

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Malvern Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24 (aims cover three years but we have provided a funding overview for one)
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	Termly and July 2022 for 2022 / 2023 funding overview.
Statement authorised by	Tony James
Pupil premium lead	Natalie McGorian
Governor / Trustee lead	Gavin Butterworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,395
Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,330

# Part A: Pupil premium strategy plan

## Statement of 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 that they have the same opportunities, experiences, support and aspirations as their peers.

We strive to know our pupils well, we want to know what inspires, influences, motivates and enthral so that we can provide a curriculum deserving of our pupils. We understand our learners to have huge potential, and we see our role as igniting the unique passions and nurturing the unique character attributes that lie within each individual.

To do this, we must first diminish the attainment differences that exist between disadvantaged pupils and their non-disadvantaged peers. At Malvern, we advocate a model of 'keep up-not catch up'. We deploy resources strategically within EYFS and KS1 to provide the bold beginning to which our pupils are entitled. In doing this, we 'level the playing field' for our youngest pupils so that they are well prepared for the next stages in their education.

We use detailed, diagnostic assessment to intervene inceptively using quality-assured intervention approaches to accelerate progress trajectories. We focus our resources on the aspects we understand our pupils need most: development of early language- speaking, listening and understanding, number, early reading and spelling. We meticulously track progression in these areas, analysing the impact of intervention to make sensible decisions regarding what should happen next. In doing this, we strive for the following outcomes:

- For all disadvantaged pupils in school to meet or exceed nationally agreed progress rates, in order to accelerate progress towards both the expected and greater depth standard at the end of key stage two.
- To diminish attainment differences for disadvantaged pupils so that attainment is in line with non-disadvantaged pupils on a national level.
- To improve the attendance of disadvantaged pupils and reduce instances of persistent absenteeism.

Our ambitions move beyond the academic to encapsulate the whole child. We recognise that each of our pupils comes to school with their own, unique, cultural capital. At Malvern, we strive to build on this so that pupils grow to become the very best version of themselves. Our pupils know their potential and purpose in the wider world and are taught to use their voice to make a difference. Through our curriculum and wider curriculum passport, we strive to ensure that pupils cultivate the knowledge, skills, and character attributes that will serve them well in secondary school and allow them to prosper in adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	In key stage two, pupils do not make enough progress and attainment must improve, particularly in KS2 for pupils working at greater depth
2	The proportion of pupils persistently absent from school must improve. Pupils must be fully engaged in their learning and have agency and autonomy and a strong desire to attend school.
3	Attainment differences are not diminished speedily enough (before the end of key stage one). Pupils require bespoke, inceptive and targeted teaching and early intervention in response to diagnostic assessment. This is particularly the case in mathematics and early reading.
4	Pupils are not consistently empowered to understand the power of their own voice and the value to their contribution to society. To change this, facilitate a knowledge rich curriculum that facilitates the acquisition of social agency and cultural capital.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge Number	Intended outcome	Success criteria
1	Meet national average progress scores in KS2 in mathematics (0)	2019 data indicated a progress score for PPG eligible pupils of - 2.40. Improve this so that progress is in line with national averages (0)
1	Increase the proportion of PPG eligible pupils attaining GDS at the end of KS2 in mathematics.	In 2019, 11.1% of PPG eligible pupils attained GDS standard in KS2. Improve this so that attainment at the higher standard is in line with national average.
1	Ensure that PPG eligible pupils at Malvern consistently meet or exceed national standards at the expected standard in mathematics.	Attainment at the expected standard consistently meets or exceeds local and national standards.
2	Attendance for PPG eligible pupils is in line with our school target and national averages.	Attendance for PPG eligible pupils during academic year 2020- 2021 was 94.2%. Improve this so that

