

Pupil Premium Strategy Statement

Autumn 2023 Update

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Maple Tree Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/24 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Cath Bainbridge
Pupil Premium lead	Danielle Vickery-Cox
Governor lead	Laura Grace

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	PP 19 x £1385 = £26,315 EYPP 4 x £332.50 = £1330 £27,645.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,645.00

Part A: Pupil Premium strategy plan

Statement of intent

Our intention at Maple Tree Primary School is to provide a happy, safe, secure and stimulating learning environment for all who attend. All pupils regardless of family, home situation, support or cultural capital will have the same opportunities and will be encouraged and nurtured to excel in their abilities. It is key to ensure that all pupils whether they are disadvantaged or non-disadvantaged become numerate, literate, creative, curious and caring; valuing themselves and others.

We strive to ensure a quality curriculum that will engage all learners with interest and promote a high level of learning. We are dedicated to pupils receiving high quality teaching to ensure that skills and learning progresses across the academic year and beyond. Accurate assessing and baselining will support staff in highlighted the key foci and areas of individual need to best support our disadvantaged pupils to plan and provide careful and timely support.

Our strategy is to identify needs early to provide the best and most appropriate support, intervention, resources, opportunities and stretching of learning to ensure that our pupils are exceeding in their successes.

As part of the holistic approach we will not only work to give our children all the opportunities to achieve in class but also externally with extra curriculum activities and responsibilities ensuring that cultural capital is not a hindrance to life experience. Staff provide a full range of clubs to inspire all ages of our disadvantaged and non-disadvantaged pupils.

Our strategy is intrinsic in the daily provision for all our pupils. To ensure that it is effective we will:

- Ensure that all staff are dedicated in getting to know our disadvantaged pupils and know the areas of need rapidly
- Offer an exciting and enriching curriculum and extracurricular to engage
- Provide opportunities so that all pupils are reaching their fullest potential regardless of ability
- Assess and monitor all support and opportunities to be able to provide and offer the best education for each child.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lack of vocabulary and grammar opportunities for the disadvantaged pupils.</p> <p>Assessments, observations, and discussions with pupils have shown that there are developing needs with written work and what is produced. The written word is disadvantaged due to the vocabulary used and the understanding on the grammatical value.</p>
2	<p>Improvement in disadvantaged children reaching the expected standard in SPAG.</p> <p>Our assessments and regular testing has shown that spelling is a highlighted focus for all. The weekly results from testing and the evidence seen in books, when writing, is more prevalent in non-disadvantaged pupils. The lack of testing and practice outside of the school environment has had a detrimental effect on the application in school.</p>
3	<p>Early reading experiences are often limited for the disadvantaged pupils.</p> <p>Early reading is a priority for the DFE with the new publication of the framework and to streamline the effectiveness there must be more work with the families in our community to support the SSP and AR.</p>
4	<p>A lack of cultural capital and varied experiences of the world around them to build personal development.</p> <p>Our observations and discussions with pupils have indicated that the lack of enrichment over the previous years due to cultural capital have had an impact on confidence and wellbeing.</p>
5	<p>Improvement in disadvantaged children reaching the expected standard in maths.</p> <p>Through assessment, observations and discussion with pupils has indicated that basic maths skills and fluency of number is not in line with non-disadvantaged pupils and are slightly below the standard to be achieved.</p>
6	<p>Emotional health and wellbeing of pupils and families.</p> <p>Assessments and observations with staff, families and pupils have highlighted that resilience, tolerance and independence to be lacking in many of our pupils which is having an effect on their achievements in school. The social and wellbeing needs are significant in many areas.</p>
7	<p>Language acquisition for the youngest disadvantaged pupils.</p>

	Following discussions and observations, the speech and language needs amongst our disadvantaged pupils starting from EYFS through to key stage 1 has shown to be less secure/coherent than those who and non-disadvantaged.
8	Attendance Data shows gap between PP and non-PP this term is increasing; PP children 93% attendance vs 95.4% for their non-PP peers.

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
Improved written work among disadvantaged pupils.	Assessments, observations and moderation shows an increase in improved depth and quality of writing across all subjects.
Improved spelling and confidence in using it accurately among disadvantaged pupils.	Assessments, evidence in writing as well as in testing to show the frequency and security across the subjects. Regular book scrutiny of disadvantaged pupils.
Improved reading and phonic knowledge for our disadvantaged pupils.	AR results are to be observed regularly to pick up any areas of concern and to increase support. Regular assessments of phonic knowledge in KS1 moving into KS2. Reading assessments to be carried out. Approved SSP to be used across the school, with particular focus on connecting with the families.
To achieve and sustain the interaction of the disadvantaged pupils with extra curriculum and enrichment opportunities.	Club offerings to be geared towards the interest of the pupils and for there to be an increased up take from the previous year, with an uptake of 20%. Pupil voice has been sought and clubs are steered to their needs.
Improved maths attainment among disadvantaged pupils.	Assessments, book scrutiny, observations and pupil voice to show that disadvantaged children are in line with non-disadvantaged children. Data to be collected across the years inclusive of year 2 and year 6 SATs results.
To achieve and sustain an improved wellbeing in school especially with the disadvantaged pupils.	Sustained high levels of wellbeing. Appropriate support being taken up and over time being reduced, evidencing that the skills, coping strategies are being used successfully. Observations from all staff.

