



Pupil premium strategy statement-Malvern Primary School

1. Summary information					
School	Malvern Primary School				
Academic Year	2019/2020	Total PP budget	£137,460	Date of most recent PP Review	September 2019
Total number of pupils	407	Number of pupils eligible for PP	90	Date for next internal review of this strategy	Jan 2020

2. Current attainment KS2		
	<i>Pupils eligible for PP (your school KS2)</i>	<i>Pupils not eligible for PP Nationally (average for non-disadvantaged)</i>
% achieving in reading, writing and maths	72.2%	70.8%
% making progress in reading	88.9%	78.1%
% making progress in writing	77.8%	83.2%
% making progress in maths	77.8%	83.7%
Current attainment KS1		
	<i>Pupils eligible for PP (your school KS1)</i>	<i>Pupils not eligible for PP Nationally (average for non-disadvantaged)</i>
% achieving in reading, writing and maths	46.6%	68.8%
% making progress in reading	69.2%	78.4%
% making progress in writing	53.8%	73.1%
% making progress in maths	69.2%	79.1%
Y1 Phonics		
	<i>Pupils eligible for PP (Year One Phonics)</i>	<i>Pupils not eligible for PP Nationally (average for non-disadvantaged)</i>
% attaining the expected standard in phonics	66.7%	84.4%
Reception EXS+		
	<i>Pupils eligible for PP (Reception EXP+)</i>	<i>Pupils not eligible for PP Nationally (average for non-disadvantaged)</i>
% achieving the early learning goals (all Goals)	54.5%	73.7%
% achieving the early learning goals (Prime Goals)	72.7%	81.6%
% achieving a GLD	55%	



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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 2018/19 due to the introduction of Read Write Inc), for all pupils who are eligible for PP.																	
B.	To diminish the attainment difference and increase the progress trajectory of pupils eligible for PPG in reading, writing and maths																	
C.	Use of the wider curriculum to enhance learning opportunities for pupils eligible for PP via outdoor learning opportunities and the performing arts.																	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)																		
D.	Attendance rates for PPG eligible pupils were 93% during the academic year 2018-2019.																	
4. Desired outcomes																		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																
A.	<p>Ensure all children eligible for PPG are able to access high quality and bespoke quality first teaching in phonics that is appropriately tailored the next steps in learning. This will be informed by timely and regular diagnostic assessment that will increase the progress trajectory of pupils eligible for PPG.</p> <p>Ensure that all pupils eligible for PPG are able to access targeted, bespoke 1:1 early intervention when quality first teaching does not diminish the attainment differences successfully.</p>	<p>Read Write Inc. has proved to be a successful strategy for the teaching of phonics and early reading within school. The percentage of children eligible for PPG attaining the national standard (at Malvern) has increased by 20% since 2017. In addition, the gap between PPG children at Malvern and Non PPG children nationally has reduced from 37.5 % (2017), 26.7% (2018) to 17.7% in 2019. We will measure success through our diagnostic assessment of individual pupil progress and a continuing upward trend in attainment of the National Standard.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #d9ead3;"> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>PP pupils</td> <td>46.2% (13)</td> <td>58.3% (12)</td> <td>66.7% (9)</td> </tr> <tr> <td>Non PP pupils (Malvern)</td> <td>91.1%(45)</td> <td>81.3% (48)</td> <td>92.2% (51)</td> </tr> <tr> <td>Non PP Pupils National</td> <td>83.7%</td> <td>85.0%</td> <td>84.4%</td> </tr> </tbody> </table> <p>Children who are eligible for PPG funding are able to accelerate their progress trajectory in early reading. This will be reflected in a greater proportion of PPG eligible children attaining the National Standard in the Year 1 Phonics Assessment.</p>		2017	2018	2019	PP pupils	46.2% (13)	58.3% (12)	66.7% (9)	Non PP pupils (Malvern)	91.1%(45)	81.3% (48)	92.2% (51)	Non PP Pupils National	83.7%	85.0%	84.4%
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B.	To accelerate the progress trajectory and diminish the attainment difference between pupils eligible for PPG in reading, writing and mathematics.	Tracking and diagnostic assessment will demonstrate that eligible pupils are closing the attainment gap via bespoke learning opportunities matched to the next steps in learning. (focus on accelerating this progress at KS1) Through carefully scaffolded feedback, PPG eligible pupils are able to address barriers to learning as close as practicable to the point																