		attendance is in line with our school target of 96% and in line with national averages.																																				
2	Reduce the proportion of PPG eligible pupils considered persistently absent.	Reduce the proportion of PPG eligible pupils persistently absent from school so that statistics are in line with national averages.																																				
3	The proportion of PPG eligible pupils attaining the expected standard in the Y1 Phonics Check continues to accelerate towards national standards	The proportion of PPG eligible pupils attaining the expected standard in the Y1 Phonics Check continues to increase so that attainment is in line with national averages.																																				
3	<p>The proportion of pupils attaining the EXS / GDS standard at KS1 is on an upward trajectory towards national standards.</p> <table border="1"> <tr> <th>Reading</th><th>2019 EXS</th><th>2019 GDS</th></tr> <tr> <td>PPG (Malvern)</td><td>69.2%</td><td>15.4%</td></tr> <tr> <td>N. PPG (National)</td><td>78.4%</td><td>28%</td></tr> <tr> <td>All (National)</td><td>79.4%</td><td>25%</td></tr> </table> <table border="1"> <tr> <th>Writing</th><th>2019 EXS</th><th>2019 GDS</th></tr> <tr> <td>PPG (Malvern)</td><td>53.8%</td><td>0%</td></tr> <tr> <td>N. PPG (National)</td><td>73.1%</td><td>16.8%</td></tr> <tr> <td>All (National)</td><td>69.2%</td><td>14.8%</td></tr> </table> <table border="1"> <tr> <th>Maths</th><th>2019 EXS</th><th>2019 GDS</th></tr> <tr> <td>PPG (Malvern)</td><td>69.2%</td><td>7.7%</td></tr> <tr> <td>N. PPG (National)</td><td>79.2%</td><td>24.4%</td></tr> <tr> <td>All (National)</td><td>75.6%</td><td>21.7%</td></tr> </table>	Reading	2019 EXS	2019 GDS	PPG (Malvern)	69.2%	15.4%	N. PPG (National)	78.4%	28%	All (National)	79.4%	25%	Writing	2019 EXS	2019 GDS	PPG (Malvern)	53.8%	0%	N. PPG (National)	73.1%	16.8%	All (National)	69.2%	14.8%	Maths	2019 EXS	2019 GDS	PPG (Malvern)	69.2%	7.7%	N. PPG (National)	79.2%	24.4%	All (National)	75.6%	21.7%	<p>Pupils in receipt of inceptive early intervention make accelerated progress within KS1. This is evidenced through accelerated writing / reading / spelling / mathematics ages, RWI assessments and NFER / SATS scores.</p> <p>Academically able pupils are identified early and make accelerated progress towards GDS standard.</p>
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4	Colleagues at Malvern are able to access quality-assured CPD in the area of their subject championship.	Colleague voice and SIP interviews evidence that colleagues at Malvern are empowered to champion curriculum areas with detailed, subject-specific expertise.																																				

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43, 805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ 1x Academic mentor to accelerate progress of academically able pupils in KS2 so that progress trajectories are accelerated and an increasing proportion of learners attain the GDS standard, particularly in mathematics. <b>Cost £7,450</b>	Academic Mentors will increase access to the following approaches, underpinned by EEF research detailed in their <b>Teaching &amp; Learning Toolkit</b> : <b>Reading Comprehension Strategies:</b> Very high impact for very low cost based on extensive evidence. Academic mentors will teach individuals / small groups explicit reading comprehension strategies using the content domains detailed within the PoS. <b>Feedback:</b> Very high impact for very low cost based on extensive research. Academic mentors will use diagnostic assessment to intervene and provide bespoke feedback to pupils dynamically.	1
Employ 1x Academic mentor to accelerate progress and increase the proportion of pupils attaining the expected standard in mathematics at the end of KS2. <b>Cost £7,450</b>	<b>Peer Tutoring:</b> High impact for very low cost based on extensive evidence. Academic mentors will facilitate peer tutoring sessions. <b>1:1 Tuition:</b> High impact for moderate cost based on moderate evidence. Academic mentors will provide 1:1 tuition to pupils identified via diagnostic assessment. <b>Individualised Instruction:</b> Moderate impact of very low cost based on limited evidence. Academic mentors will provide individualised instruction for an identified pupil.	1
Purchase textbooks to implement a progressive and evidence-informed mathematics curriculum (Power Maths) that will offer consistency of approach from reception to Y6.	Marks, R. (Ed.) Proceedings of the British Society for Research into Learning Mathematics 40(3) November 2020 <b>A pandemic summer: Impact on teaching and learning for mastery in Power Maths primary schools</b> The study follows 40 classes of 2019-20 Power Maths-using year 1, 3 and 5 children and their teachers over two years, exploring teacher/pupil use	1

