

Maple Court Academy

Pupil Premium Expenditure – 2016/2017

Intervention / Project	Objectives	Intended Impact
Effectiveness of leadership and management		
Pupil Premium Champion	To ensure that Pupil Premium funding is allocated appropriately	<ul style="list-style-type: none"> • Progress data demonstrates that pupil premium pupils progress as well as, if not better than, non pupil premium pupils • The attainment gap between pupil premium pupils and non pupil premium pupils closes in all year groups • Analysis of spending and evaluation of initiatives ensures that funding is spent on projects that have the greatest impact on pupil attainment and progress
Quality of teaching, learning and assessment & Outcomes for pupils		
Educational Visits and Visitors	To ensure that pupils receive access to opportunities outside of curriculum lessons	<ul style="list-style-type: none"> • Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive • Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement • Greater aspirations for all pupils as they gain experience of the wider world around them

Library	To raise attainment in reading and to foster a love of reading	<ul style="list-style-type: none"> • A well-resourced library will lead to pupils being able to choose books of interest to them and therefore pupils will read for enjoyment • Accelerated levels of progress will lead to Increased attainment in reading • Raised reading attainment will impact positively on writing improvements
International Primary Curriculum & Resources	To provide pupils with an engaging curriculum	<ul style="list-style-type: none"> • Learning opportunities through an engaging curriculum will raise aspirations • Increased links to international awareness • Increased links to British Values • Increased opportunities to apply reading, writing and mathematical skills across all areas of the curriculum
Resources	To enable pupils to receive high quality resources to support their learning	<ul style="list-style-type: none"> • High quality resources allow pupils to fully engage in all areas of the curriculum • Raised levels of attainment across all subject areas
TSA in each class for morning lessons for Y1, Y2 and Y3	To raise achievement ensuring that all pupils in each year group make accelerated progress and to ensure that floor standards are met	<ul style="list-style-type: none"> • Pupils receive additional support and interventions to ensure that they make accelerated progress in reading, writing and maths • The gaps between the achievement of pupil premium pupils and non pupil premium pupils close

Targeted Interventions	To raise attainment ensuring that all pupils in each year group make accelerated progress and to ensure that floor standards are met	<ul style="list-style-type: none"> • Pupils receive targeted interventions to ensure that they make accelerated progress in reading, writing and maths • The gaps between the attainment of pupil premium pupils and non pupil premium pupils close
Accelerated Reading Programme	To raise attainment in reading	<ul style="list-style-type: none"> • Pupils thrive on the competitive element of accelerated reading and therefore read more books • Diverse range of accelerated reading books appeal to and engage all pupils • Pupils make accelerated progress leading to Increased attainment in reading • Raised reading attainment will impact positively on writing improvements
Revision Guides	To ensure that all pupils have access to books to support their learning	<ul style="list-style-type: none"> • Pupils in Year 6 receive revision guides to support them in their preparations for their Year 6 SATs • Improvements in the number of pupils completing homework • Quality of homework improves as pupils have revision guides to support them • Increased attainment in reading, writing and maths
Year 6 Booster Classes	To ensure that each and every pupil has access to additional booster classes	<ul style="list-style-type: none"> • Booster classes enable pupils to make accelerated progress • Increased attainment in reading, writing and maths with pupil premium pupils attaining in line with non pupil premium pupils • Floor targets for reading, writing and maths achieved

Personal development, behaviour and welfare

<p>Maple Tree – Acers, Saplings & Pre-Saplings (Nurture Provision)</p>	<p>To provide a nurture provision for those pupils with social, emotional and behavioural needs</p>	<ul style="list-style-type: none"> • Nurture provision offered to enable pupils to feel safe and secure within the school environment with the provision effectively reflecting and meeting the needs of vulnerable pupils • Raised self-esteem and attitudes allow for pupils accessing the curriculum in class leading to raised levels of attainment • Accelerated progress evident
<p>Younger Minds Counsellor</p>	<p>To further improve the behaviour of pupils within the academy by ensuring that their emotional needs are met</p>	<ul style="list-style-type: none"> • Pupils feel safe and secure in school in the knowledge that they have a ‘safe’ person to share their worries and concerns with • Improvements in behaviour • Improvements in attitudes to learning (as measured by Assertive Mentoring) • Improvements in self-belief and self-worth (as judged by Boxall Profile) • Reduction in the number of fixed term exclusions • Reduction in the number of red and yellow cards
<p>Learning Mentor Support</p>	<p>To ensure that the needs of pupils with social, emotional and behavioural issues are met</p>	<ul style="list-style-type: none"> • Targeted support ensure that pupils with emotional and behavioural needs have the opportunity to receive 1-1 or small group mentoring • Barriers to learning addressed leading to improvements in behaviour • Improvements in attitudes to learning (as measured by Assertive Mentoring) • Improvements in self-belief and self-worth (as judged by Boxall Profile) • Reduction in the number of fixed term exclusions • Reduction in the number of red and yellow cards

