



3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		Malvern Primary School	
CURRENT PUPIL INFORMATION 2020-2021			
Total number of pupils:	408	Total pupil premium budget:	£126. 535
Number of pupils eligible for pupil premium:	87	Amount of pupil premium received per child:	£1345 (PPG) £2345 (PPG +)

COHORT INFORMATION 2020-2021		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	41	47%
Girls	46	53%
SEN support	17	20%
EHC plan	0	0%
EAL	1	1.1%

Assessment Data

EYFS 2019 -2020 (MOST RECENT DATA 2018-19)						
	Pupils eligible for PP	All pupils	National average	Malvern data from previous 3 years for all pupils		
				2016-17	2017-18	2018-19
Good level of development (GLD)	54.5%	79.7%	71.8%	73.3%	71.7%	79.7%

YEAR 1 PHONICS SCREENING CHECK 2019 – 2020 (MOST RECENT DATA 2018-19)						
All pupils	Pupils eligible for PP	National average		Data from previous 3 years for PP pupils		
	3 year average			2016-17 (13)	2017-18 (12)	2018-19 (9)
88.3%	57%	81.9%		46.2%	58.3%	66.7%

END OF KS1 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years for PP pupils (FSM6)		
	3 year average	School average	National average	2016-17 Cohort (6)	2017-18 Cohort (15)	2018-19 Cohort (13)

% at expected standard in reading	60.8%	83.3%	74.9%	66.7%	46.7%	69.2%
% at expected standard in writing	55.7%	78.3%	69.2%	66.7%	46.7%	53.8%
% at expected standard in mathematics	60.8%	80%	75.6%	66.7%	46.7%	69.2%

END OF KS2 2018 -2019						
	Pupils eligible for PP (18)	Pupils <u>not</u> eligible for PP		Data from previous 3 years for PP pupils		
		School average 2019 (41)	National average 2019	2016-17 Cohort (19)	2017-18 Cohort (19)	2018-19 Cohort (18)
% achieving expected standard or above in reading, writing and maths	72.2%	65.9%	70.8%	57.9%	63.2%	72.2%
% reaching expected standard in reading	88.9%	78%	78.1%	89.5%	73.7%	88.9%
% reaching expected standard in writing	77.8%	87.8%	83.1%	68.4%	68.4%	77.8%
% reaching expected standard in maths	77.8%	85.4%	83.7%	78.9%	78.9%	77.8%
Average Progress Score in reading				+2.31	+0.92	+0.72
Average Progress Score in writing				-0.89	-0.77	+0.18
Average Progress Score in maths				-1.42	+0.23	-2.40

LONG-TERM PLAN (3 YEAR TIMESCALE):

Objective 1: Accelerate progress in mathematics and improve attainment, particularly in KS2 for pupils working at greater depth:

At Malvern, our ambition is to accelerate the progress made by all pupils in mathematics, with emphasis on those pupils who are eligible for Pupil Premium Funding. To do this, we intend to implement a progressive and systemic curriculum model from EYFS to KS2 and monitor the impact of this curriculum precisely through our whole school monitoring protocols. Additionally, we plan to offer inceptive and sustainable coaching via our professional learning programme, with scaffolding from an expert teacher, throughout the coming academic year. This will support colleagues in implementation and maintaining fidelity to the model. An integral aspect of our strategy is to diminish attainment differences for Pupil Premium eligible pupils through a sustainable model of quality-assured early intervention in mathematics, so that the attainment gap is minimised and does not widen throughout EYFS and KS1. We will continue to work hard to diminish attainment differences in KS2, and accelerate progress trajectories for our pupils through quality first teaching, diagnostic assessment and support. This may include pre-teaching opportunities, pupil conferencing or before /afterschool intervention. (Success@Arithmetic)

