise Insight so that over time we will be able to build on Insight's pre-set mark-schemes to make more options available to us.	Deputy Head Teacher Senior Leadership Team	Jan 2019
Enabling engagement for all PP pupils through being given the opportunity to fully engage within all trips, visits and visitors.	Offering funding towards school residential and school trips and visits.	Offering all PP pupils opportunities to engage within field trips and residential visits, giving all pupils equality through the extracurricular provision offered at Malvern.	All PP pupils and families are made aware of this offer when a trip/ residential is organised.	School Business Manager Deputy Head	Jan 2019
Total budgeted cost					£77,100.00
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	When will you review implementation?



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<p>Improving overall opportunities for PP plus pupils through targeted support to improve their outcomes through strong progress in bespoke targeted areas, with a focus on pupils meeting their end of year expectations at the end of their Key Stage Two.</p>	<p>121 and small group work, 121 support from personalised learning resources.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>We have successfully implemented tuition over a number of years and therefore we have fully implemented this within our PP strategy for this academic year.</p>	<p>Phase 3 Leader Year 6 teachers</p>	<p>Feb 2019</p>
<p>To increase the % of PP pupils achieving their phonics pass and to enhance their ability to read with fluency and interest.</p>	<p>We purchased the 'Read Write Inc' phonics reading scheme to help support the reading skills of our PP pupils and all pupils.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with An average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger Learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p>	<p>We have implanted this over the previous academic year and we found that there has been many positive and successful learning from this scheme.</p> <p>We implemented this from nursery, upwards. All staff have been fully trained via Read Write Inc to enable them all to have the skills to teach the scheme to our pupils.</p> <p>Our SENDCo has led on RWI and has successfully managed the implementation and delivery of RWI for all pupils and supported all staff who deliver RWI.</p> <p>This is an ongoing strategy and we aim to see results that are more positive within the academic year 2018/19.</p>	<p>Reading Leader English Lead SENDCo</p>	<p>Jan 2019</p>



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<p>Giving all pupils and PP pupils the best start to their education when starting in Reception to increase attainment and attendance.</p>	<p>Enabling all pupils to start their new school with a rich and vibrant learning experience through their involvement with PE and Sports, ensuring equality for all pupils being able to wear the appropriate school uniform PE kit.</p>	<p>Providing funding to support our PP pupils to be able to participate within these experiences aids their academic achievement and their social, moral, spiritual and cultural wellbeing. This also ensures that all pupils are equal have are being given the same starting opportunities.</p>	<p>Through engaging with parents to ensure all pupils have a PE kit to set high expectations from the offset of the PP pupils learning journey.</p> <p>This has been an ongoing strategy, has proved to be successful, and enabled all pupils to start their learning journey with equality for all. Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. The overall impact of sports participation on academic achievement tends to be positive.</p>	<p>Early Years Lead</p> <p>PE & Sports/ Performance Lead</p>	<p>Feb 2019</p>
Total budgeted cost					£7000.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Through the employment of Motiv8Sports we aim to promote and enhance behaviour interventions, outdoor learning, forest school approaches and sporting engagement for our PP pupils which seek to improve attainment.</p>	<p>Using Motiv8Sports to support the reduction of challenging behaviour, including aggression, and a range of teaching styles and approaches within the Creative curriculum team and to support pedagogy of teaching and learning</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours; Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on all pupils' learning. Motiv8Sports will also provide bespoke collaborative and cooperative learning, which can be defined as learning tasks or activities where pupils work together in a group, small enough for everyone to participate, on a collective task that has been clearly assigned. Studies of outdoor learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on</p>	<p>Motiv8Sports has worked within the school for a number of years and provides consultancy work for all pupils and staff to ensure high quality teaching and learning. Success rates are monitored by relevant action plans and through tracking from senior leaders.</p>	<p>PE/ Sport & Performance Lead (Motiv8Sports)</p> <p>Deputy Head</p> <p>Outdoor Learning Team</p>	<p>Jan 2019</p>



