

Pupil premium strategy statement

1. Summary information					
School	Maybury Primary School				
Academic Year	2020-21	Total PP budget = £56,940	Paid in equal instalments in Oct, Jan, April & July	Date of most recent PP Review	March 2019 by Strictly Education 4S
Total number of pupils	207 (excl. nursery)	Number of pupils eligible for PP	42 (incl 2PP+)	Date for next internal review of this strategy	December 2020

2. Attainment 2018/19 (NB no SATS results available for year 19-20 due to pandemic)			
KS2	<i>All pupils (17% of all children are SEND)</i>	<i>Pupils eligible for PP (20% also SEN)</i>	<i>National average</i>
% achieving expected standard in RWM	64%	60% (3/5)	65%
% achieving expected standard in Reading	77%	80% (4/5)	73%
Progress in Reading	+2.2	+2.5	
% achieving expected standard in Writing	82%	80% (4/5)	78%
Progress in Writing	+2.4	+3.1	
% achieving expected standard in Maths	73%	80% (4/5)	79%
Progress in Maths	+0.6	+0.7	
KS1	<i>All pupils (10% of all children SEND)</i>	<i>Pupils eligible for PP (0% SEND – although 2 new arrivals with EAL)</i>	<i>National average</i>
% achieving expected standard in Reading	65%	50% (3/6)	76%
% achieving expected standard in Writing	55%	33% (2/6)	70%
% achieving expected standard in Maths	61%	66% (4/6)	76%
Year 1 Phonics	<i>All pupils (24% of all children SEND)</i>	<i>Pupils eligible for PP (0% SEND)</i>	<i>National average</i>
% meeting expected standard in Phonics	86%	75% (3/4)	82%
EYFS	<i>All pupils (% SEND)</i>	<i>Pupils eligible for PP (0% SEND)</i>	<i>National average</i>
% achieving GLD	75%	80% (4/5)	Not yet released

3. Impact of Pupil Premium Spending 2019/20			
Desired outcome	Cost	Evidence of Impact	RAG
Disadvantaged Pupils (DAP) to match National averages in Reading, Writing and Maths by the end of Key Stage 1 and 2		Disadvantaged Pupils (DAP) achieved higher than National averages in Reading, Writing and Maths at the end of Key Stage 2 but lower than National averages for Key Stage 1.	
DAP progress in Writing and Reading to be at least 0	Intervention training CPD costs - £1,834	Reading Specialist Teacher 4 children began the programme in the Autumn term and 3 of these were able to continue regular input through attendance following initial lockdown period.	
Narrow the gap between boys and girls in Reading and Writing	Salaries for Specialist Reading and Maths teachers - £57,214	Maths Specialist Teacher An intervention was delivered to a group of 6 year 1 children during the Spring term but this was halted due to school closure. Additional support was delivered to individual pupils within the class.	
DAP will make better than expected progress from their starting points	Lexia Software Reading Core5 - £1,155 (subscription for 3 rd of 3 years)	Early Literacy Support The intervention was started with 6 children during the Spring term however it was not possible to complete due to school closure.	
	ELSA training and EP supervision costs- £200	Lexia – 71 licences were purchased for flexible use throughout the school to enable practice and development of literacy skills working on individual targets. Programme is responsive to learners needs and provides additional practice opportunities to allow pupils to consolidate basic skills	
		ELSA support New EY ELSA was trained and this approach introduced into whole class provision in Reception allowing us to target mental health and wellbeing from the youngest age including additional support for vulnerable children and young carers and those from DAP backgrounds ELSA support was provided to 3 children accessed 1.1 intervention during the Autumn and beginning of Spring term. There was also group work around confidence building and self-esteem which was delivered flexibly across key stage 2	

