

## Pupil premium strategy statement

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	209
Proportion (%) of pupil premium eligible pupils	11% (23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	27,340.00
Recovery premium funding allocation this academic year	2066.50
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	29,406.50

## 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	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.
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	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.
4	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.
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 are slightly 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. New 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 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 additional 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: £ 9,406

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)		
<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><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></p>	1, 2, 3, 7

## Targeted academic support

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> training for staff from Nursery to Year 2. This training will then be rolled out across the school.</p>	<p>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:</p> <p><a href="#">Phonics EEF toolkit</a></p>	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: £8050

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.  <a href="#">Social and emotional strategies EEF toolkit</a>	4, 6, 7
Purchase of resources to ensure that Oral interventions are effective	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.  <a href="#">Oral language interventions EEF toolkit</a>	3, 6, 7

**Total budgeted cost: £29,406.50**

## 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 2021 to 2022 academic year.

<p><b>Children will have a consistent phonics teaching to embed and improve reading and writing.</b></p> <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. There will be 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>Last year the Twinkl Systematic Synthetic phonics scheme was piloted by the Early Years Lead who rolled it out to Nursery and Reception. The results showed that there was an improvement in not only the speech and language of phase 1 but the readiness to move on to the written graphemes. It has been agreed that this is now to be used across Early Years and KS1 with the continuation into year 3 onwards where this is needed. The school have purchased the scheme for use by the whole school. This has also bought in to the spelling scheme, also Twinkl, which aligns itself to the phonics. This is for all year groups. This will now become the first full year in which this is used by the whole school and will be reviewed at the end of the year to decide on progress and relevance for our children. Training has also been purchased for key members of staff along with storage for the new resources to ensure that they last well and remain books that the children are keen to read.</p> <p>£8882.43</p>
<p><b>Children will have a better exposure to a wide range vocabulary during all lessons.</b></p> <p>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 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.</p> <p>Maple Tree has continued with the brought in standardised testing programme 'Progress tests</p>

	<p>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.</p> <p>In English 69% of disadvantaged children attained at or above age expectation compared to 69% of non-disadvantaged children which shows that they are in line with their peers. This was the average of year 1 – 5.</p> <p>In maths 70% of disadvantaged children attained at or above age expectation compared to 68% of non-disadvantaged children showing that they have exceeded their peers. This was the average of year 1 – 5.</p> <p>£7429.40</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.</p>	<p>Over the past year the SENDco and PP champion worked 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. Money has been used favourably to buy training for staff and for tuition packs using therapy such as Lego, Octopus and Sunshine circles. There have been multiple offerings of group work with our disadvantaged children to help with their emotional literacy and they have used the new therapies well. There is a register and all staff are aware of how to support not only the disadvantaged children but the class as a whole using techniques as shared by the SENco.</p> <p>Some supply days were paid for to support the SENDCo's attendance at the Senior Mental Health Lead training.</p>

	<p>Resources have been provided for whole school mental health activities run by the Senior Mental Health Lead.</p> <p>£8264.84</p>
<p><b>Children will have opportunities to receive real- life experiences and have access to a range of extra- curriculum clubs</b></p>	<p>Last year was the return to children fully having the opportunity to take part in trips and experiences since the Covid restrictions. All previous trips could be reinstated and the trips and clubs were funded by the budget so that each child had the chance to be part of an enhanced curriculum which not only provides a better state of wellbeing and confidence but also new experiences to write and bring back into the classroom.</p> <p>£1547.82 + £500 on uniform contribution</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 have received support from TAs and 1-1s as well as having specific tuition to help towards closing gaps. The uptake of the tuition was positive and all children felt that this had helped them gain in confidence and this was shared through pupil voice and the feedback from the parents.</p> <p>£7905.51</p>