

EVIDENCE INFORMED STRATEGY & PRACTICE BASED AROUND EEF RESEARCH



### THE WAY WE DO THINGS AT MALVERN

KEY GUIDANCE AND INFORMATION FOR ALL STAFF

PP SPENDING PLAN LOCATED ON THE SCHOOL WEBSITE UNDER STATUTORY INFO TAB

## **CURRICULUM OFFER**

**OUR MORAL COMPASS AND INTENT** 



At Malvern, our intent encompasses two key ambitions.

excellence - In terms of providing an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance.

**EQUALITY -** In terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their peers.





#### **PUPIL PREMIUM PROMISE**

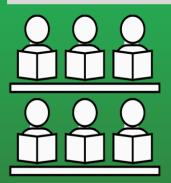
At Malvern, we are committed to providing all pupils, irrespective of background, the cultural capital that will provide the confidence, agency, experiences and aspirations that form the foundations of future success. Through our curriculum passport, we make explicit our promise to PP eligible pupils via a programme of enrichment that will broaden horizons and provide the wealth of experiences to which we feel our pupils are entitled.

# Malvern COHORT

FUNDING AND BREAKDOWN FOR THE 2020 –2021 COHORT



To be eligible for pupil premium the pupil must satisfy one of the following criteria: be currently in receipt of free school meals (FSM), have been in receipt of free school meals within the last 6 years (FSM Ever6), have been adopted from care (Post-LAC), and finally children who are currently looked after (LAC or CLA). There is also a service child premium for children with parents who are currently serving in the military. For each FSM and FSM Ever6 pupil the school receives £1455 per academic year. For each LAC and Post-LAC pupil the school receives £2530 per academic year. For each service child we receive £335.



At the start of summer term 2023, Malvern have 102 eligible pupils on role from R-Y6. This will change throughout the year and you will be updated termly.



This equates to 24.4% of our school population.

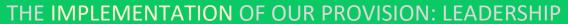


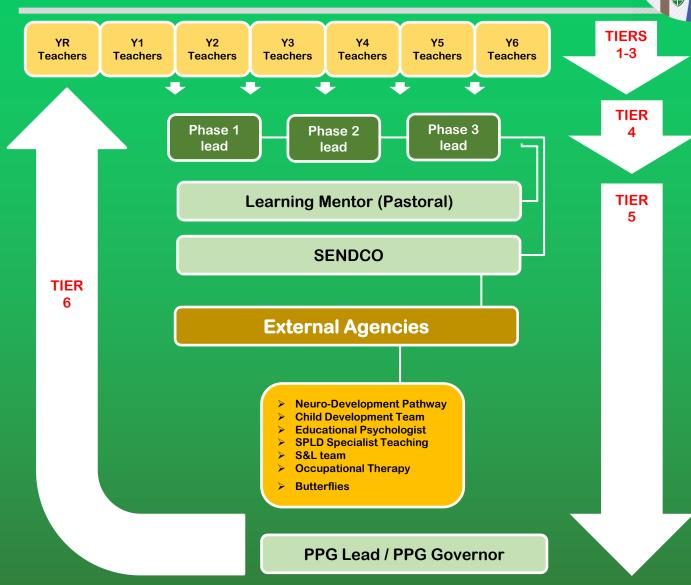
This will attract approximately £150,000.



There are 53 boys in the cohort and 49 girls

### PUPIL PREMIUM STRATEGY





LEADERSHIP STRUCTURE – Malvern has a senior leader (NMc) who is accountable for PP spend and provision. Class teachers act as absolute advocates of the disadvantaged. In collaboration with phase leaders, the learning mentor and SENDCO, they track and support pupils with the greatest need. Pupil Premium spend and disadvantaged academic / pastoral progress is appropriately challenged and supported through SLT and governor scrutiny.

**GRADUATED RESPONSE OF SUPPORT (6 TIERS)** - We have developed a sustainable six tiered graduated response of support where every pupil starts at tier one (universal offer). There are clear systems in place to ensure that all PP eligible pupils are facilitated the bespoke scaffolding required for their success.

### PUPIL PREMIUM STRATEGY

**TIER** 

### THE IMPLEMENTATION OF OUR PROVISION

The cycle below details the graduated response followed if a pupil requires more intensive support than the universal offer indicated at tier one. FLAGS TO CONSIDER lists indicators a teacher must take into account when deciding whether to graduate response. Please note, that these indicators are not exhaustive.

