

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Maple Tree Primary School				
Academic Year	19-20	Total PP budget	£18140	Date of most recent PP Review	July 2019
Total number of pupils	245	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Jan 2020

2. Attainment 2018- 2019					
	Pupils eligible for PP (13 in total)				
	Year 1	Year 2	Year 3	Year 4	Year 5
% achieving in expected in reading, writing and maths	33%	67%	50%	67%	67%
% making progress in reading	100%	100%	100%	100%	100%
% making progress in writing	100%	100%	50%	100%	100%
% making progress in maths	33%	100%	100%	67%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers for some children	
A.	Due to a range of circumstances including lack of opportunity to talk, read and write, some children do not have well developed vocabulary skills and/or reading skills
B.	Some children find it difficult to express emotions and therefore are not always able to manage them effectively.
External barriers	
C.	Some children do not experience a wide range of additional experiences (for example, trips and music lessons) that in turn develop their cultural capital.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will have a better exposure to a wide range vocabulary during all lessons. Children will use the Accelerated Reader (AR) programme (accessing books at the appropriate level) and be given additional opportunities to read during the school day.	Spelling test results will be analysed for PP performance (looking for improvements) AR targets will be met or exceeded by PP pupils.
B.	Children will be identified and have access to a range of emotional training during the school day in order to develop their emotional intelligence. As a result, the children will begin to recognise and better manage daily emotions.	Attendance to remain high. Reduction in behaviour incidents of identified children, particularly at social times.
C.	There will be a wider range of additional opportunities, based on pupil voice, for children to participate in. PP children will be able to participate in peripatetic lessons, school trips and events run by Friends of Maple Tree.	Attendance at music lessons, clubs, trips and events will be monitored for proportional representation (at least).

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B	Teachers monitor learning and provide clear feedback to identify misconceptions and move the learning on.	This is a priority within the 19-20 school development plan (SDP). EEF research shows that effective feedback adds 8 months progress for learners.	Learning walks, pupil voice, governor visits and book scrutiny (see SDP)	CB/AH	Half termly.
A & B	Improve the quality of the teaching of reading across the school. See SDP Question 2 – actions to ensure teachers have deep knowledge of the subjects they teach.	SPAG results across the school are not yet as high as we would like them to be. EEF research shows that effective delivery of phonics teaching adds 4 months progress.	As above.	CB/AH/CC/TC	Termly
A	All children from Year 2 upwards will have access to the AR programme, including a 20 min lesson per day with a focus on reading.	EEF research shows that reading comprehension strategies add 6 months progress. Children have consistently hit age appropriate targets.	AR targets and accuracy of quiz results.	CC	Half termly
Total budgeted cost					£8,750
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

B	School employs a wellbeing worker who supports individuals and small groups with emotional training	Children have been able to learn in the classroom which has been a previous issue. During pupil voice the children volunteered the benefit of receiving support.	Review of reports produced by the wellbeing work. Review of work produced by children attending the sessions.	HT	Termly
A, B	From the earliest age, PP children are given additional reading opportunities in school.	See section (i) quality of teaching for all.	Review of progress reports from class teachers.	D V-C	Termly
Total budgeted cost					£6500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B & C	PP children will be given the opportunity to have musical instrument lessons funded by the school.	Cultural learning alliance shows that future opportunities for pupils who participate in arts, including music, have better employment opportunities.	By monitoring the children who are invited to check they are attending.	External music tuition service	Termly
A, C	PP children will have all trips fully funded by the school.	Those children who have historically been involved in trips have produced better quality writing.	As above.	Key Stage leaders	Termly
A, C	Work with Friends of Maple Tree Primary to ensure that all children can access the events and provisions they offer across the academic year	EEF shows that support with social and emotional learning adds 4 months progress, sports participation adds 2 months and outdoor learning 4 months.	As above.	D V-C	Termly
Total budgeted cost					£2350