<p><b>Cost £2,000</b></p>	<p>and impact on learning. It reports initial high-level findings.</p> <p>Power Maths has been judged as fully delivering a mastery approach and placed on the DfE's list of recommended textbooks because it:</p> <p><b>Meets all the criteria for high quality textbooks to support a mastery approach</b>, where all children believe they can succeed by working hard and progress together by working as a whole class on the same concepts, at the same time.</p> <p><b>Delivers the National Curriculum for Mathematics</b> by building up concepts in small, logical steps.</p> <p><b>Develops and deepens children's understanding</b> through representations that reveal the structure of mathematical concepts, and intelligent practice that builds procedural fluency and conceptual understanding.</p> <p><b>Incorporates formative and summative assessments</b> that support teachers to measure progress and decide on their next steps for teaching, while allowing children to review key ideas and check their own understanding.</p> <p><b>Helps teachers to develop their own subject knowledge</b> and pedagogical practice.</p> <p><b>EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3</b></p> <p>'Last year, over half of those eligible for free school meals had not achieved the expected level in English and maths by the age of 16. That's one in two young people from low-income households who are automatically denied access to secure and well-paid careers, as well as further study. This is not just a personal tragedy for the individual; it's a waste of talent on a national scale and a huge barrier to improving social mobility.'</p> <p>Sir Kevan Collins</p> <p>At Malvern, our use of the Power Maths curriculum means we are able to systemically implement, whole school, many of the recommendations set out within the guidance document. The curriculum explicitly requires the use of <b>manipulatives and different representations</b>. Pupils are <b>taught strategies for solving problems</b> by developing a <b>rich network of mathematical knowledge</b>. Their well-rehearsed strategies and growing mathematical fluency enables learners to <b>develop independence and</b></p>	
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	<b>motivation</b> , using <b>tasks and resources to support pupils' mathematics</b> . This includes the <b>use of stories and problems to help pupils understand mathematics</b> .	
<p>Source quality-assured CPD via Central Collaborative to nurture the role of the subject champion to become a beacon of knowledge within school.</p> <p><b>Cost £3,605</b></p>	<p><b>EEF Guidance Report: Effective Professional Development</b></p> <p>As a school, we have ensured that the CPD sourced via Central Collaborative is compliant with the recommendations set out in this guidance report. When selecting CPD, there has been a clear focus on mechanisms, as recommended in the report. Practitioners are able to <b>build knowledge</b> cumulatively and <b>revisit</b> learning in future sessions. This impacts on <b>cognitive load</b>. Sessions are <b>motivational</b> and develop teaching techniques through <b>instruction, social support, modelling and feedback</b>. Colleagues are empowered to <b>embed practice</b> through <b>prompting action planning</b>, the provision of prompts and cues and the encouragement of monitoring.</p>	4
<p>Employ a specialist music teacher to enhance the quality and consistency of the music curriculum at Malvern.</p> <p>Offer a wide range of musical extra-curricular opportunities, free at the point of access, to PPG eligible pupils. This will level the playing field and promote equality of opportunity.</p> <p><b>Cost £23,000</b></p>	<p><b>The Power Of Music, Professor Susan Hallam, University College London, p12 (2015)</b></p> <p>'Intervention studies with children have shown that active engagement with music impacts on IQ score. The relationship between musical training and intelligence remain when a range of confounding variables relating to family background are taken into account.'</p> <p><b>How Playing an Instrument Benefits Your Brain, Anita Collins (2014)</b></p> <p>'Two decades of research has found that music education grows, hones and permanently improves neural networks like no other activity. When children learn to play an instrument, multiple areas of the brain process information in 'intricate, interrelated and astonishingly fast sequences', a phenomenon that is unique to this activity.'</p> <p><b>Prof. Susan Hallam, Kevin Rogers, The Impact of Instrumental Music Learning. British Journal of music Education (2016)</b></p> <p>'Young people playing a musical instrument enjoy greater progress and better academic outcomes than those who don't (study of 603 secondary age students, 115 of whom had learned an instrument).'</p>	4, 2