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		of misconception.
C.	To enhance the wider curriculum offer for children eligible for PPG via the outdoor curriculum and the performing arts.	Eligible pupils are able to develop their metacognition, resilience and celebrate success. Eligible pupils are able to recognise talents across the wider curriculum and pursue a passion in the arts or outdoors, should they wish to.
D.	Attendance rates for PP pupils, 93%	Reduce the number of persistent absentees amongst pupils eligible for PP and increase the overall attendance of PPG children across school through the continued pro-active and responsive intervention of the Learning Mentor and School Attendance Service (when statutory elements are required)

5. Planned expenditure

Academic year	2019/2020
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

What we want	What we will do	Why we want to do it	What will the impact be?	Staff lead & Cost	When will we review?
<p>To lead an effective Teaching & Learning team, with clear curriculum focus. To ensure that leaders are secure with the intent, implementation and impact of the curriculum for all (and for PPG eligible) pupils.</p> <p>Through effective collaboration and action planning, all senior leaders will have a clear understanding of their</p>	<p>Develop the role of the subject champion to become a beacon of knowledge within school. Ensure subject champions have the necessary CPD to drive forward improvement in school by facilitating regular training via SIL.</p> <p>Through the use of Senior Leaders and the leadership of our new Curriculum Teams, we</p>	<p>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</p> <p>Ofsted evidence shows that the best primary schools achieve high standards in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop</p>	<p>Subject champions are able to develop their knowledge of their specific curriculum areas via regular participation in curriculum training delivered by SIL and facilitated via collaborative membership.</p> <p>Curriculum leads and subject champions are able to provision map a clear intent for the foundation subjects taking into consideration statutory requirements and our ambitions for learners at Malvern.</p>	<p>Teaching & Learning team lead</p> <p>Lead Teacher</p> <p>Curriculum Team leads</p> <p>Subject Champions</p> <p>Cost- £3500 Collaborative membership</p>	<p>September 2020</p>



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<p>areas for responsibility.</p> <p>Subject Champions will have a clear understanding of the foundation subjects and will be able to fulfil the role of critical friend to colleagues and support SLT with monitoring of the curriculum.</p>	<p>will continue to have focused and bespoke strategic learning for PP pupils and all learners within a range of curriculum areas, ensuring that learning is underpinned by metacognition and promotes sound subject knowledge and varied subject specific vocabulary.</p>	<p>well-rounded, happy individuals.</p>	<p>Though monitoring and assessment, leaders are able to QA the implementation of provision maps and support class teachers in the development of specific Knowledge Organisers for each research project.</p> <p>Leaders are able to accurately impact measure the success of our curriculum offer and innovate change when necessary to optimise learning experiences.</p>	<p>£600- Cornerstones Membership</p>	
<p>To widen horizons and improve self-esteem and confidence through use of music and the performing arts.</p> <p>To promote strong subject knowledge of the music curriculum for both staff and children and ensure quality first teaching of the music PoS.</p>	<p>Deploy a peripatetic teacher to enhance the teaching of performing arts by ensuring quality first teaching of the Music PoS and provide CPD for teachers.</p> <p>To offer all learners, including those eligible for PPG, the opportunity to learn a musical instrument via a free lunchtime club.</p> <p>To provide a weekly singing assembly to promote confidence and memory.</p>	<p>In a recent report (<i>Music in schools: what hubs must do: The challenging conversation with schools</i>) Ofsted discuss the difficulties of teaching a robust and challenging music curriculum. The report suggests that there is a lack of understanding and low expectations in music at a senior leadership level, and a consequent inability to challenge staff to bring about improvement. More often than not, senior leaders evaluated the quality of music in their schools too optimistically. In employing a music specialist, we hope to empower teachers and senior leaders to provide a rich subject specific vocabulary, a knowledge based music curriculum and an opportunity to perform with confidence and control.</p>	<p>All children have the opportunity, free of charge, to pursue mastery of a musical instrument.</p> <p>Monitoring of the music curriculum demonstrate PPG learners are able to talk about their Knowledge Organisers with fluency and confidence and have a strong command of subject specific vocabulary.</p> <p>Teachers become more confident in the implementation of the music provision maps and are able to reflect on what they have learnt from CPD sessions with peripatetic teacher.</p>	<p>Curriculum Lead</p> <p>Creative and Physical Team Lead</p> <p>Cost- £6608- Peripatetic Teacher</p>	<p>Sept 2020</p>



