

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (2021-2022) 453 (2022-2023) 462 (2023-2024)
Proportion (%) of pupil premium eligible pupils	20.4% (2021-2022) 22.2% (2021-2022) 21.9% (2022-2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 (aims cover three years but we have provided a funding overview for one)
Date this statement was published	1 st October 2021 Update: 6 th November 2023
Date on which it will be reviewed	Termly and September 2024 for 2024 / 2025 funding overview.
Statement authorised by	Tony James
Pupil premium lead	Lois Murphy
Governor / Trustee lead	Gavin Butterworth
Funding overview	Amount
Pupil premium funding allocation this academic year	£122,395 (2021-2022) £132,960 (2022-2023) £152,249 (2023-2024)
Recovery premium funding allocation this academic year	£14,000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2021-2022) £0 (2022 – 2023) £0 (2023-2024)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£146,590 (2022-2023) £166,249 (2023-2024)

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 enthrals 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 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.

	Intended outcome	Success criteria	Progress 2022-2023												
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)	Progress in mathematics: <table> <tr> <th>Progress</th><th>Malvern</th><th>Local</th><th>National</th></tr> <tr> <td>PPG Eligible</td><td>+5.0 (2022) +4.87 (2023)</td><td>0 (2022) -0.09 (2023)</td><td>-1.0 (2022) -1.0 (2023)</td></tr> <tr> <td>Not PPG Eligible</td><td>+4.4 (2022) +3.84 (2023)</td><td>+1.3 (2022) +1.18 (2023)</td><td>+0.6 (2022) +0.05 (2023)</td></tr> </table>	Progress	Malvern	Local	National	PPG Eligible	+5.0 (2022) +4.87 (2023)	0 (2022) -0.09 (2023)	-1.0 (2022) -1.0 (2023)	Not PPG Eligible	+4.4 (2022) +3.84 (2023)	+1.3 (2022) +1.18 (2023)	+0.6 (2022) +0.05 (2023)
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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.	GDS in mathematics: <table> <tr> <th>GDS</th><th>Malvern</th><th>Local</th><th>National</th></tr> <tr> <td>PPG Eligible</td><td>31.3% (2022) 15.8% (2023)</td><td>12.5% (2022) 10.9% (2023)</td><td>11.9% (2022) 12.8% (2023)</td></tr> <tr> <td>Not PPG Eligible</td><td>48.8% (2022) 53.8% (2023)</td><td>25.7% (2022) 24.7% (2023)</td><td>26.7% (2022) 28.5% (2023)</td></tr> </table>	GDS	Malvern	Local	National	PPG Eligible	31.3% (2022) 15.8% (2023)	12.5% (2022) 10.9% (2023)	11.9% (2022) 12.8% (2023)	Not PPG Eligible	48.8% (2022) 53.8% (2023)	25.7% (2022) 24.7% (2023)	26.7% (2022) 28.5% (2023)
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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.	<div>EXS in mathematics:</div> <table><tr><th>EXS</th><th>Malvern</th><th>Local</th><th>National</th></tr><tr><td>PPG Eligible</td><td>75% (2022) 94.7% (2023)</td><td>57.8% (2022) 59.5% (2023)</td><td>56.8% (2022) 28.8% (2023)</td></tr><tr><td>Not PPG Eligible</td><td>95.1% (2022) 97.4% (2023)</td><td>77.7% (2022) 80.2% (2023)</td><td>77.1% (2022) 28.9% (2023)</td></tr></table>	EXS	Malvern	Local	National	PPG Eligible	75% (2022) 94.7% (2023)	57.8% (2022) 59.5% (2023)	56.8% (2022) 28.8% (2023)	Not PPG Eligible	95.1% (2022) 97.4% (2023)	77.7% (2022) 80.2% (2023)	77.1% (2022) 28.9% (2023)																														
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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.	<div>Attendance</div> <table><tr><th></th><th>2021/22</th><th>2022/23</th><th>2023/24</th></tr><tr><td>PPG Eligible</td><td>94.2%</td><td>94.7%</td><td>94.2%*</td></tr></table> <div>*2023/24 data valid at October 2023 taken from FFT Aspire</div>		2021/22	2022/23	2023/24	PPG Eligible	94.2%	94.7%	94.2%*																																		
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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.	<div>Awaiting validated attendance data.</div> <table><tr><th></th><th>2021/22</th><th>2022/23</th><th>2023/24</th></tr><tr><td>PA PPG Eligible</td><td>39%</td><td>29%</td><td>16%</td></tr></table> <div>*2023 data valid at October 2023 taken from Insight</div>		2021/22	2022/23	2023/24	PA PPG Eligible	39%	29%	16%																																		
