

Pupil Premium Strategy Statement

Autumn 2025 Update



This statement details our school's use of pupil premium 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 (inc 34 pre-school)
Proportion (%) of pupil premium eligible pupils	16% - 28 PP – 9 EYPP =Total 37
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amy Hyde (Acting Head)
Pupil Premium lead	Danielle Vickery-Cox
Governor lead	Sarah-Jayne Harman

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	PPG & LAC - £42140 EYFS PPG - £3631
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45771



Part A: Pupil Premium strategy plan

Statement of intent

At Maple Tree Primary School, our primary objective is to provide a happy, safe, and stimulating environment where high expectations are the norm for every child. We are committed to the principle that a pupil's socio-economic background should never be a barrier to their success or the breadth of their ambitions. Our strategy is built on the belief that a high quality, inclusive curriculum is the foundation of equal opportunity; therefore, we ensure that our disadvantaged pupils are not offered a narrowed or reduced version of the curriculum. Instead, we provide the necessary scaffolding and support to ensure they can access the same ambitious, coherently planned, and sequenced learning journey as their non-disadvantaged peers.

We recognise that high-quality teaching is the most powerful lever at our disposal to close the attainment gap. Our intent is to ensure that every disadvantaged pupil benefits from pedagogical excellence that promotes the long-term retention of knowledge. By utilising accurate assessment and rigorous baselining, staff are empowered to identify gaps in "sticky knowledge" early. This allows us to provide evidence-based, timely interventions that prioritises foundational English and maths, ensuring all pupils possess the tools required to access the wider curriculum and excel in their individual abilities.

Our holistic approach extends beyond the classroom to ensure that cultural capital is an entitlement rather than a privilege. We proactively target our disadvantaged pupils for extra-curricular engagement, monitoring participation in a wide range of clubs and leadership roles to ensure life experiences are never hindered by financial constraints. We strive to inspire curiosity and creativity in all ages, fostering a culture where pupils value themselves and others. By identifying needs rapidly and offering an enriching curriculum, we ensure that every child—including those who are "double-disadvantaged" by both poverty and SEND—is supported to reach their fullest potential.

The effectiveness of our daily provision is rooted in a commitment to knowing our pupils deeply. We constantly monitor the impact of our support and resources to ensure they remain effective and responsive to individual needs. By focusing on the "next stage" of their education, we aim to produce learners who are not only numerate and literate but also resilient and prepared for the challenges of the future. Our strategy is intrinsic to our school's identity, ensuring that we provide the best possible education for every child, regardless of their starting point.



Challenges

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

Challenge number	Detail of challenge
1	<p>Improvement in disadvantaged children reaching the expected standard in writing.</p> <p>Assessments, observations, and discussions with pupils have shown that there are developing needs with written work and what is produced. Writing is disadvantaged due to the vocabulary used and reduced life experiences.</p>
2	<p>Early reading experiences are often limited for the disadvantaged pupils.</p> <p>School has identified that disadvantaged children often experience a vocabulary gap, lack hearing books read to them and seeing them in use and have a reduced background knowledge of the wider world.</p>
3	<p>Improvement in double disadvantaged (SEND and PP) children reaching the expected standard in maths.</p> <p>Through assessment, observations and discussion with pupils it has indicated that basic maths skills and fluency of number for children with double disadvantage is not in line with their peers and are below the standard.</p>
4	<p>A lack of cultural capital and varied experiences of the world around them to build personal development.</p> <p>For disadvantaged children, a gap in cultural capital often translates into invisible barriers that affect their ability to access the curriculum.</p>
5	<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>



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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. Delivered living experiences provided through new scheme of work.
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 monitored 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 as well as with phonic sounds. Approved systematic synthetic phonics to be used across the school, with particular focus on connecting with the families. Children who need targeted support will receive timely intervention with the possibility of tuition after school.
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. Children who need targeted support will receive timely intervention with the possibility of tuition after school.
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 uptake from the previous year, with an uptake of 20%. Pupil voice has been sought and clubs are steered to their needs. To provide an integrated learning experience outside the classroom for each class in all year groups as well as a collective whole school at the pantomime.
To achieve and sustain an improved wellbeing in school especially with the disadvantaged pupils. This will increase and have a positive affect on attendance.	Sustained high levels of wellbeing. Appropriate support being provided and over time being reduced, evidencing that the skills, coping strategies are being used successfully. Observations from all staff. Records of attending school and beginning the day alongside peers.



