

Pupil Premium & Recovery Premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 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	254
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	14.09.22
Date on which it will be reviewed	Autumn 2023
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	£58,936
Recovery premium funding allocation this academic year	£5,945
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	£64,881

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.
- SDP target- To continue to diminish the difference for disadvantaged pupils (DAP) in all areas particularly in Reading and Writing so that they make better than expected progress from their start point.
- 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.	We have an extremely complex school population, with a number of children from vulnerable groups who need additional support. We have a number of pupils with multiple barriers to learning for example SEND and EAL which are both significantly higher than National averages.
2.	Phonics and Reading have been identified as target areas across the school to ensure consistency of approach and to enable children to make good progress.
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.	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

<p>Quality First Teaching provides effective differentiation to support PP and SEND pupils.</p> <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 Inclusion Leader support. There is a rigorous and pro-active approach to contacting outside agencies to support in school. 	<ul style="list-style-type: none"> Termly vulnerable groups meetings with Inclusion Leader will identify targets and next steps 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
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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: £6,625

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>Read Write Inc</i>	<ul style="list-style-type: none"> whole school training detailing age appropriate and consistent approaches to the development of phonics and reading skills across the school 	2,4,6
<i>Reading Recovery teacher Training</i>	<ul style="list-style-type: none"> training to enable effective delivery of reading recovery providing 1:1 targeted intervention 	2,4,6

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

Budgeted cost: £ 40,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Elklan Resources (2 trained staff)</i>	<ul style="list-style-type: none"> Elklan language support provides high-quality resources and strategies as an early response to children's identified needs, encouraging more effective speaking, listening and group interaction skills. 	1,3, 5, 8
<i>Read Write Inc Catch Up Sessions</i>	<ul style="list-style-type: none"> Targeted approach for KS1 and KS2 children, operating below the expected phonics level for their year group. Intensive, tailored approach following the Read Write Inc guidelines to help children reach expected levels. 	1,2,4,6,8
<i>Specialist Reading teacher hours to deliver intensive reading recovery sessions</i>	<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. 	1,2,4,6,8
<i>Lexia Software</i>	<ul style="list-style-type: none"> Lexia® Core5® Reading supports primary school educators in providing differentiated instruction for pupils of all abilities (Yr1-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 	1,2,4,6,8

	the school to allow teachers to select for target pupils as appropriate	
<i>ELS</i>	<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 	1, 2, 4, 5
<i>Talk boost 2</i>	<ul style="list-style-type: none"> 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. 	1, 4, 8
<i>Targeted maths interventions</i>	<ul style="list-style-type: none"> targeted intervention to small groups to enable them to develop fluency and confidence in calculation skills and application of maths concepts 	1, 3, 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 comprehension skills with a mix of interactive whiteboard activities, practice texts and assessment tasks 	1, 2, 5, 8
<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, 10

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

Budgeted cost: £ 45,700

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</i>	<ul style="list-style-type: none"> ▪ Wraparound care which supports our parents by delivering high quality and reliable childcare in an educational environment 	6, 7
<i>Enrichment after school clubs</i>	<ul style="list-style-type: none"> ▪ Clubs to enrich children's cultural capital and raise aspirations and experiences 	7, 10
<i>Stay and play</i>	<ul style="list-style-type: none"> ▪ Drop in style sessions for prospective parents enabling them 	6, 7

	<p>to access play-based learning sessions with their children.</p> <ul style="list-style-type: none"> ▪ 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 	
<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 	7, 8, 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 	7, 8, 10
<i>Uniform subsidy</i>	<ul style="list-style-type: none"> ▪ PPG pupils are offered subsidies and or free uniform where required 	8, 10
<i>Chromebooks for targeted pupils for home learning access</i>	<ul style="list-style-type: none"> ▪ Learning is supported through the purchase of Chromebooks to enable access to learning for pupils without access to technology, laptops are available for home learning use where required 	9
<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 	2, 4, 7, 8
<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 	10

	when supporting children whose emotional difficulties are getting in the way of their learning.	
<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. ▪ 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. 	10

Total budgeted cost: £ 92,425

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 2021 to 2022 academic year.

Aim	Outcome					
0 is expected progress	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Progress in Reading (test)	+5.0	+5.3	+6.7	+10.1	+3.6	+2.0
Progress in Writing (TA)	+2.5	-2.0	0.0	0.0	0.0	+1.7
Progress in Mathematics (test)	+1.8	+0.1	-2.0	+5.4	+5.4	+0.5
Phonics	50% (2/4)	80% (8/10)				

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>Read Write Inc</i>	Ruth Miskin
<i>Shine Markbook</i>	Rising Stars

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



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