

Pupil Premium & Recovery Premium strategy statement

This statement is split into two sections outlining our:

1. Pupil Premium Strategy Statement
2. Recovery Premium Strategy Statement

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2021 to 2022 academic year 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

Detail	Data
School name	Maybury Primary School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	17.09.21
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Amanda Merritt
Pupil premium lead	Della Sullivan
Governor / Trustee lead	Chris Cornish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,511
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,311

Part A: Pupil premium strategy plan- Statement of intent

What are your ultimate objectives for your disadvantaged pupils? · How does your current pupil premium strategy plan work towards achieving those objectives? · What are the key principles of your strategy plan?

- Maybury Primary School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.
- Our key objective is for our disadvantaged children to match or exceed national averages in Reading, Writing and Maths by the end of KS1 and KS2 and for their progress to be at least 0.
- We want our disadvantaged children to learn the skills to become resilient, lifelong learners.
- We intend for our children to have a depth of social and academic experiences.
- Our current pupil premium strategy plan works towards achieving our objectives by strategically using our resources to develop CPD, put targeted intervention in place to and provide enrichment experiences for our disadvantaged children.
- Our key principles are to provide quality first teaching for all children, and provide targeted intervention and additional support where needed. This support includes working closely with our families and the local community.
- 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.

Challenges

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

Challenge number	Detail of challenge
1.	A number of new staff members need to be trained to ensure that they are confident and knowledgeable about their duties towards pupils, in order to promote achievement. We have an extremely complex school population, with a number of children from vulnerable groups who need additional support.
2.	Handwriting has been identified as an target area across the school to ensure consistency of approach.
3.	Increasing number of children with complex specialist needs who require specialist approaches who are joining the school at the early years stage.
4.	Over 90% of our children have English as an additional language, which presents many challenges. We have identified that they need additional exposure to vocabulary in order to meet their potential across the curriculum

5.	Our disadvantaged children begin at our school with very low starting points and often have limited life experience. This can be a challenge across the school, particularly where they join higher up the school.
6.	We have identified that whilst our children make good progress in decoding reading, their comprehension skills take longer to develop and require intervention.
7.	As a result of lack of experience our children do not always make the connection between learning that we would expect and require enrichment activities to be provided.
8.	Our families often have English as an additional language and/or low literacy skills and can struggle to access resources and support.
9.	Our families often lack the technology to access online resources.
10.	In light of the pandemic experience we have identified that a number of our pupils need additional support for mental health and well being to develop their resilience.

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
Disadvantaged Pupils (DAP) to match National averages in Reading, Writing and Maths by the end of Key Stage 1 and 2	<ul style="list-style-type: none"> Standardised assessments and regular teacher assessments will provide evidence of children's progress over time The progress of DAP pupils will be consistently tracked through pupil progress meetings and the whole school data pack
DAP progress in Writing and Reading to be at least 0.	<ul style="list-style-type: none"> DAP pupils will be prioritised for interventions where appropriate
Disadvantaged pupils will make better than expected progress from their starting points.	<ul style="list-style-type: none"> 2022 data will illustrate that disadvantaged pupils make expected or better progress.
Disadvantaged pupils will have more opportunities both socially and academically.	<ul style="list-style-type: none"> Case studies of Disadvantaged Pupils will help evaluate the impact of interventions and actions. DAP pupils will be prioritised for enrichment activities and clubs DAP pupils will have subsidised school trips
Quality First Teaching provides effective differentiation to support PP and SEND pupils.	<ul style="list-style-type: none"> Termly vulnerable groups meetings with Inclusion Leader will identify targets and next steps

<ul style="list-style-type: none"> • Interventions will be reviewed to evaluate effectiveness- high quality interventions are delivered to enable children to make accelerated learning. • Governors will have a clear understanding of pupil premium expenditure and impact. • All staff have access to tailored CPD programme focused around accelerating needs of SEND pupils • The needs of SEND children are targeted and met through a centralised provision mapping system and quality first teaching in class as well as SENDco support. <p>There is a rigorous and pro-active approach to contacting outside agencies to support in school.</p>	<ul style="list-style-type: none"> • Regular SLT and subject leader book looks will examine the progress of DAP pupils and link into teaching and learning targets • Learning walks with a focus on DAP children will ensure these are a focus group for the school and governing body • Targeted interventions will be regularly reviewed to ensure impact • High Quality online CPD available to all staff with a strong focus on SEND improvement and building awareness of strategies and approaches
--	--