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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.	<div>WA Expected standard Y1 phonics</div> <table><tr><th>EXS</th><th>Malvern</th><th>Local</th><th>National</th></tr><tr><td>2019 PPG Eligible</td><td>66.7%</td><td>72.7%</td><td>70.8%</td></tr><tr><td>2022 PPG Eligible</td><td>82.4%</td><td>55.8%</td><td>62.5%</td></tr><tr><td>2023 PPG Eligible</td><td>83.3%</td><td>69.1%</td><td>66.7%</td></tr></table>	EXS	Malvern	Local	National	2019 PPG Eligible	66.7%	72.7%	70.8%	2022 PPG Eligible	82.4%	55.8%	62.5%	2023 PPG Eligible	83.3%	69.1%	66.7%																										
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3	<div>The proportion of pupils attaining the EXS / GDS standard at KS1 is on an upward trajectory towards national standards.</div> <table><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><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></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%	<div>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.</div> <div>Academically able pupils are identified early and make accelerated progress towards GDS standard.</div>	<table><tr><th>Reading</th><th>Malvern</th><th>Local</th><th>National</th></tr><tr><td>PPG Eligible EXS</td><td>50% (2022) 65% (2023)</td><td>50.5% (2022) 52.7% (2023)</td><td>51.6% (2022) 53.9% (2023)</td></tr><tr><td>PPG Eligible GDS</td><td>20% (2022) 20% (2023)</td><td>7.5% (2022) 9.3% (2023)</td><td>8.3% (2022) 9.1% (2023)</td></tr><tr><th>Writing</th><th>Malvern</th><th>Local</th><th>National</th></tr><tr><td>PPG Eligible EXS</td><td>40% (2022) 65% (2023)</td><td>37.4% (2022) 44.0% (2023)</td><td>41.2% (2022) 44.4% (2023)</td></tr><tr><td>PPG Eligible GDS</td><td>10% (2022) 10% (2023)</td><td>3.1% (2022) 2.0% (2023)</td><td>3.1% (2022) 3.3% (2023)</td></tr></table>	Reading	Malvern	Local	National	PPG Eligible EXS	50% (2022) 65% (2023)	50.5% (2022) 52.7% (2023)	51.6% (2022) 53.9% (2023)	PPG Eligible GDS	20% (2022) 20% (2023)	7.5% (2022) 9.3% (2023)	8.3% (2022) 9.1% (2023)	Writing	Malvern	Local	National	PPG Eligible EXS	40% (2022) 65% (2023)	37.4% (2022) 44.0% (2023)	41.2% (2022) 44.4% (2023)	PPG Eligible GDS	10% (2022) 10% (2023)	3.1% (2022) 2.0% (2023)	3.1% (2022) 3.3% (2023)
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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: £47,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Cost £8,572</p>	<p>Academic Mentors will increase access to the following approaches, underpinned by EEF research detailed in their Teaching & Learning Toolkit:</p> <p><u>Reading Comprehension Strategies: Very high impact for very low cost based on extensive evidence</u>. Academic mentors will teach individuals / small groups explicit reading comprehension strategies using the content domains detailed within the PoS.</p> <p>Feedback: 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.</p>	1
	<p>Peer Tutoring: High impact for very low cost based on extensive evidence. Academic mentors will facilitate peer tutoring sessions.</p> <p>1:1 Tuition: High impact for moderate cost based on moderate evidence. Academic mentors will provide 1:1 tuition to pupils identified via diagnostic assessment.</p> <p>Individualised Instruction: Moderate impact of very low cost based on limited evidence. Academic mentors will provide individualised instruction for an identified pupil.</p>	1
<p>Purchase textbooks and online resources to implement a progressive and evidence-informed mathematics curriculum (Power Maths) that will offer consistency of approach from reception to Y6.</p>	<p>Marks, R. (Ed.) Proceedings of the British Society for Research into Learning Mathematics 40(3) November 2020</p> <p><u>A pandemic summer: Impact on teaching and learning for mastery in Power Maths primary schools</u></p> <p>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 and impact on learning. It reports initial high-level findings.</p>	1

