

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Maple Tree Primary School				
Academic Year	20-21	Total PP budget	£27555	Date of most recent PP Review	July 2020
Total number of pupils	280	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2021

2. Attainment 2019-20						Pupils eligible for PP					
COVID19 has meant no data recorded from Summer term 2020						Year 1	Year 2	Year 3	Year 4	Year 5	
% achieving in expected in reading, writing and maths											
% making progress in reading											
% making progress in writing											
% making progress in maths											

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers for some children	
A.	Due to a range of circumstances including lack of opportunity to talk, read and write, some children do not have well developed vocabulary skills and/or reading skills
B.	Some children find it difficult to express emotions and therefore are not always able to manage them effectively this has been enhanced due to the Covid19 pandemic.
External barriers	
C.	Some children do not experience a wide range of additional experiences (for example, trips and music lessons) that in turn develop their cultural capital.
D.	Impact of school closure due to Covid19 and the resultant "missed" educational and social opportunities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will have a better exposure to a wide range vocabulary during all lessons. 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.	Spelling test results will be analysed for PP performance (looking for improvements). AR targets will be met or exceeded by PP pupils. Parents will be included via Marvellous Me and will be notified of achievements via certificates and updates via the AR programme.
B.	Children will be identified and have access to a range of emotional training during the school day in order to develop their emotional intelligence. 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.	Staff training enables staff to identify need and target support early for pupils with SEMH. Attendance to remain high. School wide approach to supporting children with SEMH impacts positively for all pupils including those with PP. Referrals to outside agencies result in positive support

		and progress for pupils with SEMH. Partnership working with external agencies e.g. Jigsaw allows access to services for more families. Children being able to express their emotions in an appropriate manner using the tools given during lessons. Impact of Covid19 school closure is minimised.
C.	Restrictions are still in place currently for groups to run, however staff will use programmes to ensure that the children experience as much 'real life' opportunities during their learning, especially through topic related work.	Children to be able to have a wider scope of real life knowledge using technology to its fullest. Support for some families to attend holiday clubs to ensure ongoing contact with school during the school holidays. Support for some children to attend breakfast and after school club – to support attendance and personal /family circumstance. Impact of lack of access to opportunities due to Covid19 is minimised.
D.	Children will be given the support from all staff to help build on previous learning and to identify and work towards closing gaps.	Children will be able to work alongside peers and will have the confidence to be part of all learning. Welfare worker to support children that are experiencing emotional difficulties so that they feel able to learn and progress successfully. Effective utilisation of data to target intervention precisely and with notable impact. Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP Pupils. Deployment of support staff will enhance progress. Effective relationships with parents ensure rates of progress are maximised. Online learning packages and digital technology enhance pupil progress eg. Sum dog, TT rock stars.

5. Planned expenditure					
Academic year		2020-21			
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 & C & D	Teachers monitor learning and provide clear feedback to identify misconceptions and move the learning on. See Target 2 - SDP	Effective use of target tracker to assess each half term to locate the areas of need and to focus future learning to be provided by high quality teaching. Impact of high quality booster and intervention programme on progress and attainment, both academic and social as provided by teachers and TA's. This is a priority within the 20-21 school development plan (SDP). EEF research shows that effective feedback adds 8 months' progress for learners.	Learning walks, pupil voice, governor visits and book scrutiny, results from TT rock stars, AR, Sumdog and target tracker. (see SDP)	CB/AH/ Key stage leaders	Half termly.

A & B	<p>Improve the quality of the teaching of reading across the school. To ensure that the resources are available to support high quality teaching.</p> <p>See SDP Target 2 –</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Target Tracker to assess by. Phonics assessments through the phases to be recorded and shared with phonics lead. The purchase of new phonetically linked books to the 'Letters and Sounds' that are followed by all teachers.</p>	CB/AH/CC/ DVC	Termly
A	<p>All children from Year 2 upwards will have access to the AR programme, including a 20 min lesson per day with a focus on reading.</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF research shows and impact of 6 months.</p>	<p>AR targets and accuracy of quiz results. Pupil voice.</p>	CC	Half termly
B	<p>Improve the confidence to learn by providing interventions which target social and emotional wellbeing.</p> <p>See Target 2 - SDP</p>	<p>SEMH provision meets the needs of these pupils. Number of behaviour incidents reduce and children are able to engage with learning.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF research shows that it has an average overall impact of four months' additional progress on attainment.</p>	<p>Regular updates from the Wellbeing worker. Pupil voice. Termly review of interventions.</p>	VE/ DVC	Termly
C	<p>Incorporate real life learning and experience through videos, factual texts, programmes such as espresso. Enrich the cultural capital virtually due to Covid restrictions.</p>	<p>Cultural capital is identified by Ofsted as an area of focus. There has been a decrease in the availability of excursions and activities that can be provided by the school due to Covid. A way of bring the outside world in is to give the resource of a tablet that will offer opportunities for children to explore the world and bring it into their households. Programmes such as Espresso with their videos give opportunities to explore and discover. This fosters a wider understanding of the world around them both locally, nationally and worldwide to enable them to make greater links within their learning. This has been seen to improve writing historically.</p>	<p>The purchase of tablets for each PP child to be able to access online learning and programmes available that will be made ready to use.</p> <p>Programmes such as espresso will be purchases to load on the tablets.</p>	CB/ KV	January 2021

D	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This may be with the class teacher or a qualified TA. High quality delivery of intervention and booster groups</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>EEF research shows that it has an average overall impact of 4 months’.</p>	<p>Monitoring and assessment with Target tracker, end of unit, term maths papers. AFL, pupil voice.</p>	All staff	Half termly
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?

B	School employs a wellbeing worker who supports individuals and small groups with emotional training	<p>Children have been able to learn in the classroom which has been a previous issue. During pupil voice the children volunteered the benefit of receiving support. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF research shows that it has an average overall impact of four months' additional progress on attainment.</p>	Review of reports produced by the wellbeing work. Review of work produced by children attending the sessions.	HT	Termly
B	Uniform support and payment	<p>Children have felt more included and united when they are dressed with the same emblem uniform.</p> <p>There are studies that show changes in behavioural outcomes after the introduction of a school uniform policy. There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p>	Chn will be provided with a jumper, cardigan and tie on the September start. The clothing will be reviewed by class teachers. Further uniform will be purchased as needed.	Staff	Half termly
Total budgeted cost					
iii. Other approaches					
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?
C	PP children will have all trips fully funded by the	Those children who have historically been involved in trips have produced better quality	Trips to be promoted. Opportunities highlighted at an early stage and	Key Stage leaders	Termly

	<p>school. This will be in place for when the pandemic is over.</p>	<p>writing. Positive impact on self-esteem, happiness, integration and life experiences. - EEF research: sports participation and arts participation (+2months), metacognition and self-regulation +7 months</p>	<p>parents to be informed of the PP contribution. Office to oversee the organisation of payments. Key stage leaders to create the most suitable trips for all.</p>		
Total budgeted cost					