

Pupil Premium Strategy – Maple Infants' School 2017/18



At Maple Infants' School we believe that all of our pupils, regardless of their individual circumstances, are entitled to the highest quality of education.

We strive to ensure that the learning needs of all pupils, including those who belong to vulnerable groups, are met through consistently high quality teaching and learning in the classroom, access to a wide range of opportunities within and beyond the curriculum and, where appropriate, intervention programmes for groups of children and individual pupils.

The progress and attainment of all pupils throughout the school is carefully monitored and where pupils are at risk of underachievement targeted intervention programmes are put in place.

We recognise that not all pupils in receipt of the Pupil Premium Grant (PPG) are socially disadvantaged and that not all disadvantaged pupils are registered for PPG.

Pupil Premium is allocated within our school to support pupils who have been identified as being disadvantaged and at risk of underachievement. The funding may be allocated to classes, groups or individuals where a need has been identified through our monitoring systems.

1. Summary information					
School	Maple Infants' School				
Academic Year	2017-18	Total PP budget	£48,100	Date of most recent PP Review	03/03/16
Total number of pupils	265	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jan 2018

2. Current attainment - July 2017				
	<i>PPG pupils in our school</i>	<i>ALL pupils in our school</i>	<i>PPG pupils nationally</i>	<i>ALL pupils nationally</i>
% achieving Good Level of Development in EYFS	66.7%	81.6%	-	71.0%
% achieving Expected Standard in Phonics Screening Year 1	84.6%	84.1%	69.0%	81.0%
% achieving ARE in Reading at end of KS1	77.7%	87.0%	60.0%	74.0%
% achieving ARE in Writing at end of KS1	44.4%	71.0%	50.0%	65.0%
% achieving ARE in Maths at end of KS1	61.1%	80.0%	58.0%	73.0%

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

In-school barriers

Lower attainment on entry to EYFS compared to non-PPG peers

Progress not accelerated enough to fully diminish the difference between PPG and non-PPG pupils across the school (at expected or greater depth)

Lack of resilience, self-confidence and self-belief

Social and emotional needs which can impact on lack of focus for learning and behaviour

External barriers

Low attendance rates for PPG pupils

Parenting needs – single parents, relationship breakdowns, challenging behaviours at home, wider sibling needs in household, managing routines, social services involvement

Housing needs – threat of eviction, over-crowding, unable to furnish with appropriate furniture/white goods/clothing etc

Challenges with keeping consistent support from home with learning and access to resources to support this

4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Accelerated progress for all PPG pupils in reading, writing and maths	SIMs data indicates children meet or exceed their end of year targets Intervention tracking demonstrates good or better progress against academic outcomes Gap between PPG and non-PPG pupil attainment diminishes
B.	Improved attendance for pupils eligible for PPG	Improved attendance for children whose attendance/punctuality is below expected (attendance figures/data) Less EWO referrals for PPG families
C.	Increased involvement with parents and carers of PPG pupils in school	100% attendance from parents at termly parent teacher consultation meetings Increased attendance at parent workshops and open mornings Staff report positive feedback that homework is regularly completed and that parents take up opportunities to have regular informal conversations.
D.	Increased resilience, self-confidence and self-belief	Intervention tracking demonstrates progress against well-being outcomes Staff and parents observe improvements in children's resilience and self-esteem and that they are able to use appropriate strategies to deal with their mood and feelings

5. Planned expenditure

Academic year

2017-18

How we plan to use the pupil premium grant to improve classroom pedagogy, provide targeted support and support whole school strategies to succeed in our desired outcomes