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: £5,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The National College Resources</i>	<ul style="list-style-type: none"> • Tailored and flexible training opportunities which are remotely accessed giving staff easy and swift access to high quality, current CPD delivered by experts. 	1
<i>REMA training</i>	<ul style="list-style-type: none"> ▪ Bespoke training delivered by an experienced, high-quality specialist teacher with combined expertise in Gypsy/Roma/Traveller (GRT) and English as Additional Language (EAL) work. ▪ improved outcomes for ethnic minority pupils in line with OFSTED expectations ▪ advice and liaison with other agencies ▪ Identification and improved ▪ access for pupils by developing staff expertise 	1, 4

<i>Handwriting training</i>	<ul style="list-style-type: none"> • whole school training detailing age appropriate and consistent approaches to the development of handwriting skills across the school 	1, 2
<i>Makaton training for EYFS staff</i>	<ul style="list-style-type: none"> • Training to develop skills and expertise for key staff in order to improve access and opportunity for pupils with additional communication needs. • Makaton is a widely used and recognised communication aid programme recommended by our health service partners. 	1, 3, 4
<i>Word aware refresher training for staff</i>	<ul style="list-style-type: none"> • Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students. 	1, 4

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

Budgeted cost: £ 36,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Elklan Resources (2 trained staff)</i>	<ul style="list-style-type: none"> • Elklan courses provide high-quality training and resources, enabling practitioners to be more effective in their support of children with speech, language and communication needs (SLCN). Many of the strategies and skills learnt on the courses are applicable to mainstream children too, encouraging more effective speaking, listening and group interaction skills. 	5, 8
<i>Fischer Family Trust (Wave 3)</i>	<ul style="list-style-type: none"> • Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who have difficulties learning to read and write. FFT Wave 3 is aimed at 	5

	<p>children who are unable to access a scripted group intervention, but who do not have the depth of need that would require the support of a Reading Recovery programme. It is based on the pedagogy and practice of Reading Recovery. The programme is included in the review of literacy intervention schemes compiled by Greg Brooks in 'What Works for pupils with Literacy Difficulties': 3rd Edition 2007</p>	
<p><i>Specialist Reading teacher hours to deliver intensive reading recovery sessions</i></p>	<ul style="list-style-type: none"> • This intervention is targeted at curriculum years 1 and 2 to deliver high quality specialist support at key times to enable struggling learners to close gaps in learning. The reading specialist supports, supplements and extends classroom teaching, and works collaboratively to implement a quality reading program that is research-based and meets the needs of students. 	5, 6
<p><i>Lexia Software</i></p>	<ul style="list-style-type: none"> • Lexia® Core5® Reading supports primary school educators in providing differentiated instruction for pupils of all abilities (R–Y6) • Lexia’s research-proven program provides explicit, systematic, personalised learning in the five areas of reading instruction. • Lexia’s personalised approach targets skill gaps as they emerge, providing teachers with the data and student-specific resources they need for individual or small-group instruction. • Lexia has been installed on all laptops, ipads and computers across the school to allow teachers to select for target pupils as appropriate 	5
<p><i>ELS</i></p>	<ul style="list-style-type: none"> • Targeted catch up intervention delivered to pupils in year 1 or as appropriate to year 2 pupils. • The ELS programme provides a cost effective method of boosting 6-year-old children's reading to an average level. 	5, 8