Breakfast Club	To ensure that pupils arrive at school ready to learn	<ul style="list-style-type: none"> • Pupils provided with breakfast to ensure that their basic needs are met • Pupils ready and prepared for lessons having satisfied their need for food, resulting in greater involvement and progress made within lessons • Pupils increased concentration and focus within lessons leads to them making accelerated progress, therefore closing the gaps in attainment between their non pupil premium peers
School Shoes	To improve the hygiene and self-esteem of pupils	<ul style="list-style-type: none"> • Improved social and emotional well-being for pupils results in a positive impact in their readiness to learn • Increased well-being has a positive impact on behaviours for learning and pupils therefore make accelerated progress
Uniform	To improve the hygiene and self-esteem of pupils	<ul style="list-style-type: none"> • Improved social and emotional well-being for pupils results in a positive impact in their readiness to learn • Increased well-being has a positive impact on behaviours for learning and pupils therefore make accelerated progress • Increased sense of belonging
Attendance Minibus	To improve attendance	<ul style="list-style-type: none"> • Support is effectively targeted to improve attendance • The number of Persistent Absences decreases • Pupils make accelerated levels of progress due to their improved attendance • Attainment improves across all curriculum areas

<p>Attendance Strategies i.e. 12 Days of Christmas, Termly Prizes</p>	<p>To improve attendance</p>	<ul style="list-style-type: none"> • Attendance initiatives inspire pupils and motivate pupils to attend school each day • Improved attendance • The number of Persistent Absences decreases • Pupils make accelerated levels of progress due to their improved attendance • Attainment improves across all curriculum areas
<p>Attachment Aware Training</p>	<p>To equip staff with the knowledge and understanding to deal with attachment issues</p>	<ul style="list-style-type: none"> • Increased understanding of attachment and the issues that it poses ensures that all staff are equipped with the relevant skills and knowledge to effectively deal with pupils with attachment issues • Staff dealing with attachment issues effectively will lead to pupils feeling safe and secure in school and will therefore have better access the curriculum • Accelerated progress will lead to increased attainment across all subject areas
<p>Safeguarding Officer</p>	<p>To ensure the safety of each and every pupil within the academy</p>	<ul style="list-style-type: none"> • A designated safeguarding officer will ensure that the safeguarding needs of all pupils are met • Greater relationships will be built with parents, ensuring that they feel supported • Improved parental links and communication will lead to more positive outcomes for pupils
<p>Behaviour Incentives – Golden Time and Resources</p>	<p>To further improve the behaviour of pupils within the academy</p>	<ul style="list-style-type: none"> • Behaviour initiatives inspire pupils and motivate pupils to attend school each day • Improved behaviour • Improvements in attitudes to learning (as measured by Assertive Mentoring) • Improvements in self-belief and self-worth (as judged by Boxall Profile) • Reduction in the number of fixed term exclusions • Reduction in the number of red and yellow cards

Family Support Worker	To ensure that families of all pupils are supported and welcomed into the school community	<ul style="list-style-type: none"> • Improved relationships built with parents • Increased parental literacy and numeracy skills will enable them to more effectively support their child’s learning at home • Improved parental links and communication will lead to more positive outcomes for pupils
Early Years Provision: quality and standards		
Speech and Language Therapist	To ensure that early communication needs are met	<ul style="list-style-type: none"> • Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them • Accelerated rates of progress across the areas of Communication and Listening
Maple Tree – Pre-Saplings (Nurture Provision)	To provide a nurture provision for those pupils with social, emotional and behavioural needs	<ul style="list-style-type: none"> • Nurture provision offered to enable pupils to feel safe and secure within the school environment with the provision effectively reflecting and meeting the needs of vulnerable pupils • Raised self-esteem and attitudes allow for pupils accessing the curriculum in class leading to raised levels of attainment • Accelerated progress evident

Resources	To improve the quality of the learning environment	<ul style="list-style-type: none"> • High quality resources allow pupils to fully engage in all areas of the curriculum • Raised levels of attainment across all 17 prime and specific areas
TSA in each classroom	To raise attainment ensuring that an increasing number of pupils achieve a GLD	<ul style="list-style-type: none"> • Pupils receive additional support and interventions to ensure that they make accelerated progress. • The gaps between the attainment of pupil premium pupils and non pupil premium pupils close
Additional TSA Support	To raise attainment ensuring that an increasing number of pupils achieve a GLD	<ul style="list-style-type: none"> • Targeted individual and small group support ensures that pupils make accelerated progress in Reading, Writing and Numbers • Fine-motor interventions take place and result in accelerated progress and higher attainment particularly in the areas of Writing and Numbers