

Pupil premium strategy statement – Malvern Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview 2025-26

Detail	Data
Number of pupils in school	468 children
Proportion (%) of pupil premium eligible pupils	18% (83 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25-2027/28 (aims cover three years but we have provided funding overview for one)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Tony James
Pupil premium lead	Lois Murphy
Governor / Trustee lead	Matthew Wilson

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£ 147,342
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,342 £1,515 per child £2,630 LAC / PLAC

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 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. As the EEF states, high-quality early education is crucial to narrowing disadvantage-related gaps between children by the time they reach Key Stage 1 so 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:

- 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	On entry to reception class, children who are disadvantaged have lower starting pointing than their non disadvantaged peers. Pupils therefore require bespoke, inceptive and targeted teaching and early intervention in response to diagnostic assessment. This is particularly the case in maths and early reading.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	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.
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 (2027/28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																				
The proportion of PPG eligible pupils attaining the expected standard in the phonics check will accelerate towards national standards for non-disadvantaged pupils.	<p>PPG eligible pupils will achieve in line with their non disadvantaged pupils nationally</p> <table><tr><td></td><td>Malvern</td><td>National</td><td>LA</td></tr><tr><td>2024 PPG</td><td>80.0%</td><td>68.2</td><td>66.9%</td></tr><tr><td>2024 Non-PPG</td><td>90.0%</td><td>83.5%</td><td>81.9%</td></tr><tr><td>2025 PPG</td><td>100%</td><td>66.8%</td><td>62.1%</td></tr><tr><td>2025 Non-PPG</td><td>92.6</td><td>83.9</td><td>83.3</td></tr></table>		Malvern	National	LA	2024 PPG	80.0%	68.2	66.9%	2024 Non-PPG	90.0%	83.5%	81.9%	2025 PPG	100%	66.8%	62.1%	2025 Non-PPG	92.6	83.9	83.3
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Ensure that PPG eligible pupils at Malvern consistently meet or exceed national standards at the expected standard in mathematics	<p>KS2 maths outcomes will show that disadvantaged pupils achieve in line with their non disadvantaged peers nationally.</p> <table><tr><td></td><td>Malvern</td><td>National</td><td>LA</td></tr><tr><td>2024 PPG</td><td>75.0%</td><td>59.6%</td><td>61.2%</td></tr><tr><td>2024 Non-PPG</td><td>95.6%</td><td>79.4%</td><td>80.1%</td></tr><tr><td>2025 PPG</td><td>88.2%</td><td>60.6%</td><td>63.2%</td></tr><tr><td>2025 Non-PPG</td><td>90.7%</td><td>79.9%</td><td>82.9%</td></tr></table>		Malvern	National	LA	2024 PPG	75.0%	59.6%	61.2%	2024 Non-PPG	95.6%	79.4%	80.1%	2025 PPG	88.2%	60.6%	63.2%	2025 Non-PPG	90.7%	79.9%	82.9%
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<p>Increase the proportion of PPG eligible pupils attaining GDS in mathematics at the end of KS2</p>	<p>KS2 GDS maths outcomes will improve.</p> <table><tr><td></td><td>Malvern</td><td>National</td><td>LA</td></tr><tr><td>2024 PPG</td><td>12.5%</td><td>13.1%</td><td>10.3%</td></tr><tr><td>2024 Non-PPG</td><td>42.2%</td><td>28.7%</td><td>28.9%</td></tr><tr><td>2025 PPG</td><td>29.4%</td><td>15.1%</td><td>13.9%</td></tr><tr><td>2025 Non-PPG</td><td>46.5%</td><td>31.3%</td><td>29.4%</td></tr></table>		Malvern	National	LA	2024 PPG	12.5%	13.1%	10.3%	2024 Non-PPG	42.2%	28.7%	28.9%	2025 PPG	29.4%	15.1%	13.9%	2025 Non-PPG	46.5%	31.3%	29.4%										
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<p>To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils who are persistently absent.</p>	<p>Attendance gap between disadvantaged pupils and their non disadvantaged peers is reduced. The number of PPG children classed as PA will reduce.</p> <p>Attendance</p> <table><tr><td></td><td>Malvern</td><td>National</td></tr><tr><td>2024 PPG</td><td>92.5%</td><td>91.8%</td></tr><tr><td>2024 Non-PPG</td><td>96.1%</td><td>95.8</td></tr><tr><td>2025 PPG</td><td>93.9%</td><td></td></tr><tr><td>2025 Non PPG</td><td>96.6</td><td></td></tr></table> <p>PA</p> <table><tr><td></td><td>Malvern</td><td>National</td></tr><tr><td>2024 PPG</td><td>23%</td><td>29%</td></tr><tr><td>2024 Non-PPG</td><td>6.8%</td><td>11%</td></tr><tr><td>2025 PPG</td><td>18.1%</td><td>94.4%</td></tr><tr><td>2025 Non-PPG</td><td>7.6%</td><td>89.4%</td></tr></table>		Malvern	National	2024 PPG	92.5%	91.8%	2024 Non-PPG	96.1%	95.8	2025 PPG	93.9%		2025 Non PPG	96.6			Malvern	National	2024 PPG	23%	29%	2024 Non-PPG	6.8%	11%	2025 PPG	18.1%	94.4%	2025 Non-PPG	7.6%	89.4%
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<p>Children will have experiences which allow them to build a sense of social agency and cultural capital.</p>	<p>Children will be able to share examples of their experiences and will feel empowered to make a contribution to society.</p>																														