<p>Improve rapid recall of multiplication and division facts to speed up mental calculation and improve arithmetic. (TTRS / NUMBOTS)</p> <p><b>Cost £300</b></p>	<p><b>EEF Guidance Report: Improving Mathematics in Key Stages Two and Three</b></p> <p>This guidance report suggests that, in order to enable pupils to develop a rich network of mathematical knowledge, it is important to ensure that pupils develop fluent recall of facts. It goes on to discuss the importance of multiplicative reasoning.</p> <p>‘Multiplicative reasoning is the ability to understand and think about multiplication and division. It is an important skill which is required for tasks that involve ratios, rates and proportions and is often required in real-life contexts such as ‘best-buy’ problems.’</p> <p>Indeed, on the subject of using TTRS with his family, Education Secretary, Damien Hinds described the platform as being ‘engaging, competitive and improves their arithmetic.’</p> <p><b>Damian Hinds</b> <b>Education Secretary</b></p>	1
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £45,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate daily RWI sessions that are matched explicitly to each child’s current ability and fluency throughout EYFS and KS1.</p> <p>In instances when quality first RWI teaching is insufficient in diminishing attainment differences, provide daily 1:1 bespoke RWI intervention to facilitate</p>	<p><b>EEF Teaching &amp; Learning Toolkit:</b></p> <p><b>Research by EEF evidences that explicit teaching of Phonics yields very high impact for a low cost based on extensive evidence.</b></p> <p>Phonics has a <b>positive</b> impact overall (+5 months) with <b>very extensive evidence</b> and is an important component in the development of early reading skills, particularly for children from <b>disadvantaged backgrounds</b>.</p> <p>The teaching of phonics should be <b>explicit</b> and <b>systematic</b> to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s <b>current level of skill</b> in terms of their</p>	3

<p>stronger progress towards ARE.</p> <p><b>Cost: £21,250</b></p>	<p>phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	
<p>Provide evidence-informed mathematics intervention (before and after school and during assemblies when necessary) for PP eligible pupils so that attainment differences are diminished and progress trajectories are accelerated.</p> <p>Chosen Interventions are:</p> <p>Becoming First Class at Number</p> <p>First Class at Number</p> <p>Total Maths (Tara Loughran)</p> <p>Success at Arithmetic</p> <p><b>Cost: £13,000</b></p>	<p><b>Research by EEF evidences that teaching assistant interventions yield moderate impact for moderate cost based on moderate evidence. In order to maximise impact, EEF report the following:</b></p> <p><b>‘Targeted deployment</b>, where teaching assistants are <b>trained</b> to deliver an <b>intervention</b> to <b>small groups</b> or <b>individuals</b> has a <b>higher impact</b>, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have positive impact on learner outcomes.</p> <p>Investing in <b>professional development</b> for teaching assistants to deliver <b>structured interventions</b> can be a <b>cost-effective approach</b> to <b>improving</b> learner <b>outcomes</b> due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Research which focuses on teaching assistants who provide <b>one to one or small group targeted interventions</b> shows a <b>stronger positive benefit</b> of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been <b>trained</b> to deliver.’</p> <p><b>EEF Guidance Report: Improving Mathematics in Key Stages Two and Three</b></p> <p>‘High-quality targeted support can provide effective extra support for children. Small group support is more likely to be effective when:</p> <ol style="list-style-type: none"> <li>Children with the greatest needs are supported by the most experienced staff.</li> </ol> <p><b>At Malvern, TAs delivering mathematics intervention are experts in a small number of identified interventions.</b></p> <ol style="list-style-type: none"> <li>Training, support and resources are provided for staff using targeted activities.</li> </ol> <p><b>Colleagues receive a comprehensive suite of CPD and coaching to support them in delivering effective intervention.</b></p>	<p>1</p>