<i>Shine markbook intervention</i>	<p>Provides opportunities across the school for the following:</p> <ul style="list-style-type: none"> • Assessment analysis and reporting • Test resources (manuals, administration guides and mark schemes) • Assigning and previewing interactive tests • Shine: Targeted Interventions for Primary 	5
<i>Clicker 8</i>	<ul style="list-style-type: none"> • Clicker8 is a comprehensive online tool that provides resources to support children with a wide range of skills, needs and abilities to develop confidence in reading and writing skills • Clicker8 has been installed on laptops, ipads and computers across the school to give staff and pupils easy access to resources 	5, 8
<i>Talk boost 1 and 2</i>	<ul style="list-style-type: none"> • 4 members of staff trained to deliver this intervention across the school across both key stages. • Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in KS1 to make significant progress with their language and communication skills. • Talk Boost can improve behaviour for learning by developing children's attention and listening skills and confidence in communicating. 	5, 8
<i>Success@arithmetic</i>	<ul style="list-style-type: none"> ▪ Provides diagnostic assessment and targeted intervention to small groups (3) pupils in years 5 or 6 to enable them to develop fluency and confidence in calculation skills and application of maths concepts ▪ The programme is proven to help pupils to make faster progress and to catch up with their peers through a mastery approach. 	5
<i>Cracking Comprehension</i>	<ul style="list-style-type: none"> ▪ Targeting curriculum Years 2-6, , Cracking Comprehension allows teachers to model, and children to practise those skills and techniques needed to improve reading 	5, 8

	comprehension skills with a mix of interactive whiteboard activities, practice texts and assessment tasks	
<i>Lego for communication</i>	<ul style="list-style-type: none"> An intervention based on developing language and social interaction skills for pupils with autism and other children with social communication; language delay, nurture and SEMH needs. 	5, 8
<i>Colourful semantics</i>	<ul style="list-style-type: none"> Colourful semantics is a cost effective, targeted approach to support children with language skills including sentence building and sentence structure. It was developed by Alison Bryan and is now widely used with children experiencing language difficulties. 	5, 8

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

Budgeted cost: £ 42,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support</i>	<ul style="list-style-type: none"> An educational psychology led approach to supporting the emotional development and needs of children. This approach is used flexibly to deliver group and individualised sessions which help children to self-regulate and be emotionally ready to learn in school. 	10
<i>Home school link worker</i>	<ul style="list-style-type: none"> The role of our bilingual Home School Link Worker is to: Support parents, families and pupils on a wide range of issues Help children and families to increase school attendance and punctuality. Develop and maintain positive relationships between the home and school and act as a link between home and school. Provide translation services as appropriate Model and support positive parenting options Model learning opportunities Signpost to relevant agencies 	6, 7, 8, 10

<i>Breakfast club and after school club</i>	<ul style="list-style-type: none"> ▪ Wraparound care which supports our parents by delivering high quality and reliable childcare in a educational environment 	6, 7
<i>Stay and play</i>	<ul style="list-style-type: none"> ▪ Drop in style sessions for prospective parents enabling them to access play-based learning sessions with their children. ▪ Provides opportunities to model play and interaction activities to parents ▪ Allows opportunities to develop positive and supportive relationships with prospective new pupils and parents ▪ Enables otherwise isolated parents to access social and community events ▪ Early identification of particular or specialist needs 	6, 7
<i>Parent hub</i>	<ul style="list-style-type: none"> ▪ A targeted project run by the Home School Link Worker and Inclusion Leader to develop mental health support for vulnerable families and children in school ▪ Additional parent drop in sessions linked to stay and play on a fortnightly basis 	6, 7, 10
<i>Trip/workshop subsidy</i>	<ul style="list-style-type: none"> ▪ All PPG pupils are offered subsidies on school trips and in school events to enable full participation 	6, 7
<i>CGP books purchased for all children to support home learning.</i>	<ul style="list-style-type: none"> ▪ During COVID all pupils were provided with easy access learning opportunities in CGP books in order that learning can continue in an ordered manner during any periods of school closure 	9
<i>Chromebooks for targeted pupils for home learning access</i>	<ul style="list-style-type: none"> ▪ Learning was also supported through the purchase of Chromebooks to enable access to learning for pupils without access to technology 	9
<i>Now Press Play purchased</i>	<ul style="list-style-type: none"> ▪ An award-winning immersive audio resource engaging primary school children in the curriculum through sound, story and movement. ▪ This resource has enabled us to continue providing a level of enrichment during a period when 	6, 7

