



# **Pupil Premium Strategy Statement**

**2020 - 2023**

*\*Together we learn and grow\**

## School Overview

Metric	Data
School name	Maple Infants' School
Pupils in school	312
Proportion of disadvantaged pupils	3.4% (Yr R-2)
Pupil premium allocation this academic year	£33,625
Publish date	September 2020
Review date	September 2021
Pupil premium lead	Helen Funnell

## Disadvantaged pupil progress for last academic year 2019 – 2020

September 2019-March 2020 only due to national school closures

Measure	Data
Reading	Reception: 100% Year 1: 75% Year 2: 92%
Writing	Reception: 100% Year 1: 63% Year 2: 69%
Maths	Reception: 89% Year 1: 75% Year 2: 92%

Other areas monitored/supported during lockdown	
Food bag delivery	<ul style="list-style-type: none"> <li>Carried out by SLT as part of welfare monitoring</li> </ul>
Regular contact – at least weekly	<ul style="list-style-type: none"> <li>Ensured staff maintained direct contact with families and therefore could be alerted to needs or challenges or changes in needs</li> </ul>
On site provision offered	<ul style="list-style-type: none"> <li>Offered following discussion with families, where it was agreed that on site provision would be supportive/recognised need/vulnerability</li> </ul>
Printed home learning	<ul style="list-style-type: none"> <li>Supported families and pupils to access home learning</li> </ul>
Personalised resources	<ul style="list-style-type: none"> <li>Extra personalised resources were sent home to families in response to challenges or needs, including pupils with SEN</li> </ul>
Library of recorded stories on school website	<ul style="list-style-type: none"> <li>Provided all families with access to a range of high quality text throughout lockdown</li> </ul>
Increased pastoral care	<ul style="list-style-type: none"> <li>Additional phone calls and personalised support, especially those with multiple characteristics in addition to being eligible to PPG</li> </ul>

## Disadvantaged pupil performance overview for last academic year 2019 – 2021

Measure	Data
Meeting a good level of development in Yr R	<i>Due to nationwide school closures, the national curriculum assessments due to be held in summer 2020 including tests, teacher assessments and the phonics screening check, were cancelled by the DfE and no school performance measures will be published for the 2019/20 academic year.</i>
Meeting phonic threshold in Yr1	
Meeting expected standard at KS1 in Reading	
Meeting expected standard at KS1 in Writing	
Meeting expected standard at KS1 in Maths	

## Disadvantaged pupil performance overview for academic year 2018 – 2019

Measure	Data
Meeting a good level of development in Yr R	25%
Meeting phonic threshold in Yr1	64%
Meeting expected standard at KS1 in Reading	78% (1 GDS)
Meeting expected standard at KS1 in Writing	67%
Meeting expected standard at KS1 in Maths	78%

## 3-year strategy aims for disadvantaged pupils

Our PPG strategy is based on the Education Endowment Funds' (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching
- Targeted Academic Support
- Wider Strategies

Measure	Activity
Priority 1	Improve teaching quality for all pupils and close the attainment gap between PPG and non PPG pupils in core subject areas
Priority 2	To ensure interventions are highly effective and match identified needs and close gaps in knowledge
Priority 3	To meet the needs of all learners, developing a whole school approach to well-being and attachment
	<ul style="list-style-type: none"> <li>• Children having multiple characteristics e.g. Pupil Premium, SEND, Care Experience, attachment</li> </ul>

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Social, emotional and communication needs of these children</li> <li>• Reduced resilience and independence</li> <li>• Slower than expected progress compared with peers</li> <li>• Engagement with learning at home</li> <li>• Attendance and punctuality</li> </ul>
Projected spending over three years	£90,000 approximately

### Teaching priorities for current academic year 2020-2021

Aim	Target	Target date
Progress in Reading	Achieve good or better progress in reading from pupils own starting point	Sept 21
Progress in Writing	Achieve good or better progress in writing from pupils own starting point	Sept 21
Progress in Mathematics	Achieve good or better progress in mathematics from pupils own starting point	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

