



Pupil Premium Strategy Statement

2021 - 2022

Together we learn and grow

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Metric	Data
School name	Maple Infants' School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	7% (Yr R-2) 7.7% (Yr N – 2)
Academic years that our current pupil premium strategy plan covers	2020 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Claire Barwell
Pupil premium lead	Helen Funnell
Governor lead	Margie Lindsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25555
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this year	£28600

Part A: Pupil premium strategy plan

Statement of intent

At Maple Infants' School, our mission is to nurture **ALL** children to be successful lifelong learners, confident individuals and responsible citizens and we strive to build strong relationships with all of our families.

Each child within our setting is unique, which includes those entitled to the pupil premium grant, and therefore our response to their needs reflects this. We have high aspirations for all of our children, however we recognise that those children entitled to the premium may face particular challenges. We strive to identify and overcome individual barriers to learning to support pupils to achieve and attain well and diminish the difference.

Our overarching aim is to promote a love of learning for all children, increase the number of pupils developing the knowledge and skills required to achieve age related expectations and be ready for the next stage of their education, whilst also participating fully in school life, opportunities and experiences with confidence.

Challenges

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

Challenge number	Detail of challenge
1.	Communication and early language Vocabulary gaps identified, particularly within the early years, which can impact on relationships between peers and adults as well as attainment and learning.
2.	Attendance Reduced attendance and poor punctuality causes children to fall behind in attainment and progress and prevents full participation in school life.
3.	Early reading Low starting points identified and challenges around catching and keeping up.
4.	Writing stamina Finding engagement in the writing process difficult to sustain in order to demonstrate application of their learning.
5.	Aspirations – all stakeholders Aspirations do not always reflect promoting the importance of building foundations of learning now for positive impact in the future.
6.	Maintaining progress made in early years throughout KS1 Attainment differences between pupil premium and non-pupil premium are not diminishing enough within KS1 compared to EYFS.
7.	Complexity of needs Coexistence of multiple indicators e.g. SEND, EAL, attendance, social and emotional needs due to complex family situations, receiving support from wider professionals which can increase challenge for disadvantaged children

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
1. Improve communication and language skills amongst disadvantaged pupils	<ul style="list-style-type: none"> Targeted interventions addressing any gaps Pre-teaching of vocabulary Explicit identification of vocabulary within curriculum Rapid progress in acquisition of language skills
2. There is a reduction in number of disadvantaged pupils whose attendance or punctuality causes concern	<ul style="list-style-type: none"> Attendance and punctuality of all disadvantaged pupils is at least good Disadvantaged pupils access all of the curriculum as attendance and punctuality is good or better
3. Pupils make good or better progress in reading	<ul style="list-style-type: none"> Increased focus on reading for pleasure New SSP demonstrates positive impact on pupils reading

4. Increased stamina for writing demonstrated	<ul style="list-style-type: none"> Increased focus on writing for purpose and pleasure Inspire learning including writing at home Supporting families to understand the writing process
5. All stakeholder share high aspirations for all pupils regardless of starting points or need	<ul style="list-style-type: none"> Parents are engaged in their child's learning in school 100% attendance at parents consultations Aspirational targets are set for pupils with appropriately identified support to achieve these Each child in receipt of pupil premium has a one page profile which includes sharing their aspirations
6. Gaps between PPG and non PPG pupils continue to narrow	<ul style="list-style-type: none"> Tracking and monitoring demonstrates gaps continuing to narrow from EYFS through to KS1 Teachers are able to communicate progress, strengths and barriers within pupil progress review meetings and articulate effectiveness of support in place
7. Increased understanding of contributing factors to barriers to enhance effective support	<ul style="list-style-type: none"> Increased partnership with parents led by class teachers One page profiles identify personal circumstances Measures of progress take in a holistic view of the whole child

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF High Quality Teaching	1 - 7
Power of Reading	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to	1 - 7

	use reading comprehension strategies. EEF Reading Comprehension Strategies	
Little Wandle Revised Letters and Sounds	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. EEF Phonics	3, 4, 6
Professional development for all teaching and support staff	A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers. EEF Guide to Implementation	1, 3, 4, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of TAs	Well-evidenced teaching assistant deployment can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF Teaching Assistants	1 - 7
Pre-teach and consolidation targeted same day support	For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction allows activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practise skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. EEF Individualised Instruction	1, 3, 4, 6
Early language skills strengthen through NELI	Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF Oral Language	1, 3, 4
Structured interventions as directed through specific schemes of Little Wandle and Mathematic Mastery	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF Phonics	3, 4, 6
Increased purchase of decodable text to support early reading	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to	1, 3, 4, 6

	use reading comprehension strategies. EEF Reading Comprehension Strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Social and Emotional Learning	6, 7
Increased understanding of barriers identified by families which impact on attendance	High attendance has a greater impact on progress and attainment. DfE	2, 7
Re-addressing importance of attendance in light of impact from national pandemic	Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. EEF	2, 5
Continue to ensure that families can access education remotely when needed	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. EEF Digital Technology	6
Letter Box Scheme	Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. EEF Improving Literacy in KS1	1, 3, 4
Increase access to wider opportunities	Full participation in school life EEF Toolkit	5

Total budgeted cost: £ 28,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2020-21, the school was impacted by further school closures due to the national pandemic in the spring term. We recognise that school closures have impacted on the educational outcomes for many children, but particularly for our disadvantaged pupils. Keeping children engaged with learning, especially when working remotely, was essential for pupils. Personalised resource packs, including the offer of a loan of Chromebooks for PPG pupils and others whom were disadvantaged were an important tool for many families. Ensuring that resources met the individual needs for our children and linked wherever possible with the interventions which would have been delivered in school was a key priority. Places on site were organised for key workers and vulnerable pupils which included increased provision for some as needs became more apparent. Staff contact with families was planned according to need based on a strong understanding of their particular contexts.

The focus for when children were able to return to school, both in September 2020 and March 2021, was very much focused on pupil well-being and staff responded quickly to enable children to re-engage with school learning through our recovery curriculum, acknowledging the losses but also the leavers for recovery (Barry Carpenter). This focused on providing high quality learning, which sought to rapidly identify gaps and priorities key learning needs alongside our nurturing environment ensured that the children returned positively.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power of reading	CLPE
Mathematics Mastery	Ark Curriculum +
Letterbox	The Book Trust
Tapestry	The Foundation Stage Forum Ltd

Further information – guidance we have used

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/Professional-Development-Summary_2021-12-07-103959_aibu.pdf

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital>

<https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances#:~:text=The%20new%20research%20shows%20that,standard%20English>