<p>Cost £4,000</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>Meets all the criteria for high quality textbooks to support a mastery approach, 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>Delivers the National Curriculum for Mathematics by building up concepts in small, logical steps.</p> <p>Develops and deepens children's understanding through representations that reveal the structure of mathematical concepts, and intelligent practice that builds procedural fluency and conceptual understanding.</p> <p>Incorporates formative and summative assessments 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>Helps teachers to develop their own subject knowledge and pedagogical practice.</p> <p><u>EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3</u></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 manipulatives and different representations. Pupils are taught strategies for solving problems by developing a rich network of mathematical knowledge. Their well-rehearsed strategies and growing mathematical fluency enables learners to develop independence and motivation, using tasks and resources to support pupils' mathematics. This includes the use of stories</p>	
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	and problems to help pupils understand mathematics.	
<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>Cost £5758</p>	<p><u>EEF Guidance Report: Effective Professional Development</u></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 build knowledge cumulatively and revisit learning in future sessions. This impacts on cognitive load. Sessions are motivational and develop teaching techniques through instruction, social support, modelling and feedback. Colleagues are empowered to embed practice through prompting action planning, 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>Cost £28,039</p>	<p><u>The Power Of Music, Professor Susan Hallam, University College London, p12 (2015)</u></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><u>How Playing an Instrument Benefits Your Brain, Anita Collins (2014)</u></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><u>Prof. Susan Hallam, Kevin Rogers, The Impact of Instrumental Music Learning. British Journal of music Education (2016)</u></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</p>	<p><u>EEF Guidance Report: Improving Mathematics in Key Stages Two and Three</u></p> <p>This guidance report suggests that, in order to enable pupils to develop a rich network of</p>	1

<p>and improve arithmetic. (TTRS / NUMBOTS)</p> <p>Cost £1500</p>	<p>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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,630

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 stronger progress towards ARE.</p> <p>Cost: £30,500</p>	<p>EEF Teaching & Learning Toolkit:</p> <p><u>Research by EEF evidences that explicit teaching of Phonics yields very high impact for a low cost based on extensive evidence.</u></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic 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 current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	3
<p>Provide evidence-informed mathematics intervention (before and after school and during assemblies when necessary) for PP eligible</p>	<p><u>Research by EEF evidences that teaching assistant interventions yield moderate impact for moderate cost based on moderate evidence.</u></p> <p>In order to maximise impact, EEF report the following:</p> <p>‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small</p>	1