Improved speech and language from our disadvantaged pupils at the end of KS1.	Sustained speech and communication by the pupils increasing across the year. Observations and uptake of additional support, to increase the quality of speech. Assessments to show improvement. Additional agency support to be used as required.
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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

Budgeted cost: £ 10,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil including providing specific data analysis for our disadvantaged pupils.	1, 2, 3, 5
Accelerated Reader provision	Accelerated Reader appears to be effective for weaker readers. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula and its easy access to computers with internet connection are the main requirements for successful implementation. Accelerated reading toolkit stand EEF	3
Purchase of Sumdog/ TT rock stars	In order to adhere to and support the learning of multiplications for the test we will be continuing to purchase the recommended maths programme. https://www.gov.uk/government/collections/multiplication-tables-check	5
Enhancement of our maths teaching and curriculum planning in line	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	5



<p>with DfE and EEF guidance.</p> <p>We will fund a teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training</p>	<p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p>	
<p>Continual purchase of Twinkl for the SSP and the spelling scheme that runs alongside.</p> <p>New Book Scheme – Bug Club now following the SSP. Bug Club books are being bought to replace older schemes and need to be available for each child at each stage. Spelling resources are to be purchased.</p>	<p>In order to adhere to and support the learning of phonics, spelling, and literacy skills we will ensure that there is access for all classes to the SSP scheme and resources.</p> <p>Children will have appropriate books for their phonic knowledge and will have spellings resources to help improve spellings across years.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	<p>1, 2, 3, 7</p>
<p>Purchase of additional schemes for computing and music to support with quality assessment and enhancement of the learning experiences of the pupils.</p>	<p>Standardises assessments which provide a profile for each pupil to support with next steps teaching alongside preparing the children with an age appropriate and interesting curriculum.</p>	<p>1, 4, 6, 7</p>

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Targeted academic support

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme training for staff from Nursery to Year 2. This training will then be rolled out across the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF toolkit	1, 2, 3
Deployment of TA's to run intervention groups and one to one support.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. TA-Interventions EEF toolkit	1, 2, 3, 5, 6,7
One to one tuition	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to One intervention EEF toolkit	1, 2, 3, 5, 6, 7

Wider strategies (eg related to attendance/behaviour/wellbeing) Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture training/ resources sunshine SEL training	Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years' settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. Social and emotional strategies EEF toolkit	4, 6, 7

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<p>Purchase of resources to ensure that Oral interventions are effective</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Oral language interventions EEF toolkit</p>	<p>3, 6, 7</p>
<p>Purchase of Study Bugs to track the attendance and enable clearer lines of communication with parents</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>The DFE outlines the importance of regular attendance in schools, ensuring access to quality first teaching.</p> <p>EEF parental engagement</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

Total budgeted cost: £27,645

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
<p>Improved written work among disadvantaged pupils. Improved spelling and confidence in using it accurately among disadvantaged pupils. Improved phonic knowledge for our disadvantaged pupils.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. The use of Bug Club books that follow the SSP and are matched to the correct phonic level to all children. Spelling resources will be purchased to support the scheme and support children within small group work in addition.</p>	<p>Over the academic year 2022/23 Twinkl Systematic Synthetic phonics scheme was rolled out and embedded in nursery through to year 2 with many children in year 3 benefitting from the scheme too. The staff all received the desired training through the Twinkl programme and were able to use this to appropriately support the children’s learning and progression in phonics.</p> <p>The spelling scheme that runs alongside was also used across all the years and there has been an incline in higher scores with our disadvantaged children as the resources are more accessible.</p> <p>The results of the Year 1 phonics screening test were 80% pass rate and the Year 2 retake was 100% pass.</p> <p>Of the 2 pupils in Year 1 who are in receipt of PP - 1 is working at and the other passed the threshold.</p> <p>£4345.70</p>
<p>Improved reading for our disadvantaged pupils.</p> <p>Children use the Accelerated Reader (AR) programme (accessing books at the appropriate level) and are given additional opportunities to read during the school day.</p>	<p>AR tracking continues to be a good measure of the achievements of the children’s reading and understanding. We as a school have also received further training in order to use the assessment tools to harness and pick up on further areas for development for individuals, as the programme helps to develop comprehension as well as word reading. The AR system has new updates that have been shared with all staff members so that assessment can be used accurately.</p>

Maple Tree has continued with the brought in standardised testing programme 'Progress tests by GL assessments' in way of assessing the work from the children. It has been a useful tool in knowing what the children have achieved so far and has been a way of tracking them across the nationwide schools. This has been across both English and Maths and has helped support the internal tests that we set out.