	<p>c. Sessions are brief and regular.</p> <p><b>Sessions take place for 8 weeks, 3 times per week for 30 minutes each time. Wherever practicable, interventions take place before or after the school day.</b></p> <p>d. Explicit connections are made between targeted support and everyday activities are teaching.</p> <p><b>Colleagues leading interventions also support pupils during their arithmetic and Power Maths sessions, so that connections can be explicitly pointed out to identify learners.</b></p>	
<p>Use insight to track and measure the impact of chosen interventions, including those used in RWI and mathematics, to form a connected view of pupil attainment. Use in conjunction with diagnostic assessment to make sensible decisions about the next steps in learning. <b>Cost £1,700</b></p>	<p>With regard to the teaching of Phonics, the <b>EEF Teaching and Learning Toolkit</b> <b>EEF Evidence Insights: Diagnostic Assessment</b> research reports that in order to maximise impact:</p> <p>‘Monitoring progress to ensure that phonics programmes are <b>responsive</b> and provide extra support where necessary.’</p> <p><b>EEF Guidance Report: Improving Literacy in Key Stage 1</b></p> <p>‘Schools should use accurate assessment of capabilities and difficulties to ensure that intervention is appropriately matched to pupils needs. Regularly review children’s progress whilst they are part of the intervention to ensure that the support indeed enhances their learning.’</p> <p><b>At Malvern, we use insight as a diagnostic tool to connect the dots between different assessments taken at different times. We use this information to make sensible decisions about the next steps for individual learners.</b></p>	1 , 3
<p>PPG + provide quality-assured intervention and tutoring for all pupils eligible for PPG+.</p> <p>Provide all pupils eligible for PPG+ with consistent and systemic opportunities to take up and master a musical</p>	<p><b>EEF Guidance Report: Improving Literacy in Key Stage 1</b></p> <p>Schools should use one-to one and small group tutoring ideally involving structured interventions. There is consistent evidence that this approach supports children struggling with aspects of literacy.</p> <p><b>Anita Collins, How Playing an Instrument Benefits Your Brain (2014)</b></p> <p>‘Two decades of research has found that music education grows, hones and permanently</p>	3, 4

<p>instrument of their choosing through specialist 1:1 or 1:2 teaching.</p> <p>Make insightful decisions regarding spending based upon individual pupils and their need.</p> <p><b>Total Cost: £9380</b></p>	<p>improves neural networks like no other activity. When children learn to play and instrument, multiple areas of the brain process information in 'intricate, interrelated and astonishingly fast sequences,' a phenomenon that is unique to this activity.'</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Individual pupil planners to promote agency and self-regulation over learning at home and in extra-curricular activities. This will scaffold enhanced organisational skills.</p> <p>Promote communication between home and school. Provide a platform for parents to communicate with teaching staff and remain informed.</p> <p><b>Cost: £3,000</b></p>	<p><b>On the subject of Parental Engagement, the EEF Teaching and Learning toolkit evidences moderate impact for very low cost based on extensive evidence.</b></p> <p>By introducing pupil planners in EYFS, when research indicates school have the best potential of engaging families, school will promote good routines and systems at home. As children grow, pupil planners can be used with increasing autonomy by pupils so that they have agency over their learning at home.</p> <p><b>EEF Guidance Report: Working With Parents to Support Children's Learning</b></p> <p>'For young children, promoting shared reading should be a central component of working with parents as a way of supporting oral language development and early literacy. Helping parents read in a more interactive way and prompting more frequent conversations with their children are particularly important; the parent-child interactions that take place during shared reading are thought to be a key ingredient to their success.'</p>	2

<p>Learning Mentor provision to champion attendance, well-being and provide bespoke pastoral support for individuals and families</p> <p><b>Total Cost: £25, 195</b></p>	<p><b>On the subject of social and emotional education, the EEF Teaching and Learning toolkit evidences moderate impact for very low cost.</b></p> <p>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. (+4 months) SEL programmes appear to benefit disadvantages or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found beneficial from nursery to secondary school.</p>	<p>2</p>
<p>Implement a Curriculum Passport that details our Malvern ambition for enhancing and deepening learning across a broad and balanced curriculum and promoting the acquisition of social agency and cultural capital.</p> <p>Offer residential visits and trips (as appropriate) at a reduced cost for pupils eligible for free school meals or identified as PPG+.</p> <p><b>Cost: £20,000</b></p>	<p>Everyone has cultural capital. At Malvern, we define this as the knowledge, skills and behaviours that accumulate over time through many different experiences and opportunities. We understand that cultural capital contributes to future success and wellbeing and encompasses the whole child. We value that every pupil comes to school with their own unique experiences and knowledge that contributes to their cultural capital.</p> <p>‘It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.’ (143 p31 <i>Ofsted Early Years Inspection Handbook, Sept 2019</i>)</p> <p><b>On the subject of life skills and enrichment, the EEF Teaching and Learning toolkit states:</b></p> <p>‘At the EEF, we think that enriching education has intrinsic benefits (sometimes referred to as ‘arts for arts’ sake’. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupil’s attainment and it is this link that the EEF is particularly interested in.”</p> <p><b>On the subject of extended school days and extra-curricular opportunity, the EEF Teaching and Learning toolkit states:</b></p> <p>‘In addition to providing academic support, some school programmes aim to provide stimulating</p>	<p>4,2</p>