Objective 2: Promote engagement, agency and attendance

We are proud of the progress we have made in improving whole school attendance over the previous three academic years. Our recent work has highlighted that open dialogue with families, framed positively wherever possible, impacts positively on attendance, particularly for pupil premium eligible pupils. Through our designated learning mentor and pastoral offer, we plan to continue to support families on a case by case basis, offering bespoke scaffolds and unyielding encouragement to improve attendance. We will continue to use CPOMS (Child Protection Online Management System) to form a holistic view of the whole child, connecting the dots between behaviour, readiness to learn, attendance and other information held centrally. We have listened to our families with regard to attendance rewards and celebrations and we have assimilated this learning into our whole school attendance initiative #In2Win. We will continue to use the Malvern Planner as a tool to develop self-regulation and agency for our pupils, as well as maintaining communication between school and home.

Objective 3: Provide bespoke and targeted teaching and early intervention to diminish attainment differences speedily, and before the end of KS1

Over the last two academic years, we have seen the impact of maintaining fidelity to the Read, Write, Inc. teaching sequence. We recognise that, when teaching groups are dynamic and established through ongoing, diagnostic assessment, the rate of progress increases, especially for PP eligible pupils. We understand the potential of same day, speedy intervention in diminishing attainment differences and we have seen the power of this in our teaching of early reading. As such, we have built this capacity into our sustainable teaching sequence or reading. We believe that this is a model we can emulate in mathematics and we are keen to replicate this model so that attainment differences diminish significantly between PP eligible pupils and their peers before the end of KS1.

Objective 4: Facilitate a knowledge rich curriculum that facilitates acquisition of social agency and cultural capital

At Malvern, we recognise that the acquisition of cultural capital permeates all aspects of life at school. Whilst we recognise the importance of fieldwork, expert testimony and experience of the wider world, we do not think this exposure alone is suffice. Therefore, we have systemically built into our curriculum model opportunities for pupils to learn the potential of their own voice and the influence that they can have beyond the walls of our school building. We want pupils to understand that their knowledge, skills and understanding has value and purpose. We believe that by facilitating such opportunities from a young age, children will develop the social agency, self-esteem and strength of character that will scaffold their future beyond their time at Malvern. Our curriculum offer is at the heart of this. We are committed to refining, enhancing and improving this model in light of the impact it has on pupils and their learning.

PRIORITY 1: ACCELERATE PROGRESS IN MATHEMATICS AND IMPROVE ATTAINMENT, PARTICULARLY AT THE END OF KS2

Member of staff responsible: Lois Murphy

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Improve progress and attainment in mathematics at the end of KS2, with emphasis on PP eligible pupils.	<p>Source a progressive mathematics curriculum that will offer consistency of approach from reception to Y6.</p> <p>Provide frequent and ongoing coaching from expert teacher to ensure that curriculum intention is implemented fully and delivered with fidelity.</p>	<p>Mathematics Lead</p> <p>LM</p>	<p>September 2020</p> <p>Review Termly</p>	<p>Power Maths Interactives and Workbooks (Whole School)</p> <p>£6500 PA</p> <p>Cover for LM to facilitate coaching £3,000 PA</p>	<p>Monitoring indicates fidelity to programme.</p> <p>NFER testing indicates accelerated progress is made by PP eligible pupils.</p>	<p>A three year upward trend in mathematics attainment, with emphasis on PP eligible pupils having a positive progress score at the end of KS2.</p> <p>Good (or better) progress from KS1 for middle and high attaining pupils.</p>
Make diagnostic use of formative assessment to provide the necessary pre-teaching and scaffolding to enable PP eligible pupils to attain in line with their peers in mathematics.	<p>Implement a pre-teaching session each morning (am) that is teacher led. This session will allow teachers to address misconceptions, undertake learning conferences and facilitate pre-teaching opportunities to diminish attainment differences at the point of misconception and before the gap becomes significant at KS1.</p> <p>TAs are deployed with precision to facilitate pre-teaching so that PP eligible pupils can access age appropriate teaching within a whole class setting.</p>	<p>Mathematics Lead</p> <p>LM</p>	<p>November 2020</p> <p>Review termly</p>	<p>TA Support £5000</p>	<p>Monitoring indicates that conferencing is appropriately targeted.</p> <p>Book looks show progress towards a closing attainment gap. This is reinforced by summative assessment data 2x annually (NFER)</p>	<p>Teachers expertly make diagnostic use of formative assessment to identify gaps in learning and facilitate speedily, bespoke and targeted pre-teaching and consolidation. This will be evidenced in identified pupils making accelerated progress after inceptive intervention.</p>