	out of school events were less available or accessible.	
<i>Wellbeing planning</i>	<ul style="list-style-type: none"> Multi stakeholder working party initiative which looks at ways to support the well being and mental health of pupils, staff and families through an holistic approach, identifying key areas for development, support and resources. 	10
<i>Reading vending machine</i>	<ul style="list-style-type: none"> In line with SDP reading targets promoting a love of reading and access to high quality reading materials for all children throughout the school 	6, 7
<i>Wellbeing assemblies</i>	<ul style="list-style-type: none"> Weekly assemblies delivered by Mental Health Lead Teacher looking at key areas of emotional well being and directly teaching self help strategies to help pupils emotionally negotiate periods of high challenge and change. 	10
<i>Therapeutic Story writing</i>	<ul style="list-style-type: none"> A literacy based intervention which provides a therapeutic context in which to support children with emotional and behavioural difficulties in mainstream schools. Therapeutic Storywriting (Waters, 2004) uses story metaphor to address emotional issues that might be overwhelming for the child – and possibly for the parent- if addressed directly. It is particularly useful when supporting children whose emotional difficulties are getting in the way of their learning. 	10
<i>Draw and Talk</i>	<ul style="list-style-type: none"> Drawing and Talking therapy intervention (est Maria Beagley 2004) provides an innovative and informed therapy method, equipping adults with tools they need to help children who have suffered trauma or who have underlying emotional difficulties that may be affecting their learning and behaviour. 	10
<i>Emotion Coaching</i>	<ul style="list-style-type: none"> Emotion Coaching (Gottmann) is a communication strategy which supports children to self- regulate and manage their stress responses. 	10

	<ul style="list-style-type: none">▪ It provides an effective way to nurture mental health and wellbeing in education settings when used as an integral part of behaviour management and interaction skills.	
--	---	--

Total budgeted cost: £ 83,834

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

See Pupil Premium report 20-21 with impact.

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
<i>Talk boost 1 and 2</i>	Talk boost
<i>Success@arithmetic</i>	Every Child Counts
<i>Talk boost 1 and 2</i>	Talk boost

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a



Maybury Primary School

Believe. Achieve. Succeed.



Recovery Premium Strategy

2021 - 2022



Maybury Primary School

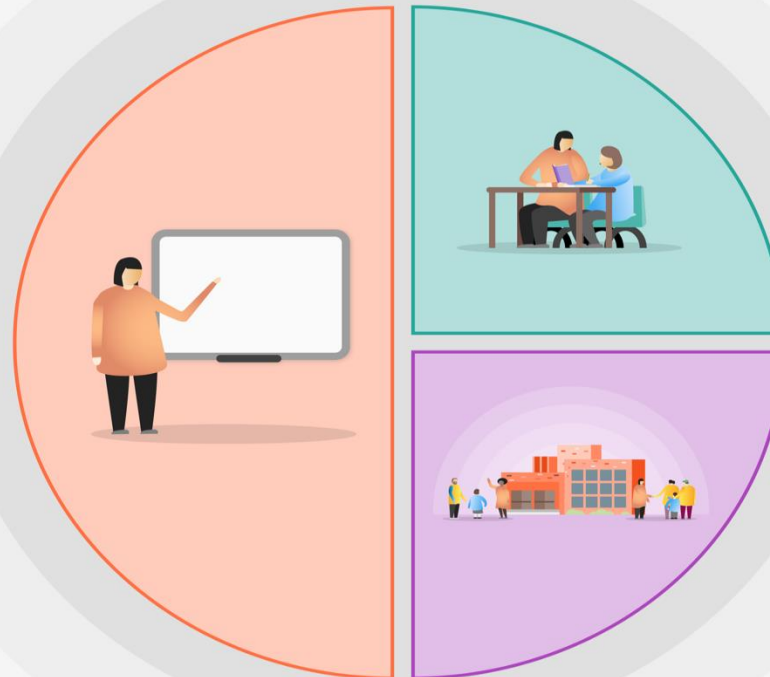
Believe. Achieve. Succeed.



Maybury Primary School – Recovery Premium Strategy 2021 – 2022

1 Teaching

- Quality First teaching supported by high quality CPD for teachers and support staff.
- This is supported through our SDP priorities- focusing on writing, reading, SEND and DAP provision.
- A broad and balanced engaging curriculum that focuses on key skills, vocabulary and wellbeing.
- Whole class reading and vocab development approach (Read Aloud and Word Aware).
- Development of whole school spelling and handwriting.
- High quality phonics daily sessions.
- Embedding of a Maths Mastery approach in line with White Rose Maths Mastery.
- Early morning arithmetic sessions.