	<p>environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement.'</p> <p>At Malvern, we believe a key driver in improving attendance is ensuring that all pupils, irrespective of background, are empowered by their school experiences. We believe that, by prioritising opportunities for learners be successful, take risks, make mistakes and grow from their setbacks, overall desire to attend school will improve.</p>	
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**Total budgeted cost: £137,330**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

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

At Malvern, 27% of disadvantaged learners have an identified SEND need. This is in comparison to 9% of non-disadvantaged learners. Throughout the pandemic, school maintained a robust remote learning offer. Teaching at home maintained fidelity to the Power Maths system with lessons delivered by class teachers. 1:1 sessions for identified learners, facilitated by Zoom, continued uninterrupted. Furthermore, provision was made for regular drop-in feedforward sessions. These were accessible to both pupils and parents supporting learning at home. Despite ambitious planning, there remained a number of difficult to reach families who did not engage with remote learning to its full potential. These pupils were prioritised for diagnostic assessment upon their return to school and a package of support offered. Dependent upon need, this may have taken the form of tuition sessions, specific intervention, further academic support or a pastoral offer.

The table below demonstrates the attainment gap that remains stubborn in mathematics throughout school.

Year Group	PPG NFER SS		Not PPG NFER SS		Dis v N Dis
	Autumn	Summer	Autumn	Summer	
1	NA	96	NA	99	-3
2	94	100	104	104	-4
3	97	97	102	106	-9
4	93	97	103	110	-13
5	93	99	103	110	-11

6	94	101	97	104	-5
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With regard to the proportion PPG eligible pupils attaining the GD standard in KS2:

	Mean SS KS1	% GD KS1 SATS	Mean SS Sum 2	% GD Sum 2
Year 6	101	6.6%	101	6.6%
Year 5	101	16.6%	99	22.22%
Year 4	94 (assessed on entry to Y3 after lockdown)	11.1%	97	11.1%
Year 3	97	7.6%	97	15.38%

### What did we learn from this academic year?

Diagnostic assessment indicates that one of the most significant barriers facing eligible pupils is mathematical fluency, particularly with regard to multiplication and division facts. This has been an area identified for significant focus for the upcoming academic year. Lack of procedural fluency often means that pupils do not have the required arithmetic skills to grapple with the demands of reasoning and problem solving in upper key stage two.

### What will we do differently next year?

- iPads used daily (10 mins) across KS1 to strengthen early number fluency (Numbots)
- iPads used daily (10 mins) across KS2 to strengthen multiplication and division recall and understanding of commutativity
- Weekly arithmetic assessments undertaken (whole school) academic mentor / TA support to focus on areas of misconception with identified learners
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### **Objective 2: Promote engagement, agency and attendance**

Attendance for disadvantaged pupils during the academic year 2020-2021 was impacted significantly by the Covid-19 Pandemic. On average, attendance for PPG eligible pupils was 94.5%. This is below our school target of 96%.

### What did we learn from this academic year?

Speedy intervention is required, and a bespoke offer of support, to get children back into education quickly. For a significant proportion of families, Covid-19 has further exacerbated existing attendance issues. When it is not practical to return a child to the classroom speedily, for example due to ongoing medical needs, Oak academy resources can be utilised to provide a

robust remote offer at home whilst safeguarding the wellbeing and work life balance of colleagues in school.

### **What will we do differently next academic year?**

- A remote offer will be maintained via Seesaw / Tapestry throughout the year so that, if a child is absent for any reason but still able to access learning, work can be undertaken remotely. This will be planned for by class teachers on a weekly basis, during PPA time, to ensure that work sent home is aligned precisely with the work being undertaken in school.
- Learning mentor to create 'The Way We Do Attendance at Malvern' handbook to clarify systems, procedures and expectations for all stakeholders.
- Weekly attendance league to be refined.