<p>Provide before/afterschool quality assured intervention to KS2 PP eligible children (Success @Arithmetic) so that they are able to diminish the existing attainment difference between themselves and their peers.</p>	<p>Train 4X colleagues in the delivery of Success @ Arithmetic.</p> <p>Use diagnostic assessment to identify eligible learners.</p> <p>Undertake baseline assessments to QA intervention against a control group (Sandwell)</p> <p>Provide Zoom maths workshops for parents so that they are able to replicate the model at home.</p>	<p>Mathematics Lead</p> <p>LM</p> <p>4X trained LSAs</p>	<p>October 2020</p> <p>Review 6 weekly</p>	<p>Success @Arithmetic Intervention CPD Package £1200</p> <p>LSAs to deliver intervention before and after school. £8000</p>	<p>Data captured by mathematics lead (LM) indicates that pupils are making progress towards age related expectation.</p> <p>Increasing arithmetic test scores.</p>	<p>Increase in scale score indicates eligible pupils are making better than expected progress.</p> <p>Pupils are able to access age related teaching, evidenced in learning review meetings and professional discourse.</p>
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PRIORITY 2 PROMOTE ENGAGEMENT, AGENCY AND ATTENDANCE

Members of staff responsible: Stacey Horan supported by Stephanie Baker supported by Daniel Graham

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>Enable learners to have agency and control over learning at home and in extra-curricular activities.</p> <p>Scaffold enhanced organisational skills.</p> <p>To promote communication between home and school and provide a platform for parents to communicate daily with teaching staff and celebrate successes at home.</p>	<p>Purchase school planners that provide:</p> <p>Question stems for independent reading using vipers model so that, if a child does not have an appropriate adult to read with, they are still facilitated reflective questioning at home.</p> <p>Opportunity to record extra-curricular activities so that this participation can be celebrated and rewarded.</p> <p>Facility for parent's to be kept up to date with curriculum quiz performance, spelling tests, homework, key dates etc.</p>	<p>Phase Leaders</p> <p>RH PK LM JH</p>	<p>September 2020</p> <p>Review June 2021</p>	<p>Planners for all year groups R-Y6 £2800 PA</p>	<p>Planners are used regularly across school, evidenced through pupil voice and professional discourse.</p> <p>Monitoring indicates that planners are a useful tool for parents and children.</p> <p>Few planners are lost or misplaced throughout the academic year because they are of value to families.</p>	<p>Children / Parents value the school planner. Evidenced by planners being used regularly and brought into school daily.</p> <p>Open communication is evident between school and home.</p> <p>Questionnaires indicate that the planners are valued by parents and seen as useful.</p>