In English 76% of disadvantaged children in Years 1-6 attained at or above age expectation compared to 66% of non-disadvantaged children which shows that they are attaining higher than their peers.

In maths 56% of disadvantaged children in Years 1-6 attained at or above age expectation compared to 74% of non-disadvantaged children showing that there is a gap however, two classes with have single PP children which will have outweighed the data which makes the comparison harder.

End of Key Stage expectations in Year 2 and 6 demonstrate the gap is closing, and in some cases is closed. Where minus figures occur, there is still sign of a reducing gap between PP and non-PP pupils showing the impact of the actions put in place:

- KS1 reading +9 percentage point between PP and non-PP
- KS1 writing +2 percentage point between PP and Non-PP
- KS1 maths - 0 - no gap
- KS2 reading -1 percentage points between PP and non-PP showing gap is closing
- KS2 writing -1 percentage point between PP and non-PP showing a closing gap
- KS2 maths +3 percentage points between PP and non-PP.

£6637

<p>To achieve and sustain the interaction of the disadvantaged pupils with extra curriculum and enrichment opportunities.</p>	<p>Last year Maple Tree offered more clubs than previous years with the inclusion of sports based, art based and therapeutic clubs running. The uptake in general has improved with a higher involvement from our disadvantaged children. The funding of the clubs has brought more interest with the parents and this will continue to be encouraged over the next couple of years. We still intend to hit the target of 20% representation across the board.</p> <p>All disadvantaged children have attended the range of trips including the PGL at the end of year 6. This is funding is well received by parents.</p> <p>£2175</p>
<p>Improved maths attainment among disadvantaged pupils</p>	<p>Over the year maths mastery has been embedded with new equipment and support being given to the staff and children. The maths lead continues to train in this speciality and has been training members of the team to ensure that maths is taught consistently and that any interventions are timely and with the appropriate resources. See above results</p> <p>Additional tuition provided for disadvantaged pupils in maths led to a decrease in gap between PP and non-PP in KS1 maths and a closed gap and a +3% result in maths in KS2 between PP and non-PP pupils.</p> <p>£11836.99</p>
<p>To achieve and sustain an improved wellbeing in school especially with the disadvantaged pupils.</p>	<p>This past year the SENDco and PP champion have continued to work together to look at ways in which the children across the school both disadvantaged and non-disadvantaged can use the emotional wellbeing support on offer. There have been multiple supportive group work opportunities with our disadvantaged children to help with their emotional literacy and they have used the new therapies well. There is a wellbeing register that is frequently updated and all staff are aware of how to support not only the disadvantaged children but the</p>

	<p>class as a whole using techniques as shared by the SENco.</p> <p>Resources have been provided for whole school mental health activities run by the Senior Mental Health Lead. We have also linked with outside agencies to provide play and art therapy for our children who's needs have required specialist help in order to support where deemed necessary. This has had a positive affect and the outcome has been that they have seen the importance of being present in class as well as being more open to discuss challenges as they arrive.</p> <p>Across this past year a decrease in attendance of some families has been identified. This becomes an area of need going forward. Although the majority of families have good attendance there is further work to do. Attendance 2022-23 showed that 26% of our disadvantaged children were persistent absentees attending less than 90%. This concerned five families.</p> <p>Time for Pupil Premium Champion time dedicated to supporting and managing PPG children and contact with parents</p> <p>£6935.34</p>
<p>Improved speech and language from our disadvantaged pupils at the end of KS1.</p>	<p>Resources have been purchased to ensure that the correct speech intervention can be carried out by the staff members that are trained. We had hoped for further members to be trained however staff roles and changes over the academic year means that we look to this happening moving forward.</p> <p>£0 This is due to changes in staff and will be a priority moving across the coming year.</p>

Total budget 2022-2023: £29,406.50

Total spend 2022-2023: £31,930.03

Overspend of £2523.53

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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
TTRockstars	Maths Circle
GL Reading assessments	Renaissance
GL maths assessment	Renaissance
Assessing Primary Writing	No More Marking
Twinkl Phonics	Twinkl
Twinkl	Studybugs
Small group tuition using school staff	