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Accelerated progress for all PPG pupils in reading, writing and maths	<i>Quality first teaching</i> – all teachers to ensure they know who their PPG pupils are, what their personal barriers are and be able to discuss their progress during termly pupil progress review meetings with senior leaders	The Pupil Premium, Ofsted, September 2012 <i>Schools that “maximise achievement... understood the importance of ensuring that all day-to-day teaching meets the needs of each learner,” and, “ensured that class teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progression.”</i>	Monitoring including lesson observations, drop-ins and learning walks show evidence of quality first teaching, demonstrating clear awareness of the needs of PPG pupils Pupil Progress Review Meetings (PPRMs) held termly with a clear focus on PPG pupils	Teachers & SLT	July 2018
	<i>Whole school strategies</i> – support staff to receive CPD relevant to their roles to support pupils progress in reading, writing and maths	The Importance of Teaching, DfE, 2010 <i>Young children who are in the bottom 20% of attainment in the EYFSP are six times more likely to be in the bottom 20% at key stage 1 than their peers; pupils entitled to Free School Meals are only half as likely to achieve five good GCSEs as their peers.</i>	CPD needs established and opportunities planned for this to take place for support staff	SLT	July 2018
	<i>Targeted support</i> – intervention groups planned, delivered and evaluated in all year groups to support progress in reading, writing and maths for PPG pupils	The Importance of Teaching, DfE, 2010 <i>The attainment gap between rich and poor opens up before children start school, is visible during the early years and increases over time.</i>	Interventions will be recorded to establish impact. Teachers to coordinate delivery and evaluation. Literacy & Maths Leaders to be aware of interventions PPG pupils are accessing	Teachers & Literacy /Maths Leads	July 2018
	<i>Targeted support</i> – all PPG pupils invited to attend Athletics after school club	The Pupil Premium – Next Steps, Sutton Trust & EEF, 2015 <i>‘disadvantaged but able’ pupils “fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons...”</i>	Mathletics club register/take-up monitored by Maths Lead	Maths Lead	July 2018

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Improved attendance for pupils eligible for PPG	<p><i>Quality first teaching</i> – all teachers to raise concerns regarding attendance with parents and senior leaders at the earliest opportunity when a concern arises</p>	<p>The Pupil Premium, Ofsted, September 2012 <i>spending pupil premium to maximise pupil achievement involves, well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.</i></p>	<p>Staff reminded regularly through internal communications about raising emerging concerns with parents & SLT</p>	<p>Teachers & SLT</p>	<p>July 2018</p>
	<p><i>Whole school strategies</i> - office staff to check daily reasons for absence, alerting senior leaders to concerns at the earliest opportunity</p>	<p>Closing the Gap, Oxford School Improvement, 2016 <i>Absence is certainly a barrier; if children aren't there, they can't learn. What is the quality of 'catching-up' when children return, whether they've been away for a day or a whole term? This is particularly important when learning builds so much on what has gone before.</i></p>	<p>Attendance discussed at termly PPRMs and highlighted at parent teacher consultation meetings and end of year report</p>	<p>Office & SLT</p>	<p>July 2018</p>
	<p><i>Targeted support</i> – referrals made to EWO for families whose attendance falls below expected %</p>	<p>Pupil Absence in Schools 2015-16, DfE, 2017</p>	<p>Office staff experienced in supporting SLT with monitoring attendance issues – regular communication with office team about key families that need support</p>	<p>HT</p>	<p>July 2018</p>
	<p><i>Targeted support</i> – two free clubs, uniform, school trips or workshops paid for PPG pupils to support positive engagement and attendance at school</p>	<p><i>The overall absence rate for pupil enrolments known to be eligible for and claiming free school meals (FSM) was 7.0 per cent, compared to 4.1 per cent for non FSM enrolments. The percentage of FSM eligible enrolments that were persistent absentees was 21.6 per cent, compared to 8.2 per cent of pupil enrolments that were not eligible for free schools meals.</i></p>	<p>Regular meetings between HT & EWO alongside associated data collection and analysis</p>	<p>Office & SLT</p>	<p>July 2018</p>