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		non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable learners. If outdoor learning interventions are effective because of their impact on noncognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.			
To enhance the social, moral, spiritual and cultural diversity of our school and our pupils through attendance rewards and incentives and initiatives.	Our Learning mentor to track and plan attendance strategies.	Our Learning Mentor will reward and support those with excellent attendance and those that need additional support.	Our Learning Mentor will manage the implementation of any attendance resources and any rewards that are needed for pupils.	Learning Mentor. Curriculum Lead Deputy Headteacher	Dec 20178
Alternative Provision to improve attitudes and behaviour for learning.	Alternative Provision recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone. The child may be close to or has had one or more fixed-term exclusions and is considered to be at risk of further exclusion from School. Alternative Provision is a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education. The child has not been attending School regularly for whatever reason, and is therefore unlikely to achieve their full potential.	Alternative Provision offers a different setting with subjects being accessed in a different way, which may encourage attendance for those children. Some children can cause disruption and affect the education of other children, Alternative Provision gives children a chance to engage in education within a smaller group of children, where at any time there will be no more than 10 other children within a wider more spacious environment offering a range of outdoor learning	This is an ongoing approach and will be used for certain pupils where there has been a need identified through collaboration between all professionals to ensure new provision and school processes work smoothly together. Enabling clear starting points and benchmarking pupil's progress across a range of areas such as their behaviour, attitude to learning and their academic attainment.	Deputy Headteacher Motiv8Sports SENDCo	Jan 2019
To improve organisation skills and planning of pupils homework and	To provide each pupil within school with a bespoke Malvern planner.	The planners offer key information about school, contact names and numbers. The planner also provides weekly diarised pages to	Through tracking the use of planners within class, spellings and maths scores being logged. Also through planners being a	Phase Leaders	March 2019



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extra-curricular activities		detail reading, test scores and results and personalised end of year expectations for each cohort. This planner provides all of our PP pupils with a learning tool to aid and support them within the classroom and at home.	channel of communication for teachers/ school and parents.		
Total budgeted cost					£46,500.00

6. Review of expenditure				
Previous Academic Year		2017 / 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



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<p>To lead an effective Teaching & Learning team through effective action and successive planning, which enables the senior leadership team, teachers and teaching assistants to promote change and bring about good to outstanding achievement for all pupils; and drive focused and bespoke change for all PP pupils at Malvern, with a strong focus on attainment at the end of each Key Stage.</p>	<p>Through the use of Senior Leaders and the leadership of our new Curriculum Teams we aim to have focused and bespoke strategic learning for PP pupils and all learners within a range of curriculum areas; using a range of metacognitive learning styles. Encouraging all pupils to work autonomously.</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for all pupils including our disadvantaged pupils.</p> <p>From the Key Stage One results, where metacognitive strategies have been used there has been an increase in the majority of results. All strategies are monitored and tracked by our Senior Leadership Team.</p> <p>This year has seen a reduction in some of the outcomes for PP pupils, due to a larger proportion of PP pupils who have a range of bespoke learning needs. All have been assessed and tracked by our Lead teacher and SENDCo. With clear individual PPPs for each pupils to ensure they continue to make steady progress as they moved into Year 3.</p>	<p>Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. At Malvern, we have a bespoke metacognitive strategy that encourages all learners to think about their learning and how they are actually learning. Our metacognitive strategies are found within our bespoke planners. We have found that where these approaches are consistent learning has been much improved with positive outcomes.</p> <p>Our strategies are outlined within our school planners, and referred to at our 'Meet the Teacher' meetings, teachers are able to talk confidently about the strategies and how they use them within their teaching. We will continue with these metacognitive strategies through the effective strategic leadership of the Teaching & Learning team within school.</p> <p>We have reviewed how we use our Lead teacher and SENDCo to ensure that we have the best support for all pupils and for teachers. This will be incorporated in a job share for (Mrs Horan & Mrs McGorian) this will enable clear and supportive planning and action plans for all PP pupils and also those with SEND and all GD pupils to excel and achieve.</p>	<p style="text-align: center;">£9000</p>
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<p>To have a higher and increasing amount of effective Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTA), who provide and deliver bespoke learning opportunities for PP pupils.</p>	<p>Re-training and managing TAs/ HLTA by our Lead Teacher and SENCo to ensure the most effective use of their time for the development of PP pupils learning and all other pupils.</p>	<p>We use our TAs as effectively as possible, using skilled TAs within the progress of our disadvantaged pupils to increase attainment. Evidence suggests that teaching assistants (TAs) can have a positive impact on academic achievement, where TAs support individual pupils or small groups, which on average show positive benefits. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.</p> <p>We have used our TAs to deliver Read Write Inc, they have been trained and assessed to deliver RWI to pupils, and this is led by our SENCo (Mrs Horan).</p>	<p>All TAs are performance managed and have support from class teachers and the SLT. All PP pupils work is tracked to measure progress against all interventions and support given. Concerns arose when TAs were needed to work within other cohorts which would then have an impact on their targeted and focused groups. In order to eradicate this we implemented a different strategic plan of how TAs are used within school. TAs were no longer assigned to teachers or classes; they were directed by our Lead Teacher and SENCo who timetabled them and directed them to the areas of need within school; This was then reviewed half-termly or if any pupil need change.</p> <p>It became apparent that due to the implementation of RWI and other groups within school, there was sometimes some inconsistencies within the use and effectiveness of the TAs. Using TAs to deliver RWI will be continued next year.</p>	<p>£23500 £13000</p>
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<p>To enhance self esteem and confidence within all areas of school and the curriculum through the use of Performing Arts.</p>	<p>Through using a peripatetic teacher to enhance the teaching of performing arts, by working with a given cohort including a range of PP pupils.</p>	<p>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Overall, we have found there to be a positive impact from this.</p>	<p>We will continue with this strategy in the next academic year. This will be implemented in correlation with Year 4 and their Shakespeare project (lead by Mr Kynaston)</p>	<p>£2000</p>
<p>Assessment tracking to improve outcomes for high attaining PP pupils in all year groups with a focus on end of Key Stage attainment.</p>	<p>On line tracking management system 'O-Track'.</p>	<p>Our Senior Leadership Team are able to successfully manage all school data and tracking more effectively and efficiently.</p>	<p>Class Track is the formative assessment tool that is used by all staff within school, this enables all staff to track their pupil's individual progress (this is colour coded – red, amber, green and purple). We will continue with this approach as this is our daily tracking and planning tool for teachers. Due to recent changes in the development of our curriculum, we have decided that another tracking tool will best fit the needs of our school. From September 2018, we will be moving to 'Insight', this has the same cost and will be implemented from September 2018.</p>	<p>£1650</p>



