

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Maybury Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget = £62,961</b>	£37,925 (7/12ths) from 18/19 Financial year + £25,036 (5/12ths) from 19/20 Financial Year	<b>Date of most recent PP Review</b>	March 2019 by Strictly Education 4S
<b>Total number of pupils</b>	210 (excl. nursery)	<b>Number of pupils eligible for PP</b>	42 +2 PP plus	<b>Date for next internal review of this strategy</b>	December 2019

2. Attainment 2018/19			
<b>KS2</b>	<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	
<b>KS1</b>	<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%
<b>Year 1 Phonics</b>	<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%
<b>EYFS</b>	<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 2018/19			
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.	
<p>DAP progress in Writing and Reading to be at least 0</p> <p>Narrow the gap between boys and girls in Reading and Writing</p> <p>DAP will make better than expected progress from their starting points</p>	<p>Intervention training CPD costs - £1,834</p> <p>Salaries for Reading Recovery and Number Count teachers - £57,214</p> <p>Lexia Software Reading Core5 - £1,155 (subscription for 3<sup>rd</sup> of 3 years)</p> <p>ELSA training - £200</p> <p>Drawing and Talking Therapy, Lego Therapy - £1,355</p>	<p><b>Reading Recovery</b> 10 children accessed this intervention over the year. Of this 90% were discontinued and one child was carried over for an extended programme. 90% made significant progress against their starting points. Of the children completing the intervention last year 50% had additional SEND needs. The Reading Recovery Teacher also supported target Groups in Year 6 Reading enabling them to increase their comprehension and inference skills. 12 children accessed this intervention, including a very able new arrival, and all but 1 child made significant progress. The 1 child had SEND.</p> <p><b>Numbers Count</b> 6 children accessed this intervention over the year. 5 out of 6 children made accelerated progress and 1 child made expected progress. 2 of these pupils had additional SEND. The Numbers Count Teacher has also worked consistently to raise standards in maths throughout the school by providing support and strategies to class teachers.</p> <p><b>Early Literacy Support</b> Awaiting progress data.</p> <p><b>Lexia Software</b> 71 licences were purchased for flexible use allowing a number of target DAP and SEND pupils to access the programme. This proved to be particularly beneficial as targeted and regular practice for these pupils due to the interactive response of the programme to children's needs.</p> <p><b>ELSA support</b> ELSA support was provided for 2 groups of targeted Year 6 children. The ELSA worked on transition to secondary with 12 children in Year 6 and transition to KS2 with 8 children in Year 2. She also provided on-going 1:2 bereavement support to affected pupils and 1:1 support for another child.</p>	

<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>Visiting author contribution - £21</p> <p>Artist cost for library mural</p> <p>Pupil Premium Audit - £658</p> <p>Writing consultant JG cost - £1056</p> <p>Reading shed - £348</p>	<p><b>HSLW</b> 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.</p> <p><b>Parent Workshops and Classes</b> A range of parent workshops were run by our HSLW which covered a range of themes such as managing challenging behaviour, online safety at home, mental health awareness and domestic abuse. There were a series of sessions covering health and fitness (FIT4LIFE) and food hygiene. These were open to targeted parents/groups. In addition the HSLW and Inclusion Leader carried out a series of 'Supporting your child's learning' aimed at disadvantaged pupils and parents. English classes for parents ran throughout the year and a crèche was provided to help parents to attend. By targeting this provision to particular groups and families we were able to take account of individual requirements and experience. Feedback from sessions and projects was overwhelmingly positive.</p> <p><b>Breakfast and Early Morning Club</b> The Breakfast Club is well used and over the year 33% 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><b>Trip subsidy</b> 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><b>Pupil Premium Audit</b> Maybury Primary is an inclusive school, that skilfully, personalises learning to meet the needs of individual pupils and their families. Funding is used to make a real difference to the educational experiences of the disadvantaged pupils. The Headteacher, SLT and Governors work extremely well together. They are proactive and reflective and examine their practice with relentless focus. This review endorses the excellent practice and recommends that future priorities build on the existing strengths.</p> <p><b>Ofsted December 2018</b> Staff and governors are suitably focused on helping disadvantaged pupils to do as well as they can. Leaders use additional funding appropriately to enrich disadvantaged pupils' learning experiences. Leaders check carefully that their work makes a difference to pupils' academic outcomes. Disadvantaged pupils finishing key stage 2 in 2018 made above-average progress in mathematics and writing compared with other pupils nationally. However, while disadvantaged pupils currently in the school are doing well in some subjects and year groups, this is not consistently the case across the school.</p>	
<p><b>Total amount spent 2018-19</b></p>	<p><b>£95,608.40</b></p>	<p><b>Total amount of PP funding 2018-19</b></p>	<p><b>£71,840</b></p>

4. Planned expenditure 2019-20				
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 – Talk for Number, Numbers Count and Numbers Count 2, First class @ Maths, Success @ Arithmetic</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 extend children 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 Reading Recovery, 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 through improving writing cycles by working with 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>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 through 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>Lexia costs £770 (cost until April 2020)</p> <p>HLTA to release class teachers for 1 hour per teacher £500</p> <p>Salaries for Reading Recovery and Numbers Count teachers £62,829</p> <p>INSET day on using rich vocabulary cost £807.50</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>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>DHT to lead training with middle leaders on ASP data analysis to include focus on Disadvantaged Pupils and the importance of focusing on the progress of disadvantaged pupils and most able disadvantaged pupils this will enable us to raise the profile of this group further</p>	<p>Internal data shows DAP making at least as much progress 'in year' as non-DAP children and in most areas they make more.</p>	<p>2018 data will illustrate that disadvantaged pupils make expected or better progress</p>	<p>1 PM release for all middle leaders and DHT £250</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</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 and Lego therapy.</p> <p>HSLW – continuing to lead Play and Learn sessions to help early identification and support for DAP pupils and their families</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 under pin our school values and ethos.</p> <p>Ralph the dog will be 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.</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 - £30,332</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>
<p><b>Total amount budgeted for 2019-20</b></p>				<p><b>£99,693.50</b></p>