### Targeted academic for current academic year 2020-2021

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• To ensure accurate identification of intervention required to support specific pupil progress</li> <li>• To ensure effective interventions in place with clear identified outcomes</li> <li>• Regular monitoring demonstrates effectiveness of interventions</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• To ensure effective staff deployment which impacts positively on pupil progress</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Children having multiple characteristics e.g. Pupil Premium, SEND, Care Experience, attachment</li> <li>• Social, emotional and communication needs of these children</li> <li>• Reduced resilience and independence</li> <li>• Slower than expected progress compared with peers</li> <li>• Engagement with learning at home</li> <li>• Attendance and punctuality</li> </ul>

## Wider strategies for current academic year 2020-2021

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• To ensure pupil attendance and punctuality remains high</li> <li>• To successfully re-establish learning behaviours</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• To successfully re-establish effective working peer relationships within classroom and playground</li> <li>• To achieve Attachment Awareness Award</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>• To continue to promote home school links through Letterbox packs</li> <li>• To enabling access to participation in wider school life</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Children having multiple characteristics e.g. Pupil Premium, SEND, Care Experience, attachment</li> <li>• Social, emotional and communication needs of these children</li> <li>• Reduced resilience and independence</li> <li>• Slower than expected progress compared with peers</li> <li>• Engagement with learning at home</li> <li>• Attendance and punctuality</li> </ul>
<b>Projected spending for academic year 2020 - 2021</b>	£33,625 plus an additional £13,500 through School Development Plan priorities

## Pupil Premium Action Plan 2020 – 2021

### TEACHING PRIORITIES

**Overarching 3 year priority:** Improve teaching quality for all pupils and close the attainment gap between PPG and non PPG pupils in core subject areas

**Rational:** Data of disadvantaged pupils demonstrates slower rate of progress in KS1 and reduced outcomes compared to peers in Reception and KS1. Research informs a link between strong vocabulary development and positive long term outcomes and therefore this is a priority for our pupil development. Pupils need support with engagement, independence and developing resilience which has been increasingly apparent following return to school from national lockdown.

Area	Actions	Who?	When	Resources	Research/ information links	Success Criteria	Monitoring
Introduce Power of Reading	<b>Link with SDP</b> Rational shared with all staff	SLT	Sept 2020	CLEP Power of Reading Training	Power of Reading (CLEP) <a href="#">HERE</a>	Staff increased awareness of planned impact	
	Identify key member of staff to lead on PoR	SLT	Sept 2020	Staff professional development reading		Improvement in pupil engagement through sharing high quality text	
	Enrol on training and plan implementation	Reading Lead & SLT	Autumn 2020	Release time for key staff		Reading Leader is able to articulate rational and purpose of PoR and related to how this will support pupil progress and outcomes	
	Consult with AfC English Lead	Reading Lead & SLT	Autumn 2020	Purchase of key texts			
Increase range of decodable texts	Consult with AfC English Lead	Reading/Phonics Leaders/SLT	Autumn 2020	AfC SPARK credits	EEF Phonics Toolkit <a href="#">HERE</a>	Decodable texts used effectively to support pupil progress in reading and phonics	PPG pupils making good or better progress in reading
	Research texts available	Reading and Phonics Leaders	Autumn 2020	Decodable texts			
	Liaise with SBM & governors for purchase	Reading and Phonics Leaders	Spring 2021				
	Purchase text	SBM	Spring 2021				

