

# Pupil Premium Impact Report 2019-2020

| 1. Summary information        |                           |   |             |   |                |
|-------------------------------|---------------------------|---|-------------|---|----------------|
| <b>School</b>                 | Maple Tree Primary School |   |             |   |                |
| <b>Academic Year</b>          | 2019-20                   | <b>Total PP budget</b>                  | £18140      | <b>Date of most recent PP Review</b>                  | December 2020  |
| <b>Total number of pupils</b> | 245                       | <b>Number of pupils eligible for PP</b> | 19 in total | <b>Date for next internal review of this strategy</b> | September 2021 |

| 1. Review of expenditure  |   |   |  |             |  |
|---|---|---|--|-------------|--|
| <b>Previous Academic Year</b>   |   | <b>2019-20</b>  |  |             |  |
| I Quality of teaching for all   |   |   |  |             |  |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>  | <b>Cost</b> |  |
| 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. | Teachers monitored learning and provided clear feedback to identify misconceptions. TT assessments SDP followed up PSHE/Values embedded                           | AR is reviewed constantly by individual teachers to assess. Success criteria was met. Subject leader CC feedback to staff to ensure high quality teaching and learning continues. The impact across both PP and Non PP children has been positive.<br><br>Subscriptions such as TT Rockstars, Charanga, Espresso etc £420<br>T/T and AR subscription £235   | The continuation of assessing and uploading to TT has kept oracy in the forefront for staff members. AR has continued to be an accurate way to inspire the children and assess development. Time given in class by teachers for children to access the quizzes and for them to practice reading is having a positive benefit and will need to continue.<br><br>PSHE and values continue to be prevalent ensuring that the opportunities to speak are consistent. | £655        |  |
| 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. | 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. | The success criteria were to have a greater impact with the results shown in our formal SPaG results. Teachers are now ensuring that this is being taught in a discrete manner to highlight the knowledge the children and to do this daily elevate the importance. This has been rolled out and enforced by all teachers with positive outcomes.<br><br>Small group/individual reading support from a TA x5 hours per week | Through learning walks and assessments both formal and AFL there has been a direct improvement of work shown. Assessment results are updated on to TT. The use of TT to follow this will continue.   | £2700       |  |

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| 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. | 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. | AR is reviewed constantly by individual teachers to assess and check quiz results. The children have daily allocation of reading time and the drive to go onto the AR quiz has boosted the speed in which the children are progressing.<br><br>Small group/individual reading support from a TA x5 hours per week | The AR programme has been clearly beneficial not only with the children and their comprehension and reading levels but also voiced by parents to be of benefit. PP. This will continue next year. | £2700 |
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## ii – Targeted support

| Desired outcome   | Chosen action/approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost  |
|---|---|--|--|-------|
| 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.                    | School employs a wellbeing worker who supports individuals and small groups with emotional training | Children have been able to use the time with the worker effectively. Children with emotional needs have been able to stay in school, full time, with reduced timetables and have continued to learn. During turbulent times the children have had access to the sensory room to take time out and then being able to return to class. This is supported by the worker. During the closure over the summer term, the welfare worker was able to continue connecting with those at home with frequent contact.<br><br>Uniform provision and distribution has been co-ordinated to support the emotional wellbeing for our PP children. | Attendance has remained high, exclusions are low. There is a positive effect on the work being completed with the interventions that have taken place. This position will be continued over the next year.<br><br>Finances this year have ensured that all PP children across the school were given a new jumper/cardigan and tie. This has ensured that the children have the same presentation as their peers and will continue next year. | £5200 |
| 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. | From the earliest age, PP children are given additional reading opportunities in school.            | Staff members have been used in order to offer extra support, this has been in both small groups and on an individual basis. The majority of support is on a daily basis either within the specific 20 minute allocated time or at a separate time. The children have voiced during pupil voice that this has been useful an enjoyable.<br><br>TA support x5 hours per week to support small groups<br>SEND TA support x5 hours per week to support small groups/individuals   | The use of high quality support, either from the teacher or teaching assistant has helped develop reading from an early age in readiness for children to access the AR programme.  | £5448 |

| <b>iii. Other approaches</b>   |   |   |   |             |
|--|---|---|---|-------------|
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>   | <b>Cost</b> |
| 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. | PP children will be given the opportunity to have musical instrument lessons funded by the school.  | Attendance with music lessons in the form of violin lessons was taken up. Attendance in clubs such as choir were positive   | During the lockdown and partial school closure the violin lessons became virtual and was funded for our PP children. This was positive for the families that used the service and was able to build confidence for those individual. This will continue.  | £150        |
| 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. | PP children will have all trips fully funded by the school.   | Covid19 reduced the opportunities to go on trips. However external educational teaching from History Off the Page took place with funding from PP funding.  | The impact on the 'History Off The Page' day in school was evident in writing that was inspired as a result of the attendance. It helped to inspire and give value to the experience.<br><br>Due to the lack of trips as a result of Covid it has emphasised how these lack of experiences has limited first hand writing opportunities. We will look to increase and ensure trips continue when safe to do so. | £500        |
| 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. | Work with Friends of Maple Tree Primary to ensure that all children can access the events and provisions they offer across the academic year              | With working with Friends and organising a direct invoice for them to claim after each term on all PP take up for the discos, movie nights and fun days it has increased the families that have utilised the activities, some for the first time since being at Maple Tree. This was welcomed by parents and children.<br><br>8 sessions of play therapy £500 | In order to continue to support the families, Friends will continue to work with us to find easy ways to offer more.  | £500        |
| 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. | Addition detail – to support children needing to complete homework and to have opportunities to continue with learning at home, resources were purchased. | Writing and maths resources were purchased specifically for the relevant age groups. They each received a pack to take and keep at home for any future work.  | This was well received by the children and would be considered again.   | £150        |

**iii. Additional information**

From March 20<sup>th</sup>, COVID19 caused of the partially closing of our school. The school though open for keyworker and vulnerable children meant that we had few children in school. During this time our families were offered and took up the food vouchers. They received weekly phone contact and visits if unable to connect with them. Children were invited in as needs and vulnerability changed.

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|--------------------------------|---------------|
| <b>Total PPG Received</b>      | <b>£18140</b> |
| <b>Total Annual Spend</b>      | <b>£18153</b> |
| <b>Amount of PPG Remaining</b> | <b>£0</b>     |