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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 15,771

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
Accelerated Reader provision	Accelerated Reader has been effective for engaging readers. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula is provided. We offer easy access to computers with internet connection which are the main requirements for successful implementation. Accelerated reading EEF toolkit	1, 2
Purchase of Numbots/ 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 Early numeracy approaches EEF toolkit	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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: https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools Mastery learning Early numeracy approaches EEF toolkit	3



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Purchase of Twinkl for the SSP and the spelling scheme that runs alongside.	Children will have appropriate books for their phonic knowledge and will have spellings resources to help improve spellings across years. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf Phonics EEF toolkit Early Literacy approaches in EYFS EEF toolkit	1, 2
Part payment of Kapow scheme to support age appropriate teaching in all year groups and to provide PP children with real life experiences.	Engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects (history, geography, music, DT and computing). Includes teacher CPD videos and planning materials.	1, 2, 3, 4, 5

Targeted academic support

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme Including up to date training for staff from Nursery to Year 6.	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 Early literacy approaches 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, 4, 5



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One to one/small group tuition from teachers	<p>Evidence indicates that one to one/small group tuition can be effective, providing approximately five additional months' progress on average.</p> <p>One to One intervention EEF toolkit</p>	1, 2, 3,
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Wider strategies (eg related to attendance/behaviour/wellbeing)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jellyfish support groups Targeted Art Therapist sessions	<p>Existing evidence suggests that SEL, social and emotion learning 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>Social and emotional strategies EEF toolkit Self regulation strategies EEF toolkit Metacognition and self regulation EEF toolkit</p>	4, 5
Purchase of Study Bugs to track the attendance and enable clearer lines of communication with parents	<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>Parental engagement EEF toolkit</p>	1, 2, 3, 4, 5

Total budgeted cost: £45,150



Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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 2024/25 Twinkl Systematic Synthetic phonics scheme continues to support the children from nursery through to year 2 with many children in year 3 benefitting from the scheme too. The scheme also has new supporting intervention planning and resources that help to teach and secure learning of older children that need phonics at a level prior to their current year group. We have children that are older in year group but still require the learning that would be taught in earlier year groups and the scheme delivers this in an age appropriate way for those children.</p> <p>The spelling scheme that runs alongside has also been used across all the years is consistently used which children and families have found useful. The spelling words in KS1 are linked with the phonics that they are learning in that week.</p> <p>The results of the Year 1 phonics screening test were 85% pass rate with the National average at 80%. The Year 2 retake was 96% pass with the National average at 89%. Our school scored higher in both years against the National average.</p> <p>£5477.70</p>
<p>Improved reading for our disadvantaged pupils.</p> <p>Children use the Accelerated Reader (AR) programme (accessing books at the</p>	<p>AR tracking continues to be a good measure of the achievements of the children's reading and understanding. The AR system is being well used with the younger children striving to be on the system which has encouraged the desire to read. The library is well sourced however we are looking to increase the non-fiction section further as this</p>



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<p>appropriate level) and are given additional opportunities to read during the school day.</p>	<p>has been deemed an area to expand on when listening to pupil voice.</p> <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.</p> <p>In reading 70.6% of disadvantaged children in Years 1-5 attained at or above age expectation compared to 91.6% of non-disadvantaged children. There is a gap however the percentages for both are high.</p> <p>In writing 64.7% of disadvantaged children in Years 1-5 attained at or above age expectation compared to 75.8%. Again, though this shows a gap between the two groups they both show a good level of attainment.</p> <p>In maths 58.8% of disadvantaged children in Years 1-5 attained at or above age expectation compared to 81.2%</p> <p>Year 6 results are that 100% achieved at expected age in reading, writing and maths.</p> <p>£7204.57</p>
<p>To achieve and sustain the interaction of the disadvantaged pupils with extra curriculum and enrichment opportunities.</p>	<p>Over the last academic year, Maple Tree has continued to offer a high amount and varied selection of clubs as a result of a greater uptake in the year before. This has included art, choir, sport and music. 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>



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	<p>All disadvantaged children have attended the range of trips including the PGL at the end of year 6. Support with the funding is well received by parents.</p> <p>We have also been working with the Friends of Maple Tree to ensure that children and families have access to their fundraisers such as the summer fete. We were able to purchase tokens so that they could use these at the games and events of the day. This will be continued moving forward.</p> <p>£1899.10</p>
Improved maths attainment among disadvantaged pupils	<p>The maths mastery that the school has continued to run and is now embedded with new equipment and support being given to the staff and children.</p> <p>The staff now timetable the 'mastering number programme' as part as their daily delivery. The data is showing that there has been a dip in attainment in maths. Of the 7 children that did not make the expected level, 4 have SEN and support plans.</p> <p>£9106.23</p>
To achieve and sustain an improved wellbeing in school especially with the disadvantaged pupils.	<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 class as a whole using techniques as shared by the SENDCo.</p> <p>Resources have been bought to assist teachers and teaching assistants with working in groups to support SEMH needs. TA's use a programme, called Jellyfish that</p>



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	<p>we bought to support children with specific wellbeing needs.</p> <p>Time for Pupil Premium Champion time dedicated to supporting and managing PPG children and contact with parents</p> <p>£11247</p>
Improved speech and language from our disadvantaged pupils at the end of KS1.	Resources have been purchased to ensure that the correct speech intervention can be carried out by the staff members this is seen in the wellbeing budget as the resources were purchased as a whole with SEN children in mind.

Total budget 2024-2025: £35,025

Total spend 2024-2025: £34,934.60

Underspend of £90.40

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	Kapow
Marvellous me	
White Rose	
MyConcern	
Language angels	
Jump start Johnny	
Sonar	