2 Targeted academic support

- High quality targeted intervention by teachers and Support Staff including Reading Recovery.
- Pupil progress meetings and action plans.
- Fast feedback within same day pupil conferencing.

3 Wider strategies

- Extension of the school day hours.
- School staff to cover classes rather than supply.
- Home School Link worker to support targeted families and develop parental confidence.
- Embedding Google classroom and enhancing technology in school.



Walton Road, Woking, Surrey, GU21 5DW
www.maybury.surrey.sch.uk

01483 763 272

info@maybury.surrey.sch.uk



Maybury Primary School

Believe. Achieve. Succeed.



Recovery Premium (Covid) Plan

Recovery Premium Plan

RECOVERY PREMIUM	
Number on Roll eligible	40
Funding Rate	£145 per PP Pupil
Total Recovery Premium Funding	£5,800
Focus of Funding	Discretion to use the funding for pupils that would benefit the most, therefore not all PP pupils.
Academic Year	2021-22

Summary Whole school teaching/ strategies	
Actions	Intended Impact
School Development Plan Target 1 To embed a clear curriculum strategy focused on intent, implementation and impact, which enables all pupils to make, at least expected progress from their starting points in areas of the curriculum	Progress outcomes are at least 0 in Reading, Writing and Maths. Attainment in EYFS, Phonics Screening, KS1 and KS2 are in line with National. As a school, we will use Teacher Assessment data to look at the progress a pupil makes from their starting point over the whole year and from the previous key Stage to analyse and monitor in year progress, alongside NTS & GAPS termly assessment that enables progress to be monitored using standardised scores, identifying both age related and standardised non-aged related outcomes; so that pupils achieve a progress measure that is at least 0 and where children are needing to close the gap, progress needs to be accelerated. Assessment Lead and teachers to be responsible for ensuing Scholar Pack is used to assess children's progress. Due to school closure during the Corona Virus crisis, all staff will need to ensure gaps in learning are assessed and addressed as necessary as part of the COVID catch up plan and recovery curriculum. We will have enhanced implementation and impact across the curriculum including in Foundation Subjects focusing on Art and Music. Curriculum leaders drive the implementation of the curriculum across the school and hold teachers to account to know how the curriculum is implemented. A curriculum policy that outlines the vision that leaders have in the school and the purpose for each subject.





Maybury Primary School

Believe. Achieve. Succeed.



	<p>Curriculum leaders know how the big picture of the curriculum translates into plans and know what it looks like in the classroom.</p> <p>To use seesaw to record and monitor foundation subject practical learning.</p> <p>To use the SHINE intervention on Markbook to 'plug gaps' and drive pupil progress.</p> <p>To enhance foundation stage subjects through practical 'hands on' skills based learning activities.</p> <p>To know the impact that the curriculum is having on the pupils' knowledge and understanding.</p> <p>All staff will share responsibility for delivering high quality teaching and learning; this shared responsibility will result in a deeper understanding of teaching and learning at Maybury Primary School for all so that data outcomes at least meet predictions and where needed accelerated progress is recorded during progress meetings.</p>
<p>School Development Plan Target 2 To raise the profile and culture of writing and widen children's vocabulary (whilst also continuing to embed a positive reading culture) so that it affects pupil outcomes in writing, reading and phonics throughout the school.</p>	<p>KS1 and KS2 attainment for Writing to be in line with National Averages.</p> <p>Progress will be at least "0" at end of KS2 for Writing</p> <p>For all children to be set challenging targets in reading based on the previous year's achievements, this is to ensure a minimum of 100% expected progress from their starting points, accelerated progress of at least 7 jumps for children below expected.</p> <p>Phonics teaching is precise, targeted and children meet phonics check at yr 1, 2 and 3 – phonics to be in line with National</p> <p>High quality Phonics teaching throughout school to develop children's phonic knowledge.</p> <p>The sequence of phonics teaching is sequential and consistently applied.</p> <p>Reading strategy is effective and targets across the school are consistently</p> <p>To develop a whole school spelling curriculum.</p> <p>To embed the three week writing cycle to enable pupils to develop writing and grammar skills including planning and editing.</p> <p>Relaunch writing workshop to teach explicit grammar skills which children then apply in their writing.</p> <p>Writing outcomes are secure for each year group and pupil conferencing accelerates progress</p> <p>Handwriting is well-developed across the school, there is a consistent approach and books are well presented.</p> <p>Lesson plans and schemes of work are, sequential and progressive and annotated to meet needs of individuals</p> <p>Children to exit reading and writing interventions and maintain accelerated progress.</p> <p>Children taught explicit comprehension and inference skills.</p> <p>New vocabulary building strategies embedded throughout the school (Word Aware).</p> <p>High quality Phonics teaching throughout school to develop children's phonic knowledge.</p>