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

All disadvantaged pupils at Malvern are prioritised for quality-assured mathematics intervention. The focus of this intervention is guided by a diagnostic Sandwell assessment. In KS1, 12 out of 16 pupils identified for 1<sup>st</sup> Class at Number intervention were PPG eligible. 33% of pupils also had an identified SEND need.

Assessment (PPG)	Spring 2	Summer 2	+ / -
NFER Scale Score (avg)	90	94	+4
% at ARE	33.3%	58.3%	+25%
Maths Age at the beginning and end of 10 week block.	5 years 9 months	6 years 7 months	7 months

Interventions were delivered in 10 week blocks, at 7 months average progress, this indicates rapid gains for eligible pupils. This is especially pleasing given the disturbances arising from Covid-19.

With regard to early reading, Malvern maintain absolute fidelity to the Read, Write Inc. teaching sequence. Children are grouped dynamically based on regular diagnostic assessments. This enables most pupils to progress rapidly through the reading system. When a child does not make expected progress, 1:1 teaching is deployed to work specifically on individual gaps in learning. During the academic year 2020-2021, 14 PPG eligible pupils received bespoke 1:1 RWI intervention. 42.9% of these pupils were identified as SEND. Despite a predicted slower than average progress trajectory, pupils were able to move through the programme at the expected pace. Additionally, reading age assessments evidenced the mean RA for the PPG eligible pupils accelerated from 4 years and 7 months in December 2020 to 5 years and 11 months in July 2021. (+9 months) The average scale score for eligible pupils increased from 86 in Spring term 2 to 88

in Summer term 2. This indicates that PPG eligible pupils are making better than expected progress in reading.

Despite the turbulence of the academic year, 69.2% of PPG eligible pupils met the required standard in the KS1 phonics check. This is a significant increase on previous years and is in line with the proportion of eligible pupils passing the phonics check both locally and nationally.

	Malvern 2017	Malvern 2018	Malvern 2019	Malvern 2021	3 year avg. National (PPG)	3 year avg. Local (PPG)
% EXS (PPG)	46.2%	58.3%	66.7%	69.2%	70.9%	69.2%

### **What did we learn from this academic year?**

We recognise that more work must be done to diminish attainment differences sooner. We plan to facilitate RWI 1:1 sessions within EYFS when language acquisition allows. Speedy intervention does make a difference. However, this is not yielding enough impact before the end of KS1.

### **What will we do differently next academic year?**

- Moving forward, Nursery and Reception teachers will use Wellcom assessments to identify potential barriers. Robust intervention will be established in line with recommendations. When expressive and receptive language allows, children in EYFS will be signposted for early number and RWI intervention on a 1:1 basis. Middle and High attaining PPG eligible pupils will receive daily, bespoke intervention in order to maintain their progress trajectories.

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

Throughout the academic year, colleagues worked in collaboration to map out the Malvern Curriculum Passport. This document makes explicit to all stakeholders our commitment for all pupils. Our work in developing the curriculum has been underpinned by learning harvested from subject specific CPD facilitated by Central Collaborative. This CPD has enabled colleagues to rise to the challenges of subject championship and make thoughtful and considered decisions about the curriculum 'diet' served to pupils at Malvern.

#### **Related Documents:**

- Curriculum Policy
- Curriculum Passport
- Conceptual Route Maps
- Progression Mapping

- Learning Expeditions
- Knowledge Organisers
- Quizzing

**What did we learn from this academic year?**

Reducing cognitive load and regular quizzing promote knowledge retention. We recognise the significance of regular, low-stakes quizzing in scaffolding long term semantic memory and we plan for this. We know the concepts that underpin our curriculum and we plan for pupils to revisit these throughout their time in school. We understand that this will aid pupils in building robust conceptual schema whilst reducing the impact of cognitive load. Significant work has been undertaken to minimise this within our curriculum. At Malvern, we recognise that this will impact significantly on PPG eligible learners, given the significant proportion of eligible pupils also identified as SEND.

**What will we do differently next academic year?**

- Focus monitoring on regular quizzing and knowledge retention
- Pupil voice interviews (PPG focussed) to capture understanding of knowledge retention for low / middle and high attaining eligible pupils.