<p>DAP will have more opportunities both socially and academically</p>	<p>HSLW costs - £30,156</p> <p>Parent workshops and classes - £50</p> <p>Breakfast and Early Morning club</p> <p>Trip subsidy - £1491.40</p>	<p>HSLW Our Home-School Link Worker continues to help identify and support DAP children and their families. Many rely on the translation service in order to effectively communicate about their child's needs and education. Some are supported with accessing goods and services such as the local food bank and CAMHS, while others are supported with routines and systems to improve behaviour, attendance and punctuality. These actions support families to bring their children to school in a better position to access the curriculum and develop their learning skills. In addition HSLW introduced a Book café to encourage DAP to engage in reading activities and events after school with parents</p> <p>Parent Workshops and Classes A range of parent workshops were planned by the HSLW. However, much of this training was curtailed due to school closure. Two sessions were delivered covering themes such as "How do children learn?" Encouraging independent skills e.g. dressing and toileting Encouraging social skills of sharing and turn taking Supporting children's physical development Strategies to develop good eating habits 10 parents from nursery attended Steps to Nursery Course . This covered toilet training, independence and play skills The second course was how to Help Your Child Manage Anxiety which was attended by 7 parents in key stage 2</p> <p>Breakfast and Early Morning Club The Breakfast Club is well used and over the year .44% of the pupils who attended on a regular basis were DAP. This service supports our working parents and provides increased economic opportunity for families. Children also learn about the importance of having a healthy well balanced meal before beginning their learning.</p> <p>Trip subsidy All DAP listed children are offered subsidised trips and visits and this enables them to have equality of opportunity providing a basis for learning from experiences, making connections and having a greater understanding of the world.</p>	
<p>Total amount spent 2019-20</p>	<p>£95,608.40</p>	<p>Total amount of PP funding 2019-20</p>	<p>£71,840</p>

4. Planned expenditure 2020-21				
Desired outcome	Action	Evidence for spend	Monitoring	Cost/ Resources
Disadvantaged Pupils (DAP) to match National averages in Reading, Writing and Maths by the end of Key Stage 1 and 2	<p>School Disadvantaged Audit with EEEA schools to be carried out annually</p> <p>High quality maths interventions including Success @ Arithmetic and in class target interventions</p> <p>Establishing support needed by DAP pupils post COVID19 lockdown to provide targeted response to individual needs through Recovery Curriculum Approach</p>		<p>Feedback from school audit to be shared with Governors and actions taken by HT and DAP leader</p>	<p>DAP leader 1 PM liaison time with other EEEA schools - £105</p>
DAP progress in Writing and Reading to be at least 0	<p>Writing interventions – writing booster clubs with focus on DAP. Therapeutic Storywriting sessions once a week with AHT.</p> <p>To continue to extend childrens vocabulary by introducing Word of the day with definitions in Key Stage 2, and word of the week with definitions in Key Stage 1</p> <p>Middle leaders to focus on supporting staff to identify reading opportunities in their curriculum area</p> <p>High Quality Interventions including Specialist Reading Teacher, ELS and FFT organised and implemented to impact on pupil progress, these are rigorously monitored with impact shared with SLT.</p> <p>DAP writing to be a focus embedding writing cycles introduced by literacy consultant to consolidate literacy skills in 3 weekly plans and ensure that high quality texts are used.</p> <p>Governor monitoring visits to focus on the interventions and support for disadvantaged pupils. To spend time talking to children about their learning and all groups will consist of 50% disadvantaged using QA cards</p> <p>To examine books at SLT and governor committee level and compare with the progress of other pupils in the same year group</p>	<p>NB from SATS data 2018-19 period.</p> <p>In Key Stage 2 33% (3/9) achieved combined expected, 67% in Reading (6/9), 55% in Writing (5/9) and 78% (7/9) in 2018. In 2017 The KS2 progress of DAP was -4 in writing and -2 in reading, at Key Stage 2 disadvantaged pupils achieved within the fifth quintile in writing. In 2018 the gap has been narrowed in writing, DAP progress is +0.35, this is due to DAP being a focus in 2017-2018 and we will continue to develop this.</p>	<p>Progress of Disadvantaged Pupils will be monitored half-termly though data collections and termly pupil progress meetings.</p> <p>DH reporting to Governors termly</p> <p>Observations, book looks, drop ins, planning</p> <p>To place on every governor agenda the needs and progress of disadvantaged pupils and headlines in data pack</p> <p>Intervention leaders are observed by Inc. Leader termly and Pupil Progress is monitored termly</p> <p>Minutes from Children and Learning</p>	<p>HLTA to release class teachers for 1 hour per teacher £500</p> <p>Salaries for Specialist reading teacher £34,972</p>