Maybury Primary School

Believe. Achieve. Succeed.



	Reading Specialist teacher to deliver staff training on Phonics to development Reading Specialist teacher and Literacy Leader to deliver training to parents linked to reading at home.
Complete Wellcomm assessments in EYFS	To identify speech and language gaps and baseline which will be actioned through intervention and Quality First teaching.
Phonics screening and gap analysis - Yr 1 - 3	To provide targeted teaching to enable children to catch up.
KS2 Maths mental starters to revise learning from previous day, last week, last topic etc.	To close gaps and provide concrete learning experiences .
Annotation of plans to identify gaps in learning.	To provide targeted same day/ next day precision teaching
Effective use of Fast feedback	To give children immediate feedback which they can action to make improvements to their learning.
End of term assessments and data collection using NTS Maths tests, NTS Reading tests and GAPS and ScholarPack.	Identifying any gaps in understanding and learning and informing planning and intervention groups for the following term, so that children can catch/keep up.
Use Shine Markbook to analysis gaps in knowledge and plan targeted intervention	To close gaps and provide concrete learning experiences.
Regular quality assurance (feeding into termly triangulation document) ensures high quality teaching for all.	All children have access to high quality teaching.
Provide google classroom training and modelling for all children	To provide immediate remote learning In the event of closure.
Complete application for the well-being award accreditation.	To produce an action plan to further enhance staff and pupil wellbeing.
EYFS focus on Communication and Language and Prime areas in line with the recovery curriculum	To close gaps and provide concrete learning experiences, focusing on vocabulary building.
Makaton training for EYFS staff	To accelerate communicate and interaction skills in EYFS.





Maybury Primary School

Believe. Achieve. Succeed.



CPG book purchased for all children in Years 1-6 to utilise as home learning.	To enhance home learning opportunities.
---	---

2. Targeted Academic Support	
Actions	Intended Impact
School Led tutoring	Targeted support for disadvantaged and vulnerable pupils in catch-up learning for pupils who have missed the most education due to COVID-19. Funded 25% from Recovery Premium (£1552) (remainder funded separately by the school Led Tutoring Grant)
Reading Recovery teacher hours to deliver intensive reading recovery sessions	Intervene swiftly on identified gaps in learning and understanding so that any gaps can be quickly addressed, allowing the children to keep up with their peers.
High quality intervention delivered by teachers, TAs and Learning Partners across the school. (ELS, Shine Markbook intervention, Elkan, Colourful semantics, FFT etc)	Intervene swiftly on identified gaps in learning and understanding so that any gaps can be quickly addressed, allowing the children to keep up with their peers.
To utilise 'Lexia' for specific targeted pupils in Yr 2-6	To provide personalised literacy learning.
To utilise Clicker and use to support classroom teaching and learning	To support Literacy skills in the classroom.
Talk Boost training to be undertaken by staff to use as an intervention to enrich the classroom	To develop early language skills across the school.





Maybury Primary School

Believe. Achieve. Succeed.