<p>Improve attendance for PP eligible pupils and reduce the proportion of PP eligible pupils who are persistently absent from school.</p>	<p>Employ a pastoral officer to promote attendance and make contact speedily with families when a child is not in school, providing the appropriate scaffolds to get pupils back into school quickly and framing all conversations in a positive and supportive manner when possible.</p> <p>To provide a bespoke offer of support to families identified as having barriers that prevent good school attendance from a designated Learning Mentor.</p> <p>To track attendance of PP eligible pupils with precision and celebrate improvements with meaningful and personalised recognition. (See attendance #In2Win League communication to parents- Newsletter 4- Autumn 1 2020)</p>	<p>Learning Mentor</p> <p>SB</p> <p>Pastoral Officer</p> <p>DG</p>	<p>September 2020</p> <p>DG review daily</p> <p>SB review weekly</p> <p>Review with attendance lead half termly</p> <p>Concerns logged in CPOMS</p>	<p>Learning Mentor £17,273</p> <p>Pastoral Officer £4,000 PA</p>	<p>Attendance for PP eligible pupils is increasing.</p> <p>Proportion of PP eligible pupils persistently absent from school is decreasing.</p> <p>Pupil voice indicates a positive attitude towards school attendance.</p>	<p>Attendance for PP eligible pupils is above 96%</p> <p>Proportion of PP eligible pupils who are persistently absent is zero.</p> <p>When there is an anomaly in the data, this can be discussed, making use of CPOMS, and a bespoke support offer facilitated.</p>
<p>To identify trends in behaviour (including readiness to learn) and respond dynamically to the changing needs of PP eligible pupils.</p>	<p>Use CPOMS diagnostically to record, track and diagnostically assess behaviour patterns logged by stakeholders. Use this information holistically to support colleagues in providing the right support at the right time, including bespoke and ongoing whole family support from a designated learning mentor.</p>	<p>Learning Mentor</p> <p>SB</p>	<p>September 2020</p> <p>Review Termly</p>	<p>Learning Mentor SB</p> <p>CPOMS £900</p>	<p>Improved behavior for learning demonstrated by PP pupils. This is evident in CPOMS behavior logs.</p>	<p>CPOMS demonstrates that as a direct result of school action, behavior and readiness for learning has improved.</p> <p>Case Studies (SB)</p>

PRIORITY 3 PROVIDE BESPOKE AND TARGETED TEACHING AND EARLY INTERVENTION TO DIMINISH ATTAINMENT DIFFERENCES SPEEDILY

Member of staff responsible: Lois Murphy

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Use Insight to track, assess and formulate a connected view of learning in RWI. Use information alongside RA, SC and other assessment fields in building a holistic view of individual pupils and their learning.	RWI lead to interrogate and analyse data in conjunction with other monitoring evidence to provide a connected view of learning for PP eligible learners.	LM	September Review half termly	Insight £1600	Pupils tracked closely using Insight system. Learning review meetings provide rigor and challenge on a pupil by pupil level.	A greater proportion of PP eligible pupils attain in line with age appropriate standards in the age appropriate phonics assessment at the end of Y1 over a three year period.
Facilitate daily RWI sessions that are matched explicitly to each child's current ability and fluency.	In response to diagnostic assessment, pupils are regrouped dynamically so that they are exposed to teaching that matches current ability precisely. Respond dynamically to diagnostic assessment to regroup pupils on a half termly basis	LM	September 2020 Review half termly	LSA x 9 (2 hrs per day) to facilitate teaching £27,000	Tracking in insight shows that pupils are moving through RWI programme appropriately. When barriers to good progress arise, teachers make excellent use of diagnostic assessment to overcome these barriers with speed and precision.	Proportion of pupils attaining the expected standard in the year one phonics assessment tracks and upward trend over three consecutive years. The attainment gap between PP eligible pupils and their peers is diminishing over a three year period.