<p>Narrow the gap between boys and girls in Reading and Writing</p>	<p>Actions for improving girls' reading: Target readers with a focus on girls. Girls to be reading shed monitors encouraging other girls to read.</p> <p>Actions for improving boys' writing: Boy focused words in 10 minute sketch up (e.g. battle). Ensure writing topics motivate boys. Boy focused year 6 after-school writing intervention.</p> <p>Continuing to enrich reading opportunities by provision of high quality reading materials</p>	<p>Leaders have also identified a difference in progress of boys and girls. In 2017 there was a significant difference in Maths between boys (+5.1) and girls (-2.23) this gap has been narrowed in 2018 to boys (+1.3) and girls (+0.2) but still is a focus area. In 2018 there is also difference in reading between boys (-0.4) and girls (-2.4). Therefore, key focus in 2018 areas are DAP combined attainment, progress in reading (-1.33 progress in 2018), Girls progress in reading and boys progress in writing.</p>	<p>Pupil progress</p> <p>Learning walks and observations</p> <p>Book looks</p>	
<p>DAP will make better than expected progress from their starting points</p>	<p>SLT to monitor Autumn 1 2020 data to review the progress made in relation to the recovery curriculum with a focus on the DAP children and any interventions needed to accelerate progress</p>	<p>We are aware that DAP pupils are likely to have been more impacted as a result of COVID as they are less likely to have had opportunities for support at home and more likely to be tech poor. This means that they may need increased support to enable them to accelerate progress and narrow the gap in learning experienced while away from school</p>	<p>Pupil progress</p> <p>Learning walks</p> <p>Data collection</p> <p>Book looks</p>	
<p>DAP will have more opportunities both socially and academically</p>	<p>Disadvantaged Pupils to be given priorities on enrichment activities- e.g. after school clubs and Woking Confederation opportunities e.g. Forest Schools Day.</p> <p>Disadvantaged pupils to receive gifted ex-library books.</p> <p>Parent support group - Disadvantaged pupils' parenting skills workshops once per fortnight with AHT and HSLW focusing on strategies for target families</p> <p>To provide opportunities to develop children's emotional wellbeing, self-esteem and resilience through the use of the wellbeing suite, ELSA, Draw and Talk therapy, therapeutic story writing and Lego therapy</p> <p>HSLW – continuing to lead Book Café and parent training programme with AHT</p> <p>Forest Schools once a week with trained teacher</p> <p>Toy libraries set up by EYP.</p> <p>Working with Pets as Therapy – once a fortnight</p> <p>Young Carers club to provide additional opportunities for young carers</p>	<p>Personal development, behaviour and welfare at our school is outstanding but in a constantly evolving world, it is vital we continue to ensure our policies and practices continue to meet the needs of our children and community. This is central to our culture and links with two key aims – equality and inclusion that underpin our school values and ethos.</p> <p>Ralph the dog will recommence coming into school once a fortnight to work with children to improve their literacy by developing their confidence, interest and enjoyment in reading through the read2dogs scheme. The project also aims to improve the lives of people suffering from mental and physical health conditions and illnesses such as Autism by including animal assisted interventions as part of a holistic approach to treatment. This is currently on hold while we assess with regard to COVID risk assessment</p>	<p>Feedback from children</p> <p>Pupil progress</p> <p>Evidence in reading diaries of parental engagement</p> <p>Intervention impact monitoring reviews</p>	<p>Resources for Draw and Talk therapy and Lego therapy £200</p> <p>HSLW costs £28,194</p> <p>AHT cost for leading support group - £700</p> <p>ELSA and EY ELSA training - £700</p> <p>Teacher time – one hour per week to lead Forest School session - £1000</p> <p>Trip subsidy - £1500</p>

Total amount budgeted for 2020 -21

£67,871

