

Pupil premium strategy statement (primary)

1. Summary information					
School	Maple Tree Primary School				
Academic Year	2018-19	Total PP budget	£17,120	Date of most recent PP Review	November 2018
Total number of pupils	245	Number of pupils eligible for PP	13 in total	Date for next internal review of this strategy	November 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Staff to promote and enable greater strength in oracy across the school with disadvantaged children meeting the same expectations and targets in line with the school as a whole
B.	Speech and language areas of development that impact on academic ability and social skills
C.	Staff to promote and enable consistent results in line with Local authority within the transition to Primary Status for the new year 5's in all subjects
D.	Disadvantaged children, including those with attachment needs, to be supported to access the learning environment- to work towards achieving ELG in Early Years with reading as a key focus
E.	Disadvantaged children to work to expected levels across the school and to be supported to achieve mastery
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Frequent relocation of the home environment affecting settled learning and spiritual, moral, social and cultural opportunities.
G.	Time keeping and the importance of full school attendance to ensure that high level of teaching is being received.
H.	A lesser awareness of supportive learning opportunities with reading and homework.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Staff to ensure that oracy is a focus of all learning opportunities (SDP priority 3)	<ul style="list-style-type: none"> All staff members, including teachers and support staff are to begin by modelling standard English at all times. Opportunities for speaking activities in lessons are a priority. Children will be encouraged to talk to peers and adults during lesson carpet times. Circle times an PSHE discussions to be regular and purposeful to ensure interaction and exchanges. Guided reading to ensure clear responses that are well explained and built upon.

B.	Speech and Language therapy, working with children and staff members/keyworkers/guardians to ensure that the techniques are consistent. (SDP priority 3)	<ul style="list-style-type: none"> • SAL advisor to meet with children in their home environment and to support (the whole child) the family/guardians with techniques. Reports are shared with staff in the Early Years setting, then are rolled out to all team members to continue the work as prescribed. • Reviews of the improvement of speech to be held with the Pupil Premium champion termly to insure progress. • Techniques to be shared in staff workshops to develop all children in the school environment. This will impact on the disadvantaged children in the higher year groups, which will have a beneficial impact on speaking, listening, reading and writing. • Specific resources to be sought and purchased to provide the staff and children to have the appropriate tools to engage with improved speech, ie, sound buttons.
C.	Staff to promote and enable consistent results in line with Local authority within the transition to Primary Status for the new year 5's in all subjects (SDP priority 1)	<ul style="list-style-type: none"> • Teachers to track vigorously using the assessment tool Target Tracker to highlight areas of coverage needed to bring the children's learning on. This will be used as a resource to organise intervention sessions with additional staff members to ensure that any gaps in their learning is addressed. • Staff to use small groups to ensure that children access specific subject knowledge in a manageable environment. TA's to be guided in what to teach to and what the outcomes should be for each session. • Regular half termly reviews by the Pupil Premium Champion to monitor progress. • Regular in house moderation with Key Stage 2 staff to ensure full and consistent coverage of the new upper Key Stage 2 curriculum. • Termly moderation amongst local schools to share Quality First Teaching and work collaboratively to inspire addition learning opportunities. • Staff to attend subject specific CPD to ensure that they have the skills to continue to teach at a high level. • Additional tuition can be offered to increase further direct learning opportunities with a clear focus on closing any gaps.
D.	Early Years children to be engaged in a supportive and settled environment to achieve their Early Learning goals in line with the National Average with reading as a key focus (SDP 4)	<ul style="list-style-type: none"> • Staff to closely monitor the progress of academia and the Early Learning goals using the proforma to focus on the highlighted areas of need. • Provision in the learning environment to be tailored to achieve the goals. • Focus on the 'whole child' by providing SMSC throughout the learning environment • Use of the Welfare Support Worker to offer social stories and provide a range of attachment focused activities to support security whilst in the school environment. • Phonics to be a main focus to enhance the reading. A variety of learning styles need to be implemented for all children to access this successfully. • Reading to be a key focus so that mastery can be achieved.
E.	Disadvantaged children across the school to receive the same opportunities as non-disadvantaged children.	<ul style="list-style-type: none"> • Children should have the same access to school trips that are fundamentally linked to the learning provided by the curriculum. • Assisted financial support will be offered for children to take part in school trips that provide additional educational opportunities. • Pupil Wellbeing Worker will provide social groups to assist in building stronger relationship amongst their peers. • Assisted financial support will be offered to ensure that the disadvantaged child has access to appropriate clothing where needed to boost self-esteem and self-confidence. • Extra-curriculum activities, provided through the school, will be offered and partially funded to continue the settlement of the disadvantaged child to build on social relationships and to promote a specific talent, such as dance club. • Support to be offered for those achieving at a high level of learning so that they are able to access mastery across the curriculum.
F.	Families of the disadvantaged child to be supported with the sharing of relevant progress and to be updated of the curriculum.	<ul style="list-style-type: none"> • Parents/ carers will be invited to attend all parents evening opportunities and staff will negotiate to find a suitable time, so that each family can be informed of the child's progress. • Staff will remind and encourage attendance to any additional evenings that a parent/carer should be part of to help support the child.