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<p>Enabling engagement for all PP pupils through being given the opportunity to fully engage within all trips, visits and visitors.</p>	<p>Offering funding towards school residential and school trips and visits.</p>	<p>Offering all PP pupils opportunities to engage within field trips and residential visits, giving all pupils equality through the extracurricular provision offered at Malvern.</p>	<p>All PP pupils and families are made aware of this offer when a trip/ residential is organised. We also aim to subsidise as many school trips and visits as we can to continue to provide outstanding opportunities for all PP pupils and all pupils within our school. This is an effective use of PP and this will be continued into the next academic year.</p>	<p>£4000 £4000</p>
<p>ii. Targeted support</p>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improving overall opportunities for PP plus pupils through targeted support to improve their outcomes through strong progress in bespoke targeted areas, with a focus on pupils meeting their end of year expectations at the end of their Key Stage.</p>	<p>121 and small group work, 121 support from personalised learning resources incorporating the use of a new programme called 'Turnabout' which aids pupil's memory and learning.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. The Turn About programme strengthens the auditory and visual memory and mental characteristics that aid learning; namely within English. Many children have increased their English skills within only a few months due to the effective delivery and engagement of the programme.</p>	<p>We have successfully implemented tuition over a number of years and we began the Turnabout programme in the last academic year and it has already begun to show positive results and therefore we have fully implemented this within our PP strategy for this academic year, both will be a continued strategy within the next academic year.</p>	<p>£1200</p>



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<p>To increase the % of PP pupils achieving their phonics pass and to enhance their ability to read with fluency and interest.</p>	<p>After much research we have chosen to purchase the 'Read Write Inc' phonics reading scheme to help support the reading skills of our PP pupils and all pupils.</p>	<p>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. This will be an ongoing strategy for the next academic year.</p>	<p>£4057</p>
<p>Giving all pupils and PP pupils the best start to their education when starting in Reception to increase attainment and attendance.</p>	<p>Enabling all pupils to start their new school with a rich and vibrant learning experience through their involvement with PE and Sports, ensuring equality for all pupils being able to wear the appropriate school uniform PE kit.</p>	<p>Providing funding to support our PP pupils to be able to participate within these experiences aids their academic achievement and their social, moral, spiritual and cultural wellbeing. This also ensures that all pupils are equal have are being given the same starting opportunities.</p>	<p>Through engaging with parents to ensure all pupils have a PE kit to set high expectations from the offset of the PP pupils learning journey.</p>	<p>£1200</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