Activity in this academic year (2025-26)

This details how we intend to spend our pupil premium funding **this academic year 2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase textbooks and resources to implement a progressive and evidence informed mathematics curriculum (Power Math) that will offer consistency of approach from reception to Y6</p> <p>Cost £4686</p>	<p>Marks, R. (Ed.) Proceedings of the British Society for Research into Learning Mathematics 40 (3) November 2020 A pandemic summer: Impact on teaching and learning for mastery in Power Maths primary schools</p> <p>The study follows 40 classes of 2019-20 using the Power Maths scheme. The study included: year 1, 3 and 5 children and their teachers over two years, exploring teacher/pupil use and impact on learning. It reports 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>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>EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3</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>	1

	<p>At Malvern, our use of the Power Maths curriculum means we are able to systemically implement, whole school, high quality mathematics. The scheme incorporates 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 and problems to help pupils understand mathematics.</p>	
<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 £10,200</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>	1
<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 extracurricular 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 £38,034</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>	1, 4

<p>Improve rapid recall of addition, subtraction multiplication and division facts to speed up mental calculation and improve arithmetic. (TTRS / NUMBOTS)</p> <p>Cost £2,300</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 mathematical knowledge, it is important to ensure that pupils develop fluent recall of facts. It goes on to discuss the importance of multiplicative reasoning. '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>1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47,900

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>RWI CPD- whole school</p> <p>Cost: £30,000</p>	<p>EEF Teaching & Learning Toolkit: <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>	1
<p>Provide evidence informed mathematics intervention (before and after school and during assemblies when necessary) for PPG 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, First Class at Number & Success at Arithmetic</p> <p>Cost: £13,000</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 groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has now been shown to have little 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</p>	1

	<p>an improvement 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> <ul style="list-style-type: none"> a. Children with the greatest needs are supported by the most experienced staff. <p>At Malvern, TAs delivering mathematics interventions are experts in a small number of identified interventions.</p> <ul style="list-style-type: none"> b. 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> <ul style="list-style-type: none"> c. 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> <ul style="list-style-type: none"> d. Explicit connections are made between targeted support and everyday activities. <p>Colleagues leading interventions also support pupils during their arithmetic and Power Maths sessions, so that connections can be explicitly pointed out to identified learners.</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.</p> <p>Cost £2,400</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

<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 based upon individual pupils and their need.</p> <p>Total Cost: £2500</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>	<p>1, 2, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 44,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor provision to champion attendance, wellbeing and provide bespoke pastoral support for individuals and families.</p> <p>To work alongside SLT to implement a reviewed attendance strategy.</p> <p>Total Cost: £26, 322</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>	3
<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: £17,900</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 <u>EEF Teaching and Learning toolkit states:</u></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 <u>EEF Teaching and Learning toolkit states:</u></p> <p>‘In addition to providing academic support, some school programmes aim to provide</p>	3, 4