<p>In instances when quality first RWI teaching is insufficient in closing gaps, provide daily 1:1 bespoke intervention to facilitate stronger progress towards ARE.</p>	<p>Pupil attainment to be tracked precisely using insight. Short, daily 1:1 sessions to be deployed to support pupils who are not maintaining and expected progress trajectory.</p>	<p>LM</p>	<p>October 2020 Review dynamically on an ongoing basis</p>	<p>LSA X 1 (2 hrs daily) to provide bespoke 1:1 catch up intervention £3000</p>	<p>Pupils in receipt of 1:1 daily intervention are making measurable, accelerated progress.</p>	<p>A greater proportion of PP eligible pupils attain in line with age appropriate standards the phonics assessment at the end of Y1 over a three year period.</p>
<p>Provide evidence informed early mathematics intervention for PP eligible pupils so that they are able to catch up quickly and attain in line with their peers.</p>	<p>Identify and upskill appropriate colleagues in the delivery of (Becoming) First Class at Number. Use with precision across KS1 to accelerate progress for eligible pupils.</p>	<p>LM</p>	<p>October 2020 Review on a six weekly basis</p>	<p>Becoming First Class at Number CPD £2000 First Class at Number CPD £2000 Expert LSA to deliver interventions £10,000 PA</p>	<p>Pupils in receipt of intervention are making measurable, accelerated progress</p>	<p>A greater proportion of eligible pupils reach the expected standard in number in EYFS over a three year period. A greater proportion of eligible pupils reach the expected standard in KS1 over a three year period.</p>
<p>For PPG+ eligible pupils, provide necessary interventions, adjustments and scaffolds so that they are able to attain in line with their peers and have the same experiences and opportunities available to them.</p>	<p>Undertake detailed Holistic Diagnostic assessments with all eligible pupils and use these to create a bespoke offer of support.</p>	<p>Phase Leaders PK (Extra-Curricular Activities Lead)</p>	<p>Review and enhance termly</p>	<p>PPG+ allocated budget £11,725</p>	<p>Pupils thriving in school, having good attendance and punctuality. Families report that pupils are supported well. Academic support enables pupils to accelerate their progress trajectory towards age appropriate standards.</p>	<p>PPG+ pupils have good attendance. PPG+ eligible pupils attend extra-curricular activities and enjoy these opportunities. PPG+ eligible pupils make accelerated progress with an increasing scale score.</p>

PRIORITY 4 FACILITATE A KNOWLEDGE RICH CURRICULUM THAT FACILITATES AQUISITON OF SOCIAL AGENCY AND CULTURAL CAPTIAL

Member of staff responsible: Natalie McGorian

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Develop the role of the subject champion to become a beacon of knowledge within school.	<p>Ensure subject champions receive appropriate CPD. Facilitate via Central Collaborative and School Improvement Liverpool.</p> <p>Ring Fenced colleague meeting time so that new learning can be disseminated and shared across school</p>	NMc	September 2020	<p>Collaborative Membership £3605</p> <p>Colleague meeting time</p>	<p>Subject Champions leading Colleague Meetings</p> <p>Subject Champions supporting Curriculum Designer in QA of curriculum model</p> <p>Subject Champions supporting Curriculum Leads in monitoring of individual subjects.</p>	<p>Colleagues are empowered to lead on an area of the PoS. Colleagues collaborate with Curriculum Leaders and School Designer in monitoring the impact of intended curriculum.</p>
Provide a rich, bespoke Curriculum Passport offer that makes explicit the additional opportunities provided at Malvern that will support learners in developing their cultural capital	<p>Identify opportunities provided within school and map these in a curriculum passport. '100 things to experience at Malvern'</p> <p>Identify wider opportunities that we feel would benefit our pupils and map these into a developing offer to share with families.</p>	NMc	January 2021	Visits and Visitors £8000	<p>Curriculum offer has been identified.</p> <p>Wider opportunities provide enriching opportunities to develop cultural capital.</p>	<p>Curriculum passport is established, used by children and celebrated by families as a strength of the Malvern offer.</p>