<p>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>Success at Arithmetic</p> <p>Cost: £15,000</p>	<p>groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have positive impact on learner outcomes.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</p> <p><u>EEF Guidance Report: Improving Mathematics in Key Stages Two and Three</u></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"> Children with the greatest needs are supported by the most experienced staff. <p>At Malvern, TAs delivering mathematics intervention are experts in a small number of identified interventions.</p> <ol style="list-style-type: none"> Training, support and resources are provided for staff using targeted activities. <p>Colleagues receive a comprehensive suite of CPD and coaching to support them in delivering effective intervention.</p> <ol style="list-style-type: none"> Sessions are brief and regular. <p>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.</p> <ol style="list-style-type: none"> Explicit connections are made between targeted support and everyday activities are teaching. <p>Colleagues leading interventions also support pupils during their arithmetic and Power Maths</p>	
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	sessions, so that connections can be explicitly pointed out to identify learners.	
<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.</p> <p>Cost £1,600</p>	<p>With regard to the teaching of Phonics, the EEF Teaching and Learning Toolkit EEF Evidence Insights: Diagnostic Assessment research reports that in order to maximise impact:</p> <p>‘Monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary.’</p> <p><u>EEF Guidance Report: Improving Literacy in Key Stage 1</u></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>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.</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 instrument of their choosing through specialist 1:1 or 1:2 teaching.</p> <p>Make insightful decisions regarding spending</p>	<p><u>EEF Guidance Report: Improving Literacy in Key Stage 1</u></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><u>Anita Collins, How Playing an Instrument Benefits Your Brain (2014)</u></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 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>	3, 4

based upon individual pupils and their need.		
Total Cost: £8530		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,750

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>Cost: £3,000</p>	<p><u>On the subject of Parental Engagement, the EEF Teaching and Learning toolkit evidences moderate impact for very low cost based on extensive evidence.</u></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><u>EEF Guidance Report: Working With Parents to Support Children's Learning</u></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>To work alongside SLT to implement a reviewed attendance strategy.</p>	<p><u>On the subject of social and emotional education, the EEF Teaching and Learning toolkit evidences moderate impact for very low cost.</u></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>	2

Total Cost: £26, 913		
<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>Cost: £32,837</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>On the subject of life skills and enrichment, the EEF Teaching and Learning toolkit states:</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>On the subject of extended school days and extra-curricular opportunity, the EEF Teaching and Learning toolkit states:</p> <p>‘In addition to providing academic support, some school programmes aim to provide stimulating 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>	4,2

Total budgeted cost: £166,239

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 2022 to 2023 academic year.

The performance of Malvern's disadvantaged pupils has been carefully analysed during the academic year 2022/23 using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level

Data from tests and assessments suggest that disadvantaged pupils at Malvern are provided with an education that allows them to attain well and make accelerated progress from their starting points. Our analysis suggests that the reason for this is primarily due to the model of 'keep up, not catch up' advocated at Malvern.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced since the start of the pandemic. This contrasts with national figures where to attainment gap continues to widen.

PROGRESS TOWARDS OUTCOMES-

End of KS2 Data for Disadvantaged pupils at Malvern

Subject	Level	Malvern Primary School (2013)	Local Authority - Knowsley		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	78.9%	45.6%	+33.3%	44.3%	+34.6%
	GDS/High Score	5.3%	2.8%	+2.5%	3.2%	+2.1%
Reading	≥Exp.Std.	94.7%	63.1%	+31.6%	60.3%	+34.4%
	High Score	26.3%	15.7%	+10.6%	17.4%	+8.9%
Writing (TA)	≥EXS	78.9%	57.7%	+21.2%	58.6%	+20.3%
	GDS	10.5%	5.2%	+5.3%	6.6%	+3.9%
Maths (test)	≥Exp.Std.	94.7%	59.3%	+35.4%	59.2%	+35.5%
	High Score	15.8%	10.8%	+5.0%	13.0%	+2.8%