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<p>Assessment tracking to improve outcomes for all learners (particularly those who are high attaining PP pupils) in all year groups with a focus on end of Key Stage attainment.</p>	<p>On line tracking management system 'Insight'.</p>	<p>Insight is a data management package that allows teachers to record assessment in a way that is meaningful and useful and we can set up assessment strands in response to the ever changing needs of our pupils. Teachers and Senior leaders are able to use these assessments to build a more holistic view of individual learners and match provision to need with greater impact. Insight will offer more flexibility, without added complexity.</p> <p>Senior leaders are able to use the information within insight to guide discussion with teachers and children during pupil progress strategy meetings and ensure that there is connectedness</p>	<p>Assessment and tracking will be used in a connected approach thus promoting a more holistic view of each individual learner.</p> <p>Teachers and leaders will be able to use these signposts to provide appropriate learning opportunities that dismantle barriers to learning, diminish the difference and accelerate progress trajectories for PPG learners. This is facilitated through planned and timely Learning Review Meetings for all cohorts</p>	<p>Senior Leadership Team</p> <p>Cost £1600- Insight Membership</p>	<p>Jan 2019</p>
<p>Enabling engagement for all PP pupils through opportunity to fully engage with all trips, visits and visitors.</p>	<p>Offering funding towards school residential and school trips and visits, including those offered via our Drama and Theatre Club.</p> <p>Develop a 'wider curriculum offer' that makes explicit the experiences we want to provide for all learners at Malvern, irrespective of</p>	<p>We want all children at Malvern to experience equality of opportunity. Taking into account the interests of our pupils and the wider curriculum offer, we want to ensure that all pupils are able to widen horizons through a carefully planned offer to all that forms the basis of a Curriculum Passport. This document will make explicit all stakeholders our intentions for learning beyond the walls of our school.</p>	<p>All children are able to fully participate in school trips and gain experiences that will form the underpinning of their lifelong learning.</p> <p>All stakeholders have a clear insight into our school offer.</p> <p>All pupils will have the opportunity to engage fully within our Drama and Theatre club and attend the theatre, irrespective of economic background.</p>	<p>School Business Manager</p> <p>Cost £7000</p>	<p>September 2020</p>