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<p>Through the employment of Motiv8Sports, we aim to promote and enhance behaviour interventions, outdoor learning, forest school approaches and sporting engagement for our PP pupils, which seek to improve attainment. Support teaching & learning through curriculum leadership</p>	<p>Using Motiv8Sports to support the reduction of challenging behaviour, including aggression, and a range of teaching styles and approaches.</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours; Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on all pupils' learning. Motiv8Sports will also provide bespoke collaborative and cooperative learning, which can be defined as learning tasks or activities where pupils work together in a group, small enough for everyone to participate, on a collective task that has been clearly assigned. Studies of outdoor learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable learners. If outdoor learning interventions are effective because of their impact on noncognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p>	<p>Monitoring and tracking of PP pupils from a starting point to see how their practical problem solving, their explicit reflection and discussion of thinking (relating to support provided by the Deputy Head and Lead teacher using Meta-cognition and self-regulation) may also be involved when improving their behaviour and their attitude towards learning and within the playground.</p> <p>Through bespoke strategies for pupils, there has been an increase in attendance for PP pupils, and this has increased their self-esteem and over all wellbeing, and supported the families.</p> <p>This will be an ongoing strategy that will continue into the new academic year.</p>	<p>£40940</p>
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<p>To enhance the social, moral, spiritual and cultural diversity of our school and our pupils.</p>	<p>Through the recent employment of our new Learning Mentor (Summer Term 2017) and the success of our House Teams we are able to offer a range of activities', treats and pastoral support sessions for all pupils.</p>	<p>Through encouraging children to work as a team and to collaborate through a range of different learning approaches aids behaviour and attitudes. The children all respond well and enjoy being part of a House. We have 4 houses, Ambition, Trust, Respect, Courage and they have strong morals and values that we encourage within our children on a daily basis. Our Learning mentor is able to lead and manage Houses, and this will often lead into the planning of pastoral support or groups and attendance. Where our Learning Mentor will reward and support those with excellent attendance and those that need additional support.</p>	<p>Our Learning Mentor will manage the implementation of any attendance resources and needs and any rewards that are needed for children within their Houses. We aim to give the House that has achieved the most house points a reward at the end of each full term. This has been a successful strategy and will continue in the new academic year.</p>	<p>£500 £500 £1200</p>
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Pupil premium strategy statement (primary)

<p>Alternative Provision to improve attitudes and behaviour for learning.</p>	<p>Alternative Provision recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone. The child may be close to or has had one or more fixed-term exclusions and is considered to be at risk of further exclusion from School. Alternative Provision is a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education. The child has not been attending School regularly for whatever reason, and is therefore unlikely to achieve their full potential.</p>	<p>Alternative Provision offers a different setting with subjects being accessed in a different way which may encourage attendance for those children. Some children can cause disruption and affect the education of other children, Alternative Provision gives children a chance to engage in education within a smaller group of children, where at any time there will be no more than 10 other children within a wider more spacious environment offering a range of outdoor learning</p>	<p>Through collaboration between all professionals to ensure new provision and standard school processes work smoothly together. Enabling clear starting points and benchmarking pupil's progress across a range of areas such as their behaviour, attitude to learning and their academic attainment.</p> <p>Pupils that have accessed the AP have been able to be reintegrated back into mainstream school successfully, and therefore this will be a continued strategy in the new academic.</p> <p>Pupils will only access this if there is a need and it would be in the best interest of the pupil.</p>	<p>£4000</p>
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Pupil premium strategy statement (primary)

To improve organisation skills and planning of pupils homework and extra-curricular activities	To provide each pupil within school with a bespoke Malvern planner.	The planners offer key information about school, contact names and numbers. The planner also provides weekly-diarised pages to detail reading, test scores and results and personalised end of year expectations for each cohort. This planner provides all of our PP pupils with a learning tool to aid and support them within the classroom and at home.	Through tracking the use of planners within class, spellings and maths scores being logged. Also through planners being a channel of communication for teachers/ school and parents. This is a successful strategy and will be continued in the new academic year.	£2034
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7. Additional detail

Where reference is made to PP pupils this refers to pupils who are eligible for free school meals and meet the criteria as set out by the Government, see www.gov.uk.