PROGRESS

Subject	Level	Malvern Primary School (2013)	Local Authority - Knowsley		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	6.18	0.38	+5.80	-0.86	+7.04
	Conf. Int.	±2.83 +3.35 to +9.01	±0.43 -0.05 to +0.81	n/a	±0.03 -0.89 to -0.83	n/a
Writing	Avg. Prog. Score	3.88	0.19	+3.69	-0.65	+4.53
	Conf. Int.	±2.72 +1.16 to +6.60	±0.42 -0.23 to +0.61	n/a	±0.03 -0.68 to -0.62	n/a
Maths	Avg. Prog. Score	4.87	-0.12	+4.99	-1.00	+5.87
	Conf. Int.	±2.66 +2.21 to +7.53	±0.41 -0.53 to +0.29	n/a	±0.03 -1.03 to -0.97	n/a

Meet national average progress scores in KS2 in mathematics

94.7% of disadvantaged pupils attained the expected standard at Malvern. This is **35.5% above** the percentage of disadvantaged pupils who met the expected standard nationally and **35.4% above** the local figure. Disadvantaged pupils **outperformed** their **non disadvantaged peers on a national level**. In the academic year 2022/23, 78.7% of non-disadvantaged pupils attained the expected standard in mathematics. This is 16.0% below the proportion of disadvantaged pupils at Malvern attaining the expected standard. We are proud of this and are steadfast in our commitment to diminishing this difference further.

Increase the proportion of PPG eligible pupils attaining GDS at the end of KS2 in mathematics.

In 2023, 15.8% of disadvantaged pupils attained the GDS standard at the end of KS2. In 2019, 11.1% of PPG eligible pupils attained GDS standard in KS2. This represents an **increase of 4.7%**. In 2023, 13.0% of disadvantaged pupils attained the GDS standard nationally. This means that pupils at Malvern **outperformed their disadvantaged peers on a national level by 2.8%**.

Ensure that PPG eligible pupils at Malvern consistently meet or exceed national standards at the expected standard in mathematics.

In 2023, **94.7% of disadvantaged learners** attained the expected standard in mathematics at the end of KS2. This is **35.5% above** the national statistic (59.2%)

Attendance for PPG eligible pupils is in line with our school target and national averages.

Attendance for PPG eligible pupils during academic year 2022-2023 was 94.7%. This is **below Malvern target of 97%**.

(Data sources: FFT Aspire)

Reduce the proportion of PPG eligible pupils considered persistently absent.

The proportion of disadvantaged pupils persistently absent from school has decreased from 39% in 2021/2022 to 29% in 2022/2023 and in the year to date is at 16%. (In year data valid at October 2023, taken from data source Insight) We will continue to focus on tackling persistent absenteeism, particularly among those eligible for PPG.

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 **is on an upward trajectory**. In 2018, 58.3% attained EXS. In 2019, 66.7% attained EXS. In 2022, 82.4% attained EXS and in 2023, 83.3% attained EXS.

The proportion of PPG Malvern pupils attaining EXS is 83.3%. This is **16.6% above** then national statistic for PPG eligible (66.7%) and **1.1% above** non-PPG eligible national (82.2%).

The proportion of pupils attaining the EXS / GDS standard at KS1 is on an upward trajectory towards national standards.

The proportion of disadvantaged learners in KS1 attaining the EXS / GDS standard at Malvern has not diminished significantly. Despite early identification of need and robust support (in terms of quality first teaching and impact measured intervention) the gap remains stubborn. We are committed to our ambition to diminish attainment differences and will continue to use funding to address disadvantage.

Colleagues at Malvern are able to access quality-assured CPD in the area of their subject championship.

All Subject Champions at Malvern are able to access quality-assured CPD via Knowsley Central Collaborative and School Improvement Liverpool. Impact from this training was evident in our most recent Challenge Partners Quality Assurance Review.

‘The middle leader group is equally strong. They have expert knowledge and understanding of the areas they lead on and fully deserve their title of Subject Champions. They meet frequently and liaise closely so that any best practice can be swiftly disseminated to colleagues across the school.’

These results mean that we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made some changes to how we intend to use our budget this academic year, as set out in the Activity in This Academic Year section above. Where funding is impacting positively on pupils, momentum will be maintained throughout the next academic year.