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<p>Ensure bespoke, small group teaching of early reading that responds dynamically to the changing needs of the learners.</p>	<p>Promote strong fluency in early reading through the facilitation of small group RWI sessions. Diagnostic assessment will underpin teaching and learning ensuring that learning opportunities are matched closely to the needs of individuals. Progress will be tracked formatively on an ongoing basis and intervention offered at the point of misconception so that all learners have the opportunity to achieve to their fullest potential.</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>RWI assessments will show that progress trajectories are enhanced through carefully structured and bespoke teaching and learning for all pupils.</p> <p>PPG eligible children will continue to diminish the attainment difference and make rapid gains towards the National Standards. This will be evident in a reduced gap between our PPG eligible pupils and those not in receipt of funding nationally.</p>	<p>Headteacher</p> <p>Read Write Inc. Leads (EYFS/KS1)</p> <p>Cost</p> <p>EYFS £10,712</p> <p>KS1 £12,364</p>	<p>September 2020</p>
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<p>To use NMM to provide writing age benchmark for all individuals across school, including those eligible for PPG and ensure there is a connectedness between teacher assessment, Tracking information, lesson study and writing age information.</p>	<p>Use NMM as an additional assessment measure to provide a more holistic view of attainment in writing.</p> <p>To use this assessment information at learning review meetings to discuss PPG children in particular, their progress trajectory and particular gaps in their learning.</p>	<p>At Malvern, we want to foster a connected approach to pupil assessment that takes into account as much information as possible. NMM is able to provide a writing age for individual children that can be used in collaboration with other assessment methods to provide as much information as possible about writing attainment and progress.</p>	<p>Writing age assessment will allow us to measure the year on year progress of individual children using insight, This assessment will guide teacher and leader discussion during pupil progress meetings and alongside teacher assessment, spelling age information, NFER data, common exception word spelling and book scrutiny provide a much more connected understanding of attainment in writing.</p>	<p>English Lead</p> <p>£595</p>	<p>Sept 2020</p>
Total budgeted cost					£42,979
ii. Targeted support					
Desired outcome	What will we do?	Why we want to do it	What will the impact be?	Staff lead	When will you review
<p>Improving overall opportunities for PP plus (and PPG) 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 Key Stage Two.</p>	<p>Diagnostically assess individuals eligible for PPG (and PPG+) who are at risk of not meeting National Standards. Provide timely and bespoke support in collaboration with QFT to increase progress trajectories.</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>Diminishing the Difference records will highlight strong pupil progress towards SMART targets that have been set in close collaboration between precision teachers and class teachers.</p> <p>Through regular formative and diagnostic assessment, pre/targeted teaching will provide the bespoke experiences necessary to diminish the attainment differences between PPG eligible pupils and their peers.</p>	<p>Phase Leads</p> <p>SENDCO</p> <p>Precision Teachers</p> <p>Cost- £25,320</p>	<p>January 2020</p> <p>April 2020</p> <p>July 2020</p>



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<p>Provide all pupils and PP pupils the best start to their physical education when starting in Reception to increase attainment and attendance.</p>	<p>In order to raise the profile of physical education and participation in wider school opportunities, provide all learners with the appropriate PE kit so that all children are able to participate fully with the curriculum upon entry to school.</p> <p>Provide all reception children with a book bag to reiterate the value and importance of pupil planners and RWI home readers.</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.</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>£840</p>	<p>Feb 2020</p>
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<p>Provide a meaningful outdoor learning offer that promotes a strong capacity for metacognition.</p>	<p>Facilitate opportunities for all children to learn outdoors and develop metacognitive processes that can be synthesised into other areas of the curriculum.</p> <p>When appropriate, provide identified PPG eligible pupils with further 1:1 or small group support to enrich learning through outdoor participation whilst developing specific elements of metacognition.</p>	<p>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 metacognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p>	<p>Improved capacity for learning in class with improving metacognition for individuals.</p>	<p>Outdoor Learning Team Lead</p> <p>Outdoor Learning Team</p> <p>Cost-£30,000</p>	
Total budgeted cost					£ 56,160
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,</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</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</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>£9447.95- Motivate</p>	<p>Jan 2020</p>



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<p>scrapstore playpod and sporting engagement for our PP pupils which seek to improve attainment.</p>	<p>support pedagogy of teaching and learning</p>	<p>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.</p>		<p>£2511- Scrapstore Playpod</p>	
<p>To enhance the social, moral, spiritual and cultural diversity of our school and our pupils through attendance rewards and incentives and initiatives.</p>	<p>Our Learning mentor to track and plan attendance strategies and ensure connectedness via triangulation with behaviour logs (CPOMS) and pupil voice interviews.</p>	<p>A recent EEF guidance report discussing Parental Engagement states that school communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success).</p> <p>Our Learning Mentor will reward and support those with excellent attendance and those that need additional support, making a personalised offer to individuals and families when appropriate. We hope that by framing conversations around attendance positively, parents will work in collaboration with school to achieve our shared ambitions.</p>	<p>Our Learning Mentor will manage the implementation of any attendance resources and any rewards that are needed for pupils.</p>	<p>Learning Mentor. Attendance Lead Cost-£2000- rewards £805.50- CPOMS</p>	<p>January 2020 April 2020 July 2020</p>
<p>To improve organisation skills and planning of pupils homework and extra-curricular activities</p>	<p>To provide each pupil within school with a bespoke Malvern planner.</p>	<p>A recent EEF guidance report discussing Parental Engagement discusses the importance of clear, concise and useful information being shared with parents. Malvern 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 learning tool to aid and support them</p>	<p>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.</p>	<p>Phase Leaders £2500</p>	<p>April 2020</p>



