

Maple Primary School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Maple Primary School
Pupils in school	249
Proportion of disadvantaged pupils	5.6%
Pupil premium allocation this academic year	£23,520
Academic year or years covered by statement	Sept 2021 – Aug 2022
Publish date	2022 July
Review date	July 2023
Statement authorised by	Shanti Johnson
Pupil premium lead	Gill Angel
Governor lead	Nicola Wong

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1 child WTS (KS1) – WTS(KS2) 1 child WTS (KS1) – Expected (KS2) 1 child GD (KS1) - GD (ks2)
Writing	2 children WTS (KS1) – WTS(KS2) 1 child Exp (KS1) – Exp (KS2)
Maths	1 child WTS (KS1) – WTS(KS2) 1 child WTS (KS1) – Expected (KS2) 1 child Exp (KS1) - GD (ks2)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2 of 3 children
Achieving high standard at KS2	1 of 3 children
Measure	Activity
Priority 1	To employ an additional teaching assistant to ensure every class has a teaching assistant to support all disadvantaged children in class.

	To ensure all teaching assistants are fully trained to support all disadvantaged children.
Priority 2	To set up and use pupil profiles and provision maps to monitor, review and support all disadvantaged children and children with SEND.
Barriers to learning these priorities address	In person training has been restricted due to Covid. Online training has been used to support professional development. Training courses for TAs for CPD will be explored and training opportunities given where ever possible.
Projected spending	£21,714

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To exceed national average in progress scores in KS2	July 23
Progress in Writing	To exceed national average in progress scores in KS2	July 23
Progress in Mathematics	To exceed national average in progress scores in KS2	July 23
Phonics	To exceed national average expected standard in PSC	July 23
Other	To improve the attendance of disadvantaged children to be in line with the rest of the school.	July 23

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To have a dedicated TA for each class to lead interventions to support disadvantaged children. This may be small groups or 1;1 sessions.
Priority 2	To set up small English and Maths intervention groups for disadvantaged children falling behind age related expectations and provide laptops for home learning for all disadvantaged children to support them further at home.
Barriers to learning these priorities address	To ensure all the TAs, and teachers are trained to provide targeted support for disadvantaged children in English and Maths to run intervention groups effectively. To ensure staff have the resources required to run interventions (individual and group sessions).

Projected spending	£200 for resoures

Wider strategies for current academic year

Measure	Activity
Priority 1	Engage all disadvantaged children in an extra curricular activity funded by the school. Eg football club, music lessons.
Priority 2	To ensure families with disadvantaged children are supported by the Family Support Worker and Mental Health Support Team where appropriate. To ensure well-being support is extended to the children in school through activities and programmes, e.g. Draw and Talk, Lego therapy and sand therapy.
Barriers to learning these priorities address	Children are actively encouraged to participate in extra-curricular activities and financial support provides them with the opportunity.
Projected spending	£1,111

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff are given time to allow for professional development.	Staff are paid for extra hours if they attend training outside their normal working day. INSETs are dedicated to professional development.
Targeted support	TA time is focussed on disadvantaged children and not the wider class. To ensure there is early identification of specific needs.	Individuals and group interventions are defined and clear targets set to ensure these children are targeted and progress made. To ensure specific needs are identified early, children are assessed regularly and a referral to the SENCO is easy to action.

Wider strategies	To engage families to take up support offered by external agencies.	To develop a good rapport with families of disadvantaged children so trust is built so they engage in recommendations of external support.
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Review: last year's aims and outcomes

Aim	Outcome
Employing a TA for every class to ensure all children have access to TA support.	Children are well supported throughout their time at Maple and disadvantaged children achieve more academically and flourish socially due to the additional TA support they receive.
To provide an additional teacher to support children in year 6 in the lead up to the key stage 2 tests.	The children received additional support with an additional teacher which helped them prepare for their SATs tests.