<p>To provide access to subject specific teaching resources that are matched to the intentions of the curriculum and reduces workload for teaching staff.</p>	<p>Subscribe to Cornerstones and harvest interactive materials and resources that enrich our curriculum offer.</p>	<p>Class Teachers</p>	<p>September 2020</p>	<p>Cornerstones subscription £600</p>	<p>Hub is being used regularly by colleagues. High quality resources reduce workload for colleagues</p>	<p>Cornerstones resources used effectively within lesson sequences to enrich expeditionary learning.</p>
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Previous Academic Year 2019 -2020			
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, 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 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>Provide insightful CPD for Curriculum Designer using an expeditionary learning model.</p> <p>Provide CPD for all subject champions (via SIL)</p> <p>Host half termly ring fenced colleague meetings so that learning can be disseminated and to promote distributed leadership throughout school.</p> <p>Shared action planning amongst phase /curriculum leaders to ensure robust procedures are in place systemically across school.</p>	<p>Within academic year 2019- 2020, we were able to develop an expeditionary curriculum model, underpinned by progression maps drawn directly from the National Curriculum Programmes of Study. These Expeditions contain many of the aspects that we feel will benefit our pupils, particularly those eligible for PP funding, in developing cultural capital, social agency and academic success.</p> <p>At Malvern, we recognise that having cultural capital involves having a rich knowledge base and a wealth of real live experiences to draw upon. With this in mind, we make explicit in our curriculum modelling the fieldwork and expert visitors we will facilitate.</p> <p>Unfortunately, due to restrictions placed upon our curriculum by lockdown and Covid-19 security measures, many of the fieldwork opportunities and expert visitations were unable to go ahead.</p>	<p>The impact of quality assured CPD, facilitated through collaborative membership was evident in the agency of colleagues to lead whole school staff meetings in their champion subject.</p> <p>Indeed, this CPD also empowered colleagues to lead in the development of progression maps alongside curriculum leads and school designer.</p> <p>These progression maps were the driving force for the development of learning expeditions; the conduit utilised by teachers to plan learning opportunities sequentially and progressively.</p> <p>Our Malvern Curriculum Policy makes explicit the roles of subject champions, curriculum leads and school designers. Leaders use these systems to drive school improvement through inceptive action planning, diagnostic assessment and monitoring.</p> <p>This will be a strategy we continue to use moving forward.</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>Each year group facilitated one half term of expert peripatetic teaching. Class teachers team teach sessions alongside expert teacher to enhance pedagogy and subject knowledge.</p> <p>Facilitate the opportunity for all pupils in KS2 to master a tuned instrument though our classroom curriculum offer in Y3 and an opportunity to continue this skill as an afterschool club in subsequent years.</p>	<p>Teachers reported that coaching did have some impact on pedagogy. Monitoring evidenced that pupils had greater command of subject specific vocabulary, particularly vocabulary concerned with the interrelated elements of music.</p> <p>Covid-19 security measures mean that we were unable to implement our music curriculum as expected throughout academic year 2019-2020</p>	<p>Although colleagues benefited from coaching within sessions, this didn't necessarily improve their capacity to facilitate learning beyond the content of each individual session. It was felt by colleagues that there was a need to find a more sustainable model that would promote a cycle of subject improvement for colleagues and enhance the teaching of music systemically.</p> <p>Through coaching, we were able to identify a digital platform 'Active Music' that has the capacity to provide digital coaching to teachers dependent on the aspect of the PoS being studied. It was agreed that, over time, this is likely to impact significantly on subject knowledge.</p> <p>Moving forward, we will use a combination of peripatetic teaching and a subscription to 'Active Music' to drive subject development in school.</p>
<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>Online tracking and management system, 'Insight'.</p>	<p>The use of insight has allowed leaders to use a range of information to make informed decisions and offer inceptive support for pupils. This flexible system allows teachers and school leaders to track the information that they deem to be most important and use this to form a holistic and connected view of learning. This tool is used systemically to track progression in early reading and draw comparisons between RWI assessments, reading age assessments and knowledge of common exception words.</p>	<p>We will continue to use Insight as an inceptive tool to track learning.</p> <p>Moving forward, we will use Insight to monitor and QA interventions used to diminish attainment differences in mathematics. These include (Becoming) First Class at Number and First Class @ Arithmetic.</p>