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		<p>within the classroom and at home as well as a tool for communicating on an individual level with parents. The research goes on to discuss that children who regularly complete homework have better school outcomes than children who do not. Homework has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills. At Malvern, we anticipate that our planners will demonstrate to stakeholders the value we place upon learning that takes place outside the classroom and the benefits of self-regulation.</p>			
Total budgeted cost					£17,264.45



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Previous Academic Year			
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)
Quality of Teaching For All			
<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 in studies. Evidence indicates that teaching these strategies can be particularly effective for all pupils including our disadvantaged pupils.</p> <p>Metacognition is an area that we wish to continue to explore in the next academic year. We are particularly interested in how strategies and skills learnt in the outdoors can be transferred to the classroom.</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. We wish to continue to develop this vision in the next academic year. Our metacognitive strategies are found within our bespoke planners. We have found that where these approaches are consistent impact is evident in behaviour for learning and academic attainment and progress.</p> <p>Moving forward, we feel that facilitating opportunities for our pupils to develop metacognition within the outdoor environment will build upon success so far and provide more appropriate support for our PPG eligible pupils.</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 RWI lead teachers, who provide regular and ongoing support for TAs via RWI CPD meetings. This support was further consolidated by support from a RWI consultant, who undertook coaching sessions with all TAs delivering RWI.</p>	<p>Moving forward, TAs will be used to support vulnerable learners via bespoke pre-teaching sessions and individual support towards achievement of PPP targets.</p> <p>TAs will continue to be used successfully to support the teaching of RWI as this has impacted consistently on the achievement of KS1 children.</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. 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 but enhance our offer to pupils to include opportunity to develop mastery of a musical instrument.</p>



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<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>We will continue with this approach into the coming year, refining our use of the system to support a connected view of our learners. As the wealth of information captured within the Insight grows, it is hoped that we will be able to use the system to track progress trajectories of vulnerable learners with increased personalisation.</p>
<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>
Total Budget Cost			£77,100.00
Targeted Support			



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<p>Improving overall opportunities for PP pupils (and PPG+) 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 will continue to offer 1:1 intervention to individuals. However, moving forward we feel that this support would be best facilitated throughout the school day, as close to the point of misconception as practicable and not via a formal tutoring session. We hope that this speedy intervention will enable vulnerable learners to catch up quickly. Our SENDCO will continue to facilitate the Turnabout programme for identified children.</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>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>



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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>
Total Budgeted Cost			£7000.00
Other Approaches			
<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>Through bespoke strategies for pupils, there has been an increase in attendance for PP pupils (to 94%), and this has increased their self-esteem and over all wellbeing, and supported families. We had O fixed term exclusin</p> <p>Although not using the services of Motiv8Sports, we will be continuing to drive forward the successes of the outdoor learning team into the next academic year.</p>



Pupil premium strategy statement-Malvern Primary School

<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>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>Pupils will only access this if there is a need and it would be in the best interest of the pupil. Due to the changing needs of our learners, we will not be continuing this strategy into the next academic year.</p>



Pupil premium strategy statement-Malvern Primary School

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 learning tool to aid and support them within the classroom and at home.	Our planners are a useful tool for pupils, teachers and other stakeholders. We have amended our planners this year to provide a more specific opportunity for pupils to reflect on their reading at home. This is a successful strategy and will be continued in the new academic year.
Total Budgeted Cost			£46,500.00

6. 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 .