- Parents/carers that require important letters to be shared will be supported by staff to have such information read should literacy be a barrier.
- Staff will actively meet with parents/carers to update and request additional home support should this be deemed to benefit the disadvantaged child. The school will provide an open door policy.
- The office will provide hard copies of documents should access to a computer be a difficulty.

4. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C, D,	Quality First Teaching to be observed and shared across the school.	All staff have been observed over the previous year and have received appropriate feedback to ensure outstanding teaching continues. This has ensured high levels of academia arising across the school with exceeding progress.	Senior leaders and management to continue to observe and feedback to ensure development of teaching skills. Quality CPD to be offered across the subjects to the staff. All additional training to be shared to other staff members through staff workshops. Information to enhance teaching/ non-teaching staff from CPD will be circulated to ensure consistent impact in the school environment. Subject leaders to have time to assess the learning needs of the staff team via questionnaires that will be used to identify needs of staff so that appropriate CPD can be accessed.	PP Champion to ensure that the monitoring is being implemented. DVC	Half termly updates will be required.
Total budgeted cost					

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A, B, C, D and E</p>	<p>Pupil Premium Champion to follow progression</p> <p>Pupil Premium Champion to ensure that the interventions are timely and purposeful</p>	<p>Previous shared feedback on progress and areas of need during PPR helped to focus and set the outcomes for individual children.</p> <p>High quality T.A support with clear outcomes set for work, has supported the increase in previous attainment, proving that the intervention is essential.</p>	<p>Regular updates and checks to be carried out of the Assessment Tool, Target Tracker.</p> <p>T.A's to be given clear guidance on the targets and academic expectations set for the individual disadvantaged child. Assessments and outcomes will be noted and Teachers will review to ascertain the validity of the set work.</p> <p>The Pupil Premium children list will be shared amongst all staff and there will be the requirement for all planning to have these children recognised and supported where need be.</p> <p>Intervention documentation to be shared each half term with PP champion.</p> <p>Case studies of the children and the support that is being received to be up dated and shared with staff.</p> <p>Welfare support worker will ensure that intervention by way of nurture groups, social and wellbeing groups support the children to be in a position to be ready to learn and optimise all opportunities.</p>	<p>PP Champion DVC</p>	<p>Half termly overview of assessment data analysis</p> <p>Termly review meetings</p>
<p>B</p>	<p>SALT</p>	<p>Improvement of speech used over a precise period of time. I.E.P's used to calculate and follow the advice given by the advisor.</p>	<p>Updated I.E.P's for individual disadvantaged children will be shared with the PP champion to ensure not only progress but the impact on the advice amongst the setting.</p>	<p>PP champion and Early Years staff</p> <p>SALT advisor</p>	<p>Termly</p>
<p>E</p>	<p>Contributions to trips and extra curriculum activities</p>	<p>Improved self-esteem and social confidence</p>	<p>Appropriate trips and clubs to be considered to enhance the attainment of the disadvantaged child and the confidence which may in addition have a positive impact on attendance.</p>	<p>PP Champion DVC</p>	<p>Termly</p>

F	Affective liaising with parents/carers by staff members	Open communication and support will have a direct impact on the consistency of the support that the disadvantaged child has in and out of the school environment.	Parent/carers to be included in all necessary information about the needs of the child. Hard copies to be considered. Additional tuition to be offered if appropriate and to be discussed with an open door approach.	Individual teaching staff to be discussed with PP Champion	Termly
Total budgeted cost					