

Pupil Premium Strategy Statement

2018-2019

Summary Information					
School	Maple Court Academy				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review	March 2017
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	March 2019

Current Attainment – End of Key Stage 2 Performance July 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

Barriers To Future Attainment	
In-School Barriers	
A.	Attainment of Pupils – Pupils significantly below age related expectation on entry, and historical underachievement of pupils impacting on attainment levels in Key Stage 2
B.	Communication Needs – Low levels on entry of Pupil Premium pupils, particularly in Communication and Language and Literacy
C.	Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium pupils have additional needs

External Barriers

D.	Supporting Vulnerable Families - Some families struggling to support pupils financially, low levels of parental engagement, limited support for home learning, limited life experiences, attendance rates, safeguarding issues
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Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Attainment of Pupils</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ Gap between KS2 Maple Court Academy Pupil Premium pupils and national average for Non Pupil Premium pupils closes in Reading, Writing and combined RWM. ▪ Gap between KS1 Maple Court Academy Pupil Premium pupils and national average for Non Pupil Premium pupils closes in Reading, Writing and Maths. ▪ Pupil Premium pupils perform in line with Non Pupil Premium counterparts in EYFS ▪ Pupil Premium pupils perform in line with Non Pupil Premium counterparts in Phonics in Year 1 and 2 ▪ There is no gap between Pupil Premium pupils and Non Pupil Premium pupils in all year groups <p>Measure</p> <ul style="list-style-type: none"> ▪ End of Key Stage 2 data (July 2019) ▪ End of Key Stage 1 data (July 2019) ▪ End of EYFS data (July 2019) ▪ Year 1 and Year 2 Phonics Data (July 2019) ▪ End of year tracking data for all other year groups (July 2019) 	<ul style="list-style-type: none"> ▪ Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths for EYFS, Year 2 and Year 6 ▪ Increased percentage in the number of pupils achieving the expected standard in Phonics in Year 1 and Year 2 ▪ Increased percentage in the number of pupils attaining age related standards throughout the school ▪ No gap evident between Pupil Premium and Non Pupil Premium pupils
B.	<p>Communication Needs</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ Increase in the number of pupils achieving targets on their plan ▪ Increased numbers of pupils accessing Speech and Language provision ▪ Increased percentage of EYFS pupils achieving Communication and Language Early Learning Goal ▪ Increased levels of oracy throughout the Academy <p>Measure</p> <ul style="list-style-type: none"> ▪ End of EYFS data (July 2019) ▪ Analysis of the percentage of pupils achieving their targets on their Individualised Speech and Language Programmes ▪ Number of pupils accessing Speech and Language interventions 	<ul style="list-style-type: none"> ▪ An improvement in the number of children achieving the Early Learning Goal for Communication and Language

Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
C.	<p>Social, Emotional and Wellbeing Needs</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ Behaviour within the Academy improves even further ▪ Percentage of pupils remaining 'Green' increases ▪ Reduction in the number of exclusions ▪ Reduction in the number of pupils receiving fixed term exclusions ▪ Reduction in the number of pupils receiving multiple fixed term exclusions <p>Measure</p> <ul style="list-style-type: none"> ▪ Exclusion data for the academic year 2018-19 ▪ Good to Be Green data for the academic year 2018-19 ▪ Case studies 	<ul style="list-style-type: none"> ▪ Percentage of pupils remaining 'Green' increases ▪ Reduction in the number of exclusions ▪ Reduction in the number of pupils receiving fixed term exclusions ▪ Reduction in the number of pupils receiving multiple fixed term exclusion
D.	<p>Supporting Vulnerable Families</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ An increase in the number of families being able to access the support and services that they require ▪ All children within the Academy are safe ▪ Outcomes for all children continue to improve further ▪ Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner ▪ Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences <p>Measure</p> <ul style="list-style-type: none"> ▪ Parental voice ▪ Safeguarding data ▪ Percentage of pupils accessing trips increase 	<ul style="list-style-type: none"> ▪ All children within the Academy are safe ▪ Outcomes for all children continue to improve further ▪ Increase in the number of pupils accessing trips and extra-curricular activities ▪ Decrease in number of pupils late

Pupil Premium Planned Expenditure

2018-2019

Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barriers A & B Improvements in academic data for all year groups	Teaching Assistants in each KS1 class each morning and across year groups in KS2	<ul style="list-style-type: none"> Pupils receive additional in class support and interventions to ensure that they make accelerated progress in reading, writing and maths Split pitch teaching ensures that the needs of all learners in the class are met 	<ul style="list-style-type: none"> Meticulous tracking of progress data to ensure that Pupil Premium pupils are making accelerated levels of progress The gaps between the achievement of Pupil Premium pupils and Non Pupil Premium pupils close Book scrutinies demonstrate increased progress 	Assistant Principals Vice Principal	January 2019 March 2019 July 2019
Barrier A To improve the Quality First Teaching for all pupils within the Academy	Story Box to be used in EYFS	<ul style="list-style-type: none"> An increase in the number of lessons being taught with pupils making outstanding progress Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress All pupils make accelerated levels of progress and as a result there is no gap between the attainment of and progress made by Pupil Premium pupils and their Non Pupil Premium counterparts 	<ul style="list-style-type: none"> Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons Lesson observations evidence increased levels of pupil participation and increased progress Book scrutinies demonstrate increased progress 	Assistant Principals Vice Principal	January 2019 March 2019 July 2019
Total budgeted cost					