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Increased involvement with parents and carers of PPG pupils in school	<i>Quality first teaching</i> – all teachers to ensure that parents of PPG pupils attend parent teacher consultation meetings termly	The Impact of Parental Involvement, DCSF, 2008 <i>Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The attitudes & aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education. Family learning can also provide a range of benefits for parents & children including</i>	SLT will check with teachers that all parents have made appointments for parent teacher consultations and that they also attended. Where families do not attend, teachers will follow up with alternative times.	Teachers & SLT	July 2018
	<i>Whole school strategies</i> - incentives e.g. free resources, prize draws and refreshments to encourage attendance of workshops/meetings	<i>improvements in reading, writing & numeracy as well as greater parental confidence in helping their child at home</i>	SLT to discuss whether incentives are appropriate at each event as it arises	SLT	July 2018
	<i>Whole school strategies</i> - register at workshops to be kept so attendance by PPG parents can be tracked	Closing the Gap, Oxford School Improvement, 2016 <i>Developing children's language from the earliest possible moment is the most significant of all interventions in closing the gap.</i>	SLT to ensure office staff are aware of any parent workshops taking place so that they can be promoted to all parents. Register at events taken to track uptake	Teachers & SLT	July 2018
	<i>Whole school strategies</i> – Informal opportunities sought for parents to come into school to make it less intimidating and more relaxed	PISA in Focus, OECD, 2011 <i>15-year-olds in the PISA 2009 study whose parents had often read with them during the first year in primary school showed 'markedly higher scores' than those whose parents did so 'infrequently or not at all'.</i>	SLT to work with teachers to develop more informal opportunities for parents to come into school and monitor uptake.	Teachers & SLT	July 2018
	<i>Targeted support</i> - telephone and/or text reminders for parents to attend appointments		Office staff experienced in supporting SLT with communicating with key families – regular communication with office team regarding this	Office & Teachers	July 2018
	<i>Targeted support</i> - personalised invites to PPG parents to attend workshops		SLT to discuss families that may require personalised invites at their regular meetings, as workshops arise	SLT & Teachers	July 2018
	<i>Targeted support</i> – Letterbox parcels purchased for Yr R & Yr 1 pupils		All Reception & Year 1 pupils signed up for Letterbox packs before December 2017, to be distributed May-October 2018	SLT	July 2018

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Increased resilience, self-confidence and self-belief	<i>Quality first teaching</i> – staff to promote a Growth Mindset approach during teaching	Teaching & Learning Toolkit, The Sutton Trust & EEF, 2011 <i>social and emotional interventions “have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average),” and, “improvements appear more likely when supported by professional develop</i>	Monitoring including lesson observations, drop-ins and learning walks show evidence of quality first teaching, demonstrating clear awareness of the needs of PPG pupils	Teachers & SLT	July 2018
	<i>Whole school strategies</i> – assemblies encourage children to reflect on having a positive attitude, providing motivation for meeting targets and supporting high aspirations for the future	Supporting the Attainment of Disadvantaged Pupils, DfE, 2015 <i>“Schools can respond to the complexity of disadvantaged pupils’ needs by tackling the challenge... [with]: a whole school approach promoting learning which sets high aspirations for all pupils.”</i>	Children are observed using the language of Growth Mind-set and can share their aspirations for the future	SLT & Teachers	July 2018
	<i>Targeted support</i> – intervention groups planned, delivered and evaluated in all year groups to support children’s experiences of success, build confidence and relationship skills	Educational aspirations: how English schools can work with parents to keep them on track’, Joseph Rowntree, 2013 <i>“Schools should focus on keeping pupils’ aspirations on track,” and “schemes should ... help [pupils] to make good choices about learning.”</i>	Interventions will be recorded to establish impact. Teachers to coordinate delivery and evaluation. SENCO to be aware of interventions PPG pupils are accessing	Teachers & SENCO	July 2018
	<i>Targeted support</i> – access to school based Play Therapist considered on an individual basis		Play Therapy coordinated, monitored and evaluated by SENCO & SLT – nominations made by staff about accessing the therapist discussed by SLT	SLT & SENCO	July 2018
Total budgeted cost					£48,100