Ensure high quality phonics teaching across the school	<p><b>Link with SDP</b></p> <p>Accurate assessment of phonics for all</p> <p>Review planning – AfL</p> <p>Model lesson for new staff (NQT) by Phonics Lead</p> <p>Phonics training for all TAs</p> <p>Monitoring whole class teaching of phonics</p>	<p>Phonics Lead &amp; Class Teachers</p> <p>Phase Leaders &amp; Class Teachers</p> <p>Phonics Lead</p> <p>Phonics Lead</p> <p>Phonics Lead and SLT</p>	<p>Autumn 2020 Ongoing</p> <p>Ongoing</p> <p>Autumn 2020</p> <p>Spring 2021</p> <p>Spring 2021</p>	AfC SPARK Credits – training package	EEF Phonics Toolkit <a href="#">HERE</a>	<p>Phonics assessment is accurate and therefore teaching matches pupil needs</p> <p>Monitoring demonstrates high quality phonics teaching with practical activities to apply skills</p>	
Re-establish Mathematics Mastery (MM) approach following national lockdown and school closure	<p>Maths Lead to ensure new members of staff are familiar with approach</p> <p>Phase Leaders ensure planning uses maths mastery approach</p> <p>Phase leaders ensuring key principles of MM approach are in use e.g. Star Words, Maths Meetings etc</p>	<p>Maths Lead &amp; NQTs</p> <p>EYFS and KS1 Leads</p> <p>EYFS and KS1 Leads</p>	<p>Sept 2020</p> <p>Autumn 2020</p> <p>Ongoing</p>	MM training – new staff	<p>DfE Maths Guidance: Teaching mathematics in primary schools 2020 <a href="#">HERE</a></p> <p>EEF Mathematics Mastery Toolkit <a href="#">HERE</a></p>	<p>Monitoring demonstrates MM approaches are effectively used to support vulnerable groups</p> <p>Staff observe children to be confident in mathematical discussions/use of vocabulary</p> <p>PPG pupils make good or better progress in maths</p>	

	Reassess baseline to ensure AfL informs planning	Class Teachers	Autumn 2020				
	MM strategies are impacting on pupil engagement and independence (talk tasks)	Class Teachers	Ongoing				

### TARGETED ACADEMIC SUPPORT

**Overarching 3 year priority:** To ensure interventions are highly effective and match identified needs and close gaps in knowledge

**Rationale:** Data of disadvantaged pupils demonstrates slower rate of progress in KS1 and reduced outcomes compared to peers in Reception and KS1. Pupils need support with engagement, independence and developing resilience which has been increasingly apparent following return to school from national lockdown. In addition to this, changes in staffing, alongside assessments, indicate that there needs to be an increased focus on specific targeted academic support which will impact on individual pupil progress, particularly as many PPG pupils have multiple characteristics which can impact on their learning.

Area	Actions	Who?	When	Resources	Research/ information links	Success Criteria	Monitoring
Accurate identification of intervention required	Phase leaders to support class teachers to identify gaps following assessment	Phase Leads/Class Teachers	Ongoing- at least termly	Phase Leader time	EEF Toolkit <a href="#">HERE</a>	Accurate assessment leads to accurate identification of intervention required	
	Phase leaders to lead on identified actions	Phase Leads	Ongoing			Staff leading intervention are acutely aware and able to demonstrate its purpose and intended outcome	



Effective interventions in place	Class teachers to identify intervention need with clear baseline and intended outcome	Class Teachers	Ongoing	Salary costs for proportion of Teaching Assistants time	EEF Toolkit <a href="#">HERE</a>	Interventions demonstrate impact on children's progress	
	Class teachers to ensure all PPG pupils receive appropriate intervention	Class Teachers	Ongoing				
	Intervention focus on phonics, reading, writing and maths	Class Teachers and Core Subject Leads	Ongoing – termly/half term - adapted according to need				
	Effectiveness of interventions evaluated	Class Teachers and Core Subject Leads	Ongoing				
	TA phonic training	TAs and Phonic Lead	Spring 2021			Staff feel confident in delivering interventions	Children's resilience and independence is observed to be increasing
Improve monitoring of interventions to ensure impact	Use EEF toolkit to support intervention planning and impact	Class Teachers	Ongoing		EEF Toolkit <a href="#">HERE</a>	Monitoring of interventions demonstrates delivery of high quality support	
	Interventions monitored against set intended outcomes	Class Teachers/Core Subject/Phase/Inclusion Leads	At least half termly				

	Delivery of interventions observed	Class Teachers/Subject/Phase Leads	Ongoing			within classroom setting	
Staff deployment	Liaison with class teachers to understand cohort needs  SLT to explore baseline/termly data & establish cohort need which may impact on staff deployment	Phase Leads  SLT	Ongoing at least termly  Termly		EEF Toolkit <a href="#">HERE</a>  EEF Staff Deployment & development <a href="#">HERE</a>	Staff feel confident in delivering interventions  Interventions are carried out regularly and effectively by staff	