3. Wider strategies	
Actions	Intended Impact
SDP Target 4:	<p>All staff will ensure there is a shared responsibility for safeguarding and the children's wellbeing. To deliver a wellbeing curriculum which promotes mental health and wellbeing. Staff will take responsibility for their wellbeing and that of colleagues. Attendance figures at least in line with National average, to further target the reduction of PAs so that attendance figures improve overall. Highly robust safeguarding policies and procedures are in place. The values and vision of the school will be understood and modelled by all staff. Incidents of behaviour will be less frequent, reduction of exclusions. Behaviour will be outstanding- both in classroom observations and around school. Staff will be consistent in all behaviour approaches. Introduction of a Well-Being committee to drive forward a school improvement project, focussing on the well-being of staff and children. Well-being of staff and children is articulated and understood across all stakeholders e.g. through delivery of workshops, updating of staff policies, sharing through newsletter to parents. Children will develop knowledge of their own rights and responsibilities. Restorative Justices approach embedded in the schools behaviour policy.</p>
Purchase Just Press Play headsets	To provide multi-sensory learning experiences which children may ordinarily have from external trips.
To introduce a whole school wellbeing curriculum and half termly Wellbeing Wednesday sessions	<p>To develop our wellbeing curriculum including explicit wellbeing lessons under six themes</p> <p>Theme 1: Wonderful me Theme 2: People around me Theme 3: Meaning and purpose Theme 4: Resilience Theme 5: Healthy body, healthy mind Theme 6: Relaxation</p>
To develop team and character building opportunities including Commando Jo sessions	To increase confidence, resilience and team building in children.





Maybury Primary School

Believe. Achieve. Succeed.



Increase PSCHE in class provision – focus on circle time/ worry boxes	To provide children with additional opportunities to share concerns.
Provide EYFS ELSA and ELSA sessions for targeted children	Children will have more access to specialist advice and guidance over their worries/ concerns. Reduce anxiety and increase confidence to attend school and to increase children’s knowledge and understanding how to manage their own emotions.
Draw and talk sessions for targeted pupils	To provide emotional support and talk opportunities for targeted children.
Staff training e.g. Emotional Coaching, supporting children as they return to school after Lockdown, circle time training, Well-Being in children, Bereavement etc.	To increase staff knowledge, understanding and confidence.
Reading vending machine	To provide children with high quality texts to foster a love of reading.
Wellbeing themed assemblies	To provide opportunities to develop and promote wellbeing during collective worship time including time for reflection.
Extended school day to start from 8:40 (rather than 8:40, previously 8:50)	To increase learning time in class to provide opportunities to catch up missed learning.
Home School Link worker to support families.	To support targeted families and develop parental confidence.
To launch a parent partnership hub	To provide families with support and signpost to local support services.





Maybury Primary School

Believe. Achieve. Succeed.



SCHOOL LED TUTORING FUNDING	
PP Pupil Number	40 PP numbers from Oct 2020 census (excluding YR)
Funding allocation identified for	23 pupils
Tutoring Hours	345 15 hours per allocated child
75% School Led Tutoring Funded by ESFA	£4657
25% School Led Tutoring Funded by the school (using recovery premium)	£1552
Total cost	£6209
Focus of Funding	A ring-fenced grant provided to schools to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID
Academic Year	2021-22
Use of Funding	<p>A teacher has been appointed to tutor 23 children for 15 hours per child from January 2022-July 2022. The tutoring will be delivered in groups of up to 3 children. 4 slots of 30 minutes, with a 1 teacher to 3 children ratio- therefore 12 children per afternoon, across 3 afternoons per week. These 12 children therefore access 1.5 hours of tutoring per week over a 10 week period therefore totalling 15 hours per child. Then repeat with an additional 11 children for 10 weeks.</p> <p>The children will be identified at the end of the Autumn term following pupil progress meetings. The progress of the children will be monitored using entry and exit data.</p> <p>Total projected tutoring hours delivered: 360 hours of tutoring but as sessions are 1:3 120 of tutoring will be delivered in total.</p> <p>Total projected cost to school for tutoring: £6209</p>





Maybury Primary School

Believe. Achieve. Succeed.



Summary of Targeted Academic Support using School Led Tutoring		
Actions	Intended Impact	Cost
Pupils identified by Assessment & Inclusion Leader for intervention on a half termly basis using an additional teacher employed. Tutor to use SHINE Markbook to identify gaps in learning following NTS tests to address through school led tutoring.	To liaise with current class teacher to identify gaps to close through accelerated learning in 1:3 teacher: child groups, evidenced through pupil outcomes.	360 individual hours at a cost of £6209