6. Review of expenditure

Previous Academic Year : 2016-2017

Desired outcome	Actions	Impact	Lessons learned	Cost
<p>Investing in staffing & early interventions to narrow the attainment gap</p>	<p>Investing in staff to ensure that all teaching is of a good standard for all pupils Ensuring staff access high quality CPD to support 'quality first teaching' Ensuring that pupils in receipt of PPG receive additional support from the 'best suited' member of staff to do this Focusing staff attention to and use of The Sutton Trust Teaching & Learning Toolkit to support narrowing achievement gaps Maintaining fluid TA classroom support and 1:1 & small group additional time to achieve better pupil engagement, higher levels of motivation and increased positive attitudes to learning Investing in evidence based interventions for use 1:1 and in small groups, relevant to each pupil's starting point and needs Reinforcing positive learning behaviours to develop pupil attitudes and aptitudes, improve resilience and self-motivation, perseverance and ambition, based in the promotion of a school wide Growth Mindset Promoting wider staff awareness of those in receipt of pupil premium through the creation of pupil champions Ensuring that staff work closely with parents, communicating regularly, to maximise learning and teaching in school Providing 1:1 tuition and coaching for identified pupils to enhance all of the above, as necessary</p>	<p><u>EYFS July 2017 Pupil Outcomes:</u> Good Level of Development achieved by 66.7% of PPG pupils and 82.7% non-PPG pupils, representing an in school gap of 16% (4.3% gap between school PPG pupils and national non-PPG pupils)</p> <p><u>Year 1 Phonics July 2017 Pupil Outcomes:</u> Expected standard achieved by 84.6% of PPG pupils and 84.1% non-PPG pupils, representing <u>no</u> in school gap</p> <p><u>End of KS1 July 2017 Pupil Outcomes:</u> Reading – Expected standard or above achieved by 77.7% of PPG pupils and 87% of non-PPG pupils, representing an in school gap of 9.3% (school PPG pupils achieve above the national figure) Writing - Expected standard or above achieved by 44.4% of PPG pupils and 71% of non-PPG pupils, representing an in school gap of 26.6% Maths - Expected standard or above achieved by 61.1% of PPG pupils and 80% of non-PPG pupils, representing an in school gap of 18.9%</p>	<p>Gaps need further diminishing for end of EYFS attainment, and end of KS1 attainment in reading, writing and maths.</p> <p>Success with Year 1 attainment in phonics needs to be maintained</p> <p>Increased emphasis on targeted early intervention for PPG pupils needed – SLT to discuss staff training needs, identifying the most appropriate members to lead interventions, increased focus on PPG rapid graspers.</p> <p>CPD program well received by staff – training needs for next academic year to be planned to build upon this, with special regard made to mental health and well-being.</p> <p>Early morning phonics clubs in Year 1 have supported progress in reading and writing, as well as attendance for key pupils.</p> <p>Many support staff working fluidly in the afternoon sessions to lead interventions across classes –to be built upon next academic year.</p> <p>Monitoring has highlighted an increase in the standards of good teaching across the school.</p>	<p>£39,670 budget</p>

Desired outcome	Actions	Impact	Lessons learned	Cost
'Getting off to a good start' – school uniform and equipment	Providing school branded uniform upon joining the school e.g. jumpers, polo shirts, PE tops Providing chair bag, book bag, PE bag upon joining the school	Pupils had correct uniform and equipment to ensure they felt part of the school community and able to participate fully – 13 families took up the offer 2016-17	Not all families took up the offer with help to purchase uniform – those with siblings pass on equipment etc. Whilst less families accessed this support than anticipated, those who did, very much welcomed the support. Budget to remain for next academic year.	£1000 budget £490.07 actual
Desired outcome	Actions	Impact	Lessons learned	Cost
'Curriculum enrichment' – clubs, equipment, trips, workshops & events	Offer of free attendance at up to two clubs (external providers) per term All trips, workshops or other paid events at no additional cost to families	All pupils were able to access trips and workshops throughout the academic year – enhancing learning and social opportunities 18 families took up the offer of free clubs during 2016-17	Further advertisement of clubs available required in next academic year to welcome more pupils in accessing sports, arts and languages enrichment after school.	£5000 budget £4226.30 actual
Desired outcome	Actions	Impact	Lessons learned	Cost
'Going the extra mile' – personalised additional actions to meet needs e.g. Letterbox program	Letterbox program for Year 1 pupils to support home school link through literacy based activities	Positive feedback from pupils and parents, including: 'Thank you for making my child feel excited by learning – the books and little extras are great!' 'When am I getting my next pack?'	Staff report that children are excited each month to receive their pack and are eager to take them home and then return to school and talk about what was inside. Parents appreciate the extra resources to supplement what they have available at home. Program to be purchased again for next academic year, widening out to Reception as well as Year 1.	£2430 budget £2430 actual