Flags to consider:

- 1: Below 95% attendance
- 2. A decrease in progress (scale score)
- 3. Performing below ARE
- 4. Behaviour is a concern



CLASS TEACHER

#### UNIVERSAL OFFER

- Daily discrete teaching of early reading (RWI)
- Backward planning & Quality Feedback
- **Termly Pupil Progress impact** review
- **Pupil Planner**
- **RWI Workshops**
- Regular Tracking

CLASS TEACHER

- Class teacher pupil conferencing
- **Peer collaboration**
- **Personalised Toolkit**
- TA Scaffolding in lesson
- Reading Buddy / RWI 1:1
  - **Holistic Assessment**

**TIER** 

CLASS TEACHER

Review impact against

- light of evidence
- Report on progress to

**TIER** 

- intent statement **Consider implementation**
- Governors / Headteacher
- Innovate for improvement

#### **PARENTAL ENGAGEMENT**

- **RWI Parental Support Guide**
- Bespoke home-learning scaffolds
- **Parental Conference**
- **SMART** targets set and monitored

**TIER** 

**TIER** 

#### **DEEPENING SCAFFOLDS**

- Plan / Do /Review cycle in collaboration with SENDCO
- **Learning Mentor Support**
- **Nurture Sessions**
- PPP / IBP exploration
- **External Agency Support**

TIER

- **SPLD** daily intervention
- (Becoming) First Class at Number
- **Success at Arithmetic** intervention
- **Early Bird Reading Support**
- **Sensory Support**

LEARNING MENTOR

Phases 4 and 5 will be personalised to provide the bespoke package of support appropriate for individuals.

CLASS TEACHER OLASS TEACHER PHASE LEAD

### TRACKING SUPPORT - PPG

Class: Term:

	TIER 1	TIER 2	TIER 3	TIER 4	TIER 5	TIER 6
Flag 1 (attendance below 95%)						
Flag 2 (persistent loss of GT)						
Flag 3 (decrease in progress trajectory)						
Flag 4 (Below ARE)						
Other indicator (please note)						

	No. In cohort	%	ARE (Reading)	GDS (Reading)	ARE (Writing)	GDS (Writing)	ARE (Maths)	GDS (Maths)	ARE (spelling)
PPG eligible									
Not PPG eligible									
PPG +									
PPG (Male)									
PPG (Female)									
PPG (SEND)									

## Holistic Diagnostic-PPG

Initials : TOB: Class:

Flags to consider:	
<95% attendance	
Repeated loss of GT	
A decrease in scale score	
Performing below ARE	

My ambition is...

Who helps me and how?

How to scaffold my autonomy?

**Positive Friendships** 

What helps me learn well?

## Holistic Diagnostic- PPG

Attainment / Progress Historical	YR	Y1	Y2	Y3	Y4	Y5	Y6
Reading (SS)							
RA (age)							
RWI (1-12)							
Writing (age)							
Spelling CEW							
SA (age)							
Mathematics (SS)							
Multiplication		2x 10x	2 x 3x 5x 10x	2x 3x 4x 5x 6x 7x 8x 9x	11x 12x 15x 25x		

Attainment / Progress Current	Autumn	Spring	Summer
Reading			
RA			
RWI			
Writing			
Spelling CEW			
SA			
Mathematics			
Multiplication			

**Considerations from Data:** 

#### Home:

(planner / pupil voice / professional discourse / parental conversations)

Do you like to complete homework / reading outside school?

What helps you complete homework outside school?

What do you do for fun outside of school?

What helps you feel motivated when not in school?

What do you do before you come to school?

How can we help you read and access learning platforms when not in school?

### DIMINISHING THE DIFFERENCE

The **PROMISE**: How do we advocate for disadvantaged learners?

#### WHAT DOES A MALVERN TEACHER DO?

- Believe, wholeheartedly, that every pupil at Malvern has the potential for greatness
- Be relentless in the pursuit of early reading, maintaining fidelity to RWI, and cultivate a love of language and passion for reading across a broad and balanced curriculum
- Celebrate and nurture talents, interests and attributes so that all pupils feel valued and successful
- Identify and overcome barriers to learning inside and outside the classroom
- Dispute any notion of fixed ability and be relentless in the pursuit of excellence for PP eligible learners
- Maintain high expectations and plan backwards to scaffold a trajectory to success
- Use the Quality Feedback and Marking policy with precision to move learning forwards
- Respond dynamically to formative assessment in preteaching and learning conferences in order that vulnerable pupils can keep pace with their peers
- Communicate openly and with transparency with parents and guardians
- Communicate in line with the graduated response indicators
- Consider the whole child when planning a bespoke intervention package