<p>Enabling engagement for all PP pupils through opportunity to fully engage with all trips, visits and visitors.</p>	<p>Funding offered towards school residential and school trips and visits, including those facilitated via Drama and Theatre Club.</p>	<p>Covid-19 security measures mean that we were unable to implement our plans for fieldwork and expert visitors during the academic year 2019 / 2020.</p> <p>Through our Learning Expeditions, we make explicit our offer to learners and wider stakeholders for the academic year 2020-2021.</p>	<p>We will continue to prioritise real life experiences, fieldwork and access to experts because we realise that this promotes the development of cultural capital and social agency.</p> <p>Over the coming academic year, we intend to review this offer against the following criteria:</p> <ul style="list-style-type: none"> • How does this experience 'add' to the life of a child? • How will this experience inform future learning? <p>Our offer will be revised throughout the academic year before the publication of a Malvern Curriculum Passport in 2020 /2021.</p>												
<p>Ensure bespoke, small group teaching of early reading that responds dynamically to the changing needs of the learners.</p>	<p>Use diagnostic assessment to inform small group teaching of RWI.</p> <p>Use same day intervention to diminish attainment differences for pupils who require additional support.</p>	<p>Covid-19 means that there is no statutory assessment for comparison for the academic year 2019 / 2020. However, the proportion of our PP eligible pupils attaining the expected standard in the phonic screening assessments has recorded a three year upward trajectory,</p> <table border="1" data-bbox="891 1010 1594 1150"> <thead> <tr> <th>Phonics Y1 PP eligible</th> <th>2017 (13)</th> <th>2018 (12)</th> <th>2019 (9)</th> </tr> </thead> <tbody> <tr> <td>WA</td> <td>46.2%</td> <td>58.3% +12.1%</td> <td>66.7% +8.4%</td> </tr> <tr> <td>APS</td> <td>25.2</td> <td>30.3 +5.1</td> <td>32.6 +2.3</td> </tr> </tbody> </table> <p>We anticipated 77% of our 2020 cohort going on to attain the expected standard at the end of Y1.</p>	Phonics Y1 PP eligible	2017 (13)	2018 (12)	2019 (9)	WA	46.2%	58.3% +12.1%	66.7% +8.4%	APS	25.2	30.3 +5.1	32.6 +2.3	<p>We have learned that maintaining fidelity to the RWI process facilitates strong progress, particularly for vulnerable learners. We recognise that is assessment is used diagnostically to pinpoint gaps in learning while speedy, same day intervention is facilitated, vulnerable pupils make accelerated progress.</p> <p>We plan to continue this strategy into the coming academic years so that Malvern PP eligible pupils attain in line with Non PP eligible pupils on a national level.</p>
Phonics Y1 PP eligible	2017 (13)	2018 (12)	2019 (9)												
WA	46.2%	58.3% +12.1%	66.7% +8.4%												
APS	25.2	30.3 +5.1	32.6 +2.3												