	<p>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>	
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Total budgeted cost: £ 147, 342

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of Malvern's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that disadvantaged pupils at Malvern outperform their disadvantaged pupils nationally.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). **The data demonstrates that disadvantaged pupils at Malvern outperform disadvantaged pupils nationally.**

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. **The data demonstrated that disadvantaged pupils at Malvern have a high absence rate and a higher percentage of persistently absent pupils in comparison to their non disadvantaged peers.**

Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are, at present, **on course** to achieve the outcomes set out to achieve by 2028, as stated in the intended outcomes section above.

Progress towards outcomes-

End of KS2 PPG Data 2024/25

Average Scaled Score per PPG pupil (the Expected Scaled Score is 100)			
	School	Local Authority	National
Reading	106.4	103.5	103.0
GPS	107.2	102.4	102.6
Maths	105.2	102.0	101.8

At Malvern pupils eligible for PPG attain an average scaled score for reading that is **+3.4 higher** than the national average. At Malvern pupils eligible for PPG attain an average scaled score for Grammar Punctuation and Spelling that is **+4.6 higher** than the national average. At Malvern pupils eligible for PPG attain an average scaled score for maths that is **+3.4 higher** than national average.

- 1. The proportion of PPG eligible pupils attaining the expected standard in the phonics check will accelerate towards national standards for non-disadvantaged pupils.**

	Malvern	National	LA
2024 PPG	80.0%	68.2	66.9%
2024 Non-PPG	90.0%	83.5%	81.9%
2025 PPG	100%	66.8%	62.1%
2025 Non-PPG	92.6	83.9	83.3

- 2. Improved reading attainment for disadvantaged pupil at the end of KS2**

	Malvern	National	LA
2024 PPG	68.8.3%	63.1%	63.5%
2024 Non-PPG	88.9%	80.0%	80.9%
2025 PPG	82.4	63.2	66.4
2025 Non-PPG	90.7	80.2	80.6

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

	Malvern	National	LA
2024 PPG	75.0%	59.6%	61.2%
2024 Non-PPG	95.6%	79.4%	80.1%
2025 PPG	88.2%	60.6%	63.2%
2025 Non-PPG	90.7%	79.9%	82.9%

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

	Malvern	National	LA
2024 PPG	12.5%	13.1%	10.3%
2024 Non-PPG	42.2%	28.7%	28.9%
2025 PPG	29.4%	15.1%	13.9%
2025 Non-PPG	46.5%	31.3%	29.4%

5. To improve and sustain improved attendance for all pupils, particularly disadvantaged pupils who are persistently absent.

Attendance	Malvern	National
2024 PPG	92.5%	91.8%
2024 Non-PPG	96.1%	95.8
2025 PPG	93.9%	
2025 Non PPG	96.6	

PA	Malvern	National
2024 PPG	23%	29%
2024 Non-PPG	6.8%	11%
2025 PPG	18.1%	94.4%
2025 Non-PPG	7.6%	89.4%

6. Children will have experiences which allow them to build a sense of social agency and cultural capital.

<https://malvernprimaryschool.co.uk/curriculum/curriculum-passport/>
<https://malvernprimaryschool.co.uk/mastering-integrity/>
<https://malvernprimaryschool.co.uk/nurturing-greatness/>
<https://malvernprimaryschool.co.uk/daring-endeavours/>

Our evaluation of the approaches delivered last academic year indicates that **disadvantaged pupils at Malvern outperform their disadvantaged peers nationally and, in some areas, also out perform their non disadvantaged peers. Malvern will continue to implement strategies around teaching and learning to ensure that our disadvantaged pupils have the best possible chance to achieve well. The attendance of disadvantaged pupils at Malvern and the number of persistently absent, disadvantaged pupils is decreasing year on year but is currently still above our school attendance target. Strategies within the plan continue to address attendance.**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider