



Pupil Premium Strategy Statement

2022 - 2023

Together we learn and grow

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Metric	Data
School name	Maple Infants' School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	6.7% (Yr R - 2) 6.6% (Yr N - 2)
Academic years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£26,315
Recovery premium funding allocation this academic year	£2,900
Pupil premium (and recovery premium) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this year	£29,215

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 at least 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.	<p>Communication and early language</p> <p>Vocabulary gaps identified, particularly within the early years, which can impact on interactions between peers and adults as well as attainment and learning. Of particular note, children currently in Reception were toddlers at the height of the first national lockdown and they, along with those now in year 1 and 2, were impacted by lack of opportunities to socialise and communicate widely.</p>
2.	<p>Attendance</p> <p>Reduced attendance and poor punctuality causes children to fall behind in attainment and progress and prevents full participation in school life.</p>
3.	<p>Early reading</p> <p>Low starting points identified and challenges around catching and keeping up. Ensuring that all children have positive role models to promote reading and wider reading opportunities including reading for pleasure.</p>
4.	<p>Writing fluency</p> <p>Finding engagement and fluency in the writing process difficult in order to demonstrate application of their learning.</p>
5.	<p>Aspirations – all stakeholders</p> <p>Aspirations do not always reflect promoting the importance of building foundations of learning and positive learning behaviours now for greater impact in the future.</p>
6.	<p>Maintaining progress made in early years throughout KS1</p> <p>Attainment differences between pupil premium and non-pupil premium are not diminishing enough within KS1 compared to EYFS. This is a particular challenge in reference to the school experiences of our children to date (pandemic impact).</p>
7.	<p>Access to wider opportunities</p> <p>Complexity of family situations/circumstances has been identified to impact on some PPG pupil's ability to access wider opportunities and experiences.</p>

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 • Lesson design explicitly highlights vocabulary (star words) and pre-teaching of this is incorporated into quality first teaching • Explicit identification of vocabulary within curriculum • Rapid progress in acquisition of language skills • Parent workshop with a focus on Communication and Language Development

<p>2. There is a reduction in number of disadvantaged pupils whose attendance or punctuality causes concern</p>	<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 • Half termly monitoring identifies pupils at risk and swiftly identifies actions where there is concern (including EWO involvement)
<p>3. Pupils make good or better progress in reading</p>	<ul style="list-style-type: none"> • Maintain increased focus on reading for pleasure – which includes involving PPG pupils with the library development • SSP continued to demonstrate positive impact on pupils reading • Regular phonic assessments highlighted to parents and reviewed in school
<p>4. Increased fluency for writing demonstrated</p>	<ul style="list-style-type: none"> • Increased focus on key word writing for purpose and pleasure • Inspire learning including writing at home • Supporting families to understand the writing process and how to support their child
<p>5. All stakeholder share high aspirations for all pupils regardless of starting points or need</p>	<ul style="list-style-type: none"> • Parents are engaged in their child's learning in school and opportunities are sought for them to join their child in lessons where appropriate • 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
<p>6. Gaps between PPG and non PPG pupils continue to narrow</p>	<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 • Shared year group pupil progress review meetings to increase wider awareness and shared actions for support e.g. support staff deployment
<p>7. Increase access to wider opportunities e.g. attendance at after school clubs/events etc</p>	<ul style="list-style-type: none"> • Leaders seek to increase awareness and understanding of a child's lived experiences in order to overcome any barriers which reduce access to wider opportunities • Opportunities undertaken for pupil voice • More PPG children access wider opportunities

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 (Assessment and feedback SPARKed Project)	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 & reading for pleasure	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Research evidence on reading for pleasure - Education standards research team	1 - 7
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	1 - 7

	and 'catch-up' with previously higher attaining pupils. EEF Teaching Assistants	
Pre-teach and consolidation targeted same day support (linked to SPARKed Project)	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, 5, 6
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 use reading comprehension strategies. EEF Reading Comprehension Strategies	1, 3, 4, 6
Library development – PPG pupils directly involved in choosing texts	Research reports a link between library use and reading for pleasure; young people that use their library are nearly twice as likely to be reading outside of class every day. Research evidence on reading for pleasure - Education standards research team	1, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,215

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

Setting good attendance expectations right from the start – targeted where needed	Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. EEF Attendance	2, 5, 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, 7
Supporting interaction and communication opportunities at lunchtime & playtimes	Research highlights the need to prioritise the development of young children's early communication and language, with an emphasis on supporting educators to model, support and engage in high-quality interactions. EEF Supporting High Quality Interactions	1, 5, 7

Total budgeted cost: £ 29,215

Part B: Review of previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Language rich environment and key vocabulary promoted regularly with families via our 'Weekly Overviews'. These have supported links between home and school and have highlighted the importance of vocabulary. All areas of the curriculum include specific vocabulary identification to support communication skills and staff are beginning to dual code this with relevant 'widget' symbols. It has been identified that a parent workshop focusing on Communication and Language would support this intended outcome for the next academic year.
- Whilst there have been variations in attendance patterns and at times improvements are noted for PPG pupils compared to non-PPG pupils these have not yet been sustained. Our PPG cohorts are small in each year group and there are key identified families which give particular cause for concern and require regular support to attend school on time and reduce absence.
- There has been a notable increased focus on reading for pleasure in school which has included children taking their own selected books home alongside their identified decodable text. New SSP has been well established and data indicates that this is having a positive impact for all readers, particularly those in Reception. New SSP needs to continue to be embedded, which includes ensuring relevant interventions are effective. Plans for new library will include involving PPG children in its development.
- Weekly overviews have supported families in identifying opportunities for writing for purpose and pleasure at home to support in-school learning. Lesson planning and design has identified opportunities for playful and purposeful writing which engages children in the process e.g. using high quality texts which inspire the children. Writing continues to be a focus in the next academic year, particularly for PPG pupils.
- All parents of PPG pupils attended parent consultations either alongside other families or invited to attend separate meetings to ensure their attendance and maximise aspirations for all. Staff have high aspirations for all children and were keen to ensure that children with PPG status were able to experience success and were ready for the next stage in their education. Development of one page profiles for PPG pupils continues to be a focus in the next academic year.
- All PPG children in key stage one were invited to receive School Led Tutoring which was led by teachers and Senior Leaders within the school during the summer term to support their reading and phonic progress. Staff know children incredibly well and are able to confidently communicate their progress, strengths and barriers. Progress for many PPG pupils is not just academic and with multi-complexities in place for many of our pupils, progress is observed also in confidence, resilience and social development.
- Staff sought to develop and maintain strong communication and partnership with parents of PPG pupils so that they were fully appraised of the child's 'lived' experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mathematics Mastery	Ark Curriculum +
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Letterbox	The Book Trust
Tapestry	The Foundation Stage Forum Ltd

Further information – guidance we have used

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

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>

<https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671525015>

<https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years>