#### WIDER STRATEGIES

**Overarching 3 year priority:** To meet the needs of all learners, developing a whole school approach to well-being and attachment

**Rationale:** National lockdown has significantly impacted on changing context of children's emotional needs, there is an increased number of staff needed to support wellbeing needs alongside an increase in the number of pupils requiring this. Attendance and punctuality of all pupils, but especially PPG pupils, needs to continue to be promoted, so that **all** learning time is maximised.

Area	Actions	Who?	When	Resources	Research/information links	Success Criteria	Monitoring
Pupil attendance	Close monitoring of all attendance and punctuation but especially PPG  Class Teachers to liaise with parents, particularly where punctuality is a concern  Consideration of a learning platform to support remote education is required	Office team/HT  Class Teachers  SLT	Ongoing  Ongoing  Ongoing	Dedicated daily time for Office Team to monitor  Time for additional meetings with families  Funding to explore/set up Google Classroom	DfE Report <a href="#">HERE</a>	All pupils arrive on time  All pupils aspire to 97% attendance or above  No PPG pupils are persistently absent  All pupils can access remote	

	Identify if any PPG families would require support for remote access	SLT	Ongoing and in response to any needs	Resources to support remote access e.g. laptop, Chromebook		learning if required	
Re-establish learning behaviours	<p><b>Link with SDP</b></p> <p>Whole staff awareness of recovery curriculum and key levers</p> <p>Class teachers to promote positive learning behaviours through differentiated teaching</p> <p>Zones of Regulation displayed and in use alongside Golden Rules</p>	<p>All staff</p> <p>Class Teachers</p> <p>All staff</p>	<p>Ongoing but particularly after lockdown</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Increased adult support where necessary e.g. supply</p> <p>Regular stock of 'Get Back to Green' toolkits in communal areas</p>	<p>Research Schools Network <a href="#">HERE</a></p>	<p>Children's learning behaviours positively impact on attitudes to learning and progress both in smaller group and whole class scenarios</p>	
Re-establish effective working peer relationships within classroom and playground	<p>Whole staff awareness of supportive reintegration back into school</p> <p>Re-establish Golden Rules</p> <p>Staff to monitor playground/lunchtime behaviour and support where necessary</p> <p>Careful management of shared spaces once safety restrictions begin to lift</p>	<p>All staff</p> <p>All staff</p> <p>Lunchtime Manager/TAs and SMSAs</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing - at least half termly</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Public Health England Report <a href="#">HERE</a></p>	<p>Positive peer relationships effectively support pupil well-being and learning behaviours to enable children to make good or better progress</p>	

Attachment Awareness Award	<b>Link with SDP</b> Whole staff training to widen awareness and strategies	All staff	Spring 2021		Attachment Lead Network <a href="#">HERE</a>  The ARC – YouTube link <a href="#">HERE</a>	School wide approach to support staff to identify attachment needs and provide appropriate support for children  Staff will have complete training and their confidence will have increased to enable them to support children effectively  Learning is not disrupted by low level disruption	
	SLT encourage staff to reflect and raise any concerns for PPG pupils in relation to attachment concerns	All staff	Ongoing				
	Staff communication within learning environments enhances consistent approach	Led by class Teachers	Ongoing				
	New Positive Behaviour Policy	SLT	Summer 2021				
	Behaviour reports analysed for any PPG trends	SLT	Termly				
	Boxall Profile to be used where relevant	Inclusion Lead	Ongoing	Subscription			
Letterbox packs	Identify eligible pupils in Year R - 1	Inclusion Lead	Annual (May – Oct)	£135 per child	EEF Working with parents <a href="#">HERE</a>  The Letterbox Club – Book Start <a href="#">HERE</a>	Increased engagement with home learning  Shared learning between home and school	
	Distribute packs to pupils	Inclusion Lead					
Enabling access to participation in wider school life	Identify eligible pupils	Office Team	When clubs re-start	£1000 per term (approx.)	EEF Sports Participation <a href="#">HERE</a>	Parents feel supported  Children feel prepared for	
	Communicate offer with eligible families	Office Team	Sept 2020/Ongoing				

