

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	236
Proportion (%) of pupil premium eligible pupils	(19) 8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cath Bainbridge Head Teacher
Pupil premium lead	Danielle Vickery-Cox
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£2250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,530

## 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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils have shown that there are developing needs with written work and what is produced. The standard of written work in comparison to non-disadvantaged peers is significantly below.
2	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.
3	Our assessments and observations with the pupils has shown that over recent months, due to the partial school closures, that reading skills have fluctuated showing inconsistencies in previous secure reading. This includes the use and confidence in using and practicing phonics in the lower years which has had an intrinsic effect on early reading.
4	Our observations and discussions with pupils have indicated that the lack of enrichment over the previous months, due to cultural capital and the school closures has had an impact on confidence and wellbeing.
5	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 somewhat below the standard to be achieved.
6	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.
7	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.

## 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.
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%.
Improved maths attainment among disadvantaged pupils.	Assessments, book scrutiny, observations and pupil voice to show that there 60% of disadvantaged pupil meet the expected standards. Data to be collected across the year 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 addition support, to increase the quality of speech. Assessments to show improvement. Additional agency support to be used as required.

## 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: £ 11,500

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. <a href="#">Accelerated reading toolkit stand EEF</a>	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. <a href="https://www.gov.uk/government/collections/multiplication-tables-check">https://www.gov.uk/government/collections/multiplication-tables-check</a>	5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund a teacher release time to embed key elements of guidance in school and to access Maths	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: <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a>	5

Hub resources and CPD (including Teaching for Mastery training)		
Purchase of Spelling Shed	In order to adhere to and support the learning of multiplications for the test we will be continuing to purchase the spelling programme. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>	1, 2, 3, 7

## Targeted academic support

Budgeted cost: £ 10,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics EEF toolkit</a>	1, 2, 3
Deployment of TA's to run intervention groups and one to on support.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. <a href="#">TA-Interventions EEF toolkit</a>	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.  <a href="#">One to One intervention EEF toolkit</a>	1, 2, 3, 5, 6, 7

## Wider strategies

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture training/ resources sunshine SEL training	<p>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.</p> <p><a href="#">Social and emotional strategies EEF toolkit</a></p>	4, 6, 7
Purchase of resources to ensure that Oral interventions are effective	<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><a href="#">Oral language interventions EEF toolkit</a></p>	6, 7

**Total budgeted cost: £34530**

## 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 2020 to 2021 academic year.

<p><b>Children will have a better exposure to a wide range vocabulary during all lessons.</b> 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.</p>	<p>AR tracking has shown that there was an increase in the disadvantaged children hitting their targets and making improvements in their written work as a result.</p> <p>Maple Tree brought in a standardised testing programme 'Progress tests by GL assessments' in way of assessing the work from the children. This was brought on due to the ceasing of SAT's testing due to Covid19. This national assessment works by comparing written work across the country.</p> <p>In English 67% of disadvantaged children attained at or above age expectation compared to 64% of non-disadvantaged children. This was the average of year 1 – 5.</p> <p>In maths 58% of disadvantaged children attained at or above age expectation compared to 61% of non-disadvantaged children. This was the average of year 1 – 5.</p> <p>£7399.80</p>
<p><b>Children will be identified</b> and have access to a range of emotional training during the school day <b>in order to develop their emotional intelligence.</b> As a result, the children will begin to recognise and better manage daily emotions. There will be a recovery curriculum to help the transition back to school and PSHE lessons will be stringent to support all.</p>	<p>Intervention and on line training helped to support the children as they faced yet another disrupted year of learning. There was a reduction of behavioural incidents, though we need to factor in time away from school. Social, emotional support was given but the welfare officer who was able to support individual disadvantaged children to move from refusal to attend school to a reduced working week, to a full timetable. 100% of disadvantaged children</p>

	<p>that were on reduced timetables and moved to full time across the year.</p> <p>£9381.37</p>
<p>Restrictions are still in place currently for groups to run, however staff will use programmes to ensure that the children experience as much <b>'real life' opportunities during their learning</b>, especially through topic related work.</p>	<p>Due to the Covid19 restrictions that were re-introduced during 2020-21 it hampered the opportunities to have visitors in the building and only allowed trips in the final few weeks of the academic year. This impacted positively with the year 6 cohort who were able to visit Grafham Water and the STEM discovery centre. All disadvantaged children were able to attend with support from the PP funding and this had a tremendously huge effect, which was vocalised by pupil voice.</p> <p>£510.08</p>
<p>Children will be given the support from all staff to help build on previous learning and to identify and <b>work towards closing gaps</b>.</p>	<p>Disadvantaged children were offered laptops to complete their on line school work from home. Some were taken up and used to submit work. The uptake of a school place was only used by a small percentage and these specific children had other additional needs. This did have a positive impact to reduce lost learning. On returning to school the disadvantaged children were highlighted to receive catch up support through small group work and individual intervention. 100% of disadvantaged pupils passed the phonics screening test.</p> <p>£6132.42</p>