<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>Pupils undertake and independent writing task annually, yielding a scale score and writing age assessment for each pupils using the comparative judgement process.</p> <p>Comparative judgement is a process where judges compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Research has shown the process to be as reliable as double marking, but much quicker.</p>	<p>The information harvested from the comparative judgement process was used alongside wider school assessment processes to yield a connected approach to learning in writing.</p> <p>PP eligible pupils were considered on a pupil by pupil level and learning review meetings, and this meant that specific barriers to their learning were identified and strategies put in place to accelerate progress.</p> <p>For example, pupils were identified for individual / small group spelling support when this was a barrier to attaining at an age related standard.</p>	<p>Progress reports for NMM indicate that, whilst our highest attaining pupils at Malvern were Not PP eligible, those pupils recording the greatest increase in progress trajectory (scale score increases) were eligible for PP funding, particularly in KS2. For example, the pupil identified as making the most accelerated progress in KS2 is a PP eligible male, previously low attaining. In one academic year, NMM indicates that this pupil not only progressed to a level where he was attaining in line with his peers.</p>
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Targeted Support			
<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 Key Stage Two.</p>	<p>Diagnostically assess individuals eligible for PP. If required, provide timely and bespoke support to increase progress trajectories.</p>	<p>Covid-19 made it difficult to assess the sustainability of any progress made through direct access to intervention throughout last academic year. However, evidence suggests that one to one tuition can be effective, on average accelerating learning by approximately 5 additional months. Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching.</p> <p>This led us to the conclusion that in order to sustain a meaningful offer, we would need to plan into the school day an opportunity for class teachers and other colleagues to provide this same day, precise support. Moving forward, this has been built into each school day.</p>	<p>Through monitoring, we were able to identify that same day, bespoke intervention was having greatest impact in RWI (where the RWI model offered a scaffold) and spelling. However, intervention in mathematics was not found to have the same impact. This was because intervention offered did not consistently offer the scaffolds that would enable pupils to attain in line with their peers.</p> <p>Moving forward, we have scheduled a daily pre-teaching session (during assembly) before the daily maths lesson where pupils identified as vulnerable can access teaching that will address misconceptions and scaffold future learning.</p> <p>Furthermore, we plan to use quality assured interventions before and after school to accelerate progress for identified PP eligible pupils.</p>
<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>The proportion of PP eligible pupils attending Malvern is reducing annually. Indeed, by the time pupils in reception entered Y1, 11.6% pupils were identified as eligible for PP funding, compared with 33% of pupils in the Y5 cohort.</p>	<p>We did not find that providing pupils a PE kit offered any tangible improvement to their academic progress of wider opportunities. As such, we will not use this strategy in the future.</p>

Other Approaches

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 and ensure connectedness via triangulation with behaviour logs (CPOMS) and pupil voice interviews.

Attendance at Malvern- 3 year trend:

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).

Utilising this information, our Learning Mentor rewarded and supported those with excellent attendance and those that needed additional support, making a personalised offer to individuals and families when appropriate.

By framing such conversations around attendance positively, parents worked in collaboration with school to achieve our shared ambitions. The impact of this is a three year upward trend in attendance for all pupils at Malvern.

Attendance at Malvern- 3 year trend:

	2019-20	2018-19	2017-18
All pupils	96%	95.9%	94.9%
PP eligible	93.6%	93%	92.9%
PP+			

Persistent Absenteeism at Malvern- 3 year trend:

	2019-20	2018-19	2017-18
All pupils	No data	6%	15.2%
PP eligible	No data	3%	9%
PP+	No data	0%	0%

Throughout academic year 2019-2020, we learnt that some of the strategies used at Malvern, while celebrating one group of pupils, may have been disengaging for a different group. For example, parental discourse told us that many families found rewarding pupils, on an individual level, for excellent attendance caused upset for some of our pupils.

To that end, we have thought carefully about how we can promote, encourage and celebrate fantastic attendance for ALL pupils at Malvern. All of our learning has been drawn together in our whole school attendance initiative #In2Win. It is hoped that this will see a sustained improvement in attendance for the coming academic year. If so, we will continue to use and refine this approach moving forward.

<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 to support self-regulation and agency.</p>	<p>A recent EEF guidance report discussing Parental Engagement discusses the importance of clear, concise and useful information being shared with parents.</p> <p>Malvern planners offer key information about school, contact names and numbers. The planner also provides weekly diarised pages to detail reading, test scores and a space for communication between home and school. This planner provides all of our PP pupils with learning tool to aid to support pupils within the classroom and at home.</p> <p>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 of the classroom and the benefits of self-regulation.</p>	<p>The Malvern Planner continues to be a useful tool for pupils and families. However, our monitoring indicated that, for some pupils, opportunities for questioning at home were not always exploited and many children simply recorded the page numbers that had been read. In order to enhance this provision, each day of the week is now attached to a question stem using the reading Vipers model. It is hoped that this will model questioning strategies for parents at home as well as encouraging deeper reflection and comprehension skills.</p>
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1. 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.