<p>*Uniform *School trips *After School Clubs</p>	<p>Provide 'Getting Ready for School' uniform offer to eligible pupils</p> <p>All trips accessible</p> <p>Monitor children's attendance at least 1 extra-curricular school based activity</p>	<p>Office Team</p> <p>Office team/Class Teachers</p> <p>Office Team</p>	<p>Sept 2020 – at different times for in year transfers/admissions</p> <p>Ongoing</p> <p>When clubs re-start</p>		<p>The Children's Society Report – The Wrong Blazer <a href="#">HERE</a></p>	<p>school and part of the school community</p>	
---	---	---	--	--	--	--	--

## Monitoring and Implementation

Area	Challenge	Mitigating action
All	<ul style="list-style-type: none"> <li>Greatest potential challenge for all areas could be if schools are closed again or activities restricted due to pandemic, either locally or nationally.</li> </ul>	<ul style="list-style-type: none"> <li>Clear COVID risk assessments and review ensuring strategies in place to reduce risk of local closure</li> <li>Remote education offer clear</li> <li>Promote national strategies with parent body and staff to avoid national lockdown</li> <li>Staff to access regular testing/vaccinations if available</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Disseminating professional development for wider impact</li> <li>Budget constraints</li> </ul>	<ul style="list-style-type: none"> <li>Committed to members of staff attending CPD – cover allocation included</li> <li>Professional development meeting times identifies opportunities for wider dissemination</li> <li>School has identified funding priority linked to SDP</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>Time, space and staffing to lead interventions in line with safety measures</li> <li>Staff confidence</li> </ul>	<ul style="list-style-type: none"> <li>Clear autonomy given to teachers to lead their staff teams and timetables</li> <li>Dedicated training time – TAs &amp; Teachers including use of AfC Advisors</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>Communication and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Identify key staff to work alongside key families where appropriate</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
Accelerated progress in all PPG pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>No national assessments took place</li> <li>Progress data up to March 2020 – see previous data above</li> <li>Reception: In reading, writing and number, higher % of PPG pupils made good or better progress compared to non PPG</li> <li>Year 1: In reading, writing and maths, there is an equal % gap between PPG and non PPG pupils with a higher % of non PPG pupils making good or better progress</li> <li>Year 2: Marginally higher % of PPG pupils made good or better progress compared to non PPG pupils in reading. There is a small % gap in maths where slightly higher % of non PPG pupils made good or better progress. There is a larger gap in writing between PPG</li> </ul>

	and non PPG pupils which matches the year 1 gap.
Improve attendance	<ul style="list-style-type: none"> <li>• Prior to national lockdown, persistent absentee tracking indicated that there are no significant differences between % of PPG and non PPG pupils with persistent absence, except for year 2 where a higher % of PPG pupils have attendance below 90% compared to non PPG.</li> <li>• 22% of pupils identified for discussion with EWO were PPG</li> </ul>
Increased involvement of parents and carers of PPG pupils in school	<ul style="list-style-type: none"> <li>• Oct 2019 and Feb 2020 Parent Teacher Consultations 100% attendance for PPG families</li> <li>• Prior to lockdown informal feedback from staff indicates that opportunities for regular communication of families with PPG pupils generally is positive</li> <li>• During lockdown regular well-being conversations were held remotely and PPG families were prioritised for telephone calls by staff</li> <li>• SLT delivered food parcels and resources to families to maintain positive contact</li> <li>• Positive relationships were developed between key members of staff and identified families</li> </ul>
Increased resilience, self-confidence and self-belief	<ul style="list-style-type: none"> <li>• For some of our families, sharing 'Zones of Regulation' resources for use at home supported the consistency between home and school</li> <li>• Jigsaw PSHE curriculum enabled staff to ensure that children were able to identify and celebrate their own uniqueness and successes</li> </ul>