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barriers A & B To raise attainment ensuring that all pupils in each year group make accelerated progress	Teaching Assistants in each EYFS and KS1 classroom and shared Teaching Assistants throughout KS2 classrooms	<ul style="list-style-type: none"> Provide targeted interventions for Pupil Premium pupils in the afternoons to ensure that they make accelerated progress in reading, writing and maths 	<ul style="list-style-type: none"> The gaps between the attainment of pupil premium pupils and non pupil premium pupils close 	Assistant Principals Vice Principal	January 2019 March 2019 July 2019
Barriers C & D To provide a nurture provision for those pupils with social, emotional and behavioural needs	Maple Tree – Acers, Saplings & Pre-Saplings (Nurture Provision)	<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 	<ul style="list-style-type: none"> Improvements in behaviour Reduction in the number of fixed term exclusions Reduction in the number of red and yellow cards Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Case studies 	Inclusion Manager	January 2019 March 2019 July 2019
Barriers C & D To further improve the behaviour of pupils within the academy by ensuring that their emotional needs are met	Younger Minds Counsellor	<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 	<ul style="list-style-type: none"> Improvements in behaviour Reduction in the number of fixed term exclusions Reduction in the number of red and yellow cards Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Case studies 	Inclusion Manager	January 2019 March 2019 July 2019
Barriers C & D To ensure that the needs of pupils with social, emotional and behavioural issues are met	Learning Mentor Support	<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 	<ul style="list-style-type: none"> Improvements in behaviour Reduction in the number of fixed term exclusions Reduction in the number of red and yellow cards 	Inclusion Manager	January 2019 March 2019 July 2019

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
			<ul style="list-style-type: none"> Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Case studies 		
Barriers B, A & D To ensure that early communication needs are met	Speech and Language Therapists	<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 Language 	<ul style="list-style-type: none"> Meticulous data analysis of individual programmes of intervention Increase in the number of pupils at the end of Reception able to score as 'age appropriate' according to the Early Years Communication Screener 	Inclusion Manager	January 2019 March 2019 July 2019
Barriers B, A & D To ensure that early communication needs are met	Reading Recovery Teacher	<ul style="list-style-type: none"> A Reading Recovery teacher would enable additional high quality reading interventions to take place with those pupils with highest levels of need Accelerated levels of reading progress for these pupils would be evident 	<ul style="list-style-type: none"> Meticulous data analysis of individual programmes of intervention Increase in the number of pupils having age appropriate reading levels 	Vice Principal	July 2019
Total budgeted cost					

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barriers D & A To ensure that pupils receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	<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 	<ul style="list-style-type: none"> ▪ Pupil voice ▪ Case studies which demonstrate increased aspirations ▪ Book scrutinies demonstrate that pupils use this knowledge and additional experience to further improve their writing 	Vice Principal	January 2019 March 2019 July 2019
Barriers C & D To reduce the number of 'lates' and ensure that pupils arrive at school ready to learn	Breakfast Club	<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 	<ul style="list-style-type: none"> ▪ Weekly tracking of individual attendance data ▪ Weekly tracking of the number of minutes late ▪ Lesson observations demonstrate increased levels of pupil concentration and focus 	Pupil Premium Champion	January 2019 March 2019 July 2019
Barriers C & D To ensure that all pupils within the Academy are in full and correct uniform	Uniform	<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 	<ul style="list-style-type: none"> ▪ Learning walks indicate higher percentages of pupils wearing full school uniform ▪ Pupil Voice ▪ Case studies ▪ Feedback from parents indicates increased levels of feeling supported 	Pupil Premium Champion	January 2019 March 2019 July 2019

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barrier C & D To improve attendance	Attendance Minibus	<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 	<ul style="list-style-type: none"> ▪ Weekly tracking of individual attendance data ▪ Weekly tracking of individual attendance data 	Pupil Premium Champion	January 2019 March 2019 July 2019
Barrier C & D To improve attendance	New Attend EDC	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	Vice Principal	January 2019 March 2019 July 2019
Barrier C & D To ensure the safety of each and every pupil within the academy	Safeguarding Officer	<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 	<ul style="list-style-type: none"> ▪ Improved outcomes for pupils 	Inclusion Manager	January 2019 March 2019 July 2019
Barrier C & D To ensure that families of all pupils are supported and welcomed into the school community	Home / School Link Worker	<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 ▪ To liaise with parents and young carers 	<ul style="list-style-type: none"> ▪ Improved outcomes for pupils ▪ Parental feedback 	Inclusion Manager	January 2019 March 2019 July 2019

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barrier C To improve attendance	Attendance Strategies i.e. 12 Days of Christmas, Termly Prizes	<ul style="list-style-type: none"> ▪ Attendance initiatives inspire pupils and motivate pupils to attend school each day ▪ Pupils make accelerated levels of progress due to their improved attendance ▪ Attainment improves across all curriculum areas 	<ul style="list-style-type: none"> ▪ Improved attendance ▪ The number of Persistent Absences decreases ▪ Attainment data indicates increased numbers of pupils attaining age related expectations 	Vice Principal	January 2019 March 2019 July 2019
Barrier C To further improve the behaviour of pupils within the academy	Behaviour Incentives – Golden Time and Resources	<ul style="list-style-type: none"> ▪ Behaviour initiatives inspire pupils and motivate pupils to attend school each day 	<ul style="list-style-type: none"> ▪ Improved behaviour ▪ 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 	Vice Principal	January 2019 March 2019 July 2019
Total budgeted cost					