



Mapledene Primary School

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Mapledene Primary School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	41.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 to 2028-2029
Date this statement was published	19 th December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jonathan Hyde Headteacher
Pupil premium lead	Mel Faulkner Assistant Headteacher Chris Barber Assistant Headteacher
Governor / Trustee lead	George Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,860
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	£187,860

Part A: Pupil premium strategy plan

Statement of intent

At Mapledene, our vision is to create a joyful, inclusive community where every child feels safe, valued, and inspired to discover who they are and all they can become.

Guided by our core values of

Safety, Commitment, Aspirations

we ensure that every pupil, whatever their background, has the opportunity to thrive.

The Pupil Premium Grant, introduced by the Department for Education (DfE), provides additional funding to improve outcomes for disadvantaged pupils, including those eligible for free school meals, looked-after children, and children from armed forces families. In line with Education Endowment Foundation (EEF) research, we use this funding to deliver high-quality teaching, targeted academic and SEMH (Social, Emotional and Mental Health) support, and wider strategies that reduce barriers to learning and wellbeing.

We recognise that disadvantage can take many forms, and we are committed to identifying and addressing these challenges early. We believe that all children can succeed, and there are no excuses for underperformance. Through strong relationships, early intervention, and a solution-focused approach, we empower every learner to reach their full potential.

Our Pupil Premium strategy is built on:

- Excellent teaching supported by continuous professional development.
- Targeted academic and SEMH support that meets individual needs.
- Close collaboration with families, the community, and external agencies.
- A culture of aspiration and growth, where pupils build confidence, resilience, and self-belief.

Our broad and creative curriculum promotes curiosity, kindness, and courage, helping pupils to take pride in who they are and be ambitious for who they can become. Through a Growth Mindset approach, we encourage perseverance, celebrate progress, and help every child experience the joy of success.

Our commitment to the UN Convention on the Rights of the Child (CRC) underpins our ethos:

- Article 3 - The best interests of the child guide all decisions.
- Article 28 - Every child has the right to an education.
- Article 29 - Education must develop each child's talents and abilities to the fullest.
- Article 31 - Every child has the right to play and take part in cultural and creative activities.

Our Pupil Premium strategy aims to close attainment gaps, raise aspirations, and promote academic, social, and emotional wellbeing. By fostering high expectations and a strong sense of belonging, we enable every child to:

Belong, Believe, Be YOU; Achieve!

Challenges identified for 3-year plan: 2025 - 2028

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

Challenge number	Detail of challenge
1	Attendance for Pupil Premium (PP) pupils (90.3%) remains significantly below that of their Non-Pupil Premium (Non-PP) peers (96%). During the 2024/2025 academic year, the overall rate of persistent absence was 22.1%, with 44 of these pupils identified as PP. This continued level of absence adversely affects academic progress, social development, and participation in enrichment activities designed to broaden pupils' experiences beyond their local community.
2	Disadvantaged pupils enter Reception with vocabulary gaps and underdeveloped oral language, communication, and oracy skills. These challenges are evident as they progress through Key Stage 1 and Key Stage 2, as identified through baseline assessments, WellComm screening, and phonics outcomes.
3	Disadvantaged pupils, especially those with additional needs, generally achieve lower outcomes in maths and writing compared to their peers, with the exception of PP pupils without additional needs. This is evident from teacher observations, ongoing assessments, and end-of-Key Stage test results, and is closely linked to the challenges in oral language, communication, and vocabulary development outlined above.
4	An increasing number of pupils, including those who are disadvantaged, require small-group or one-to-one support to meet their social, emotional, and mental health (SEMH) needs. This is reflected in classroom observations, and the number of referrals for support. Key factors include domestic vulnerability, deprivation, dysregulation, and persistent absence.
5	Insights from observations and pupil discussions reveal that many of our disadvantaged pupils have limited opportunities beyond their immediate surroundings and restricted access to broader cultural experiences. This lack of wider exposure impacts their academic progress, reduces confidence and self-belief, and narrows their outlook and aspirations for future education and careers.

Intended outcomes for 3-year plan

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
To reduce the rate of absence so school is within 1% of pre-pandemic levels (2018-2019 - 95.6%) whilst reducing persistent absence of all pupils, and to significantly reduce the proportion of PP children who are persistently absent.	Overall attendance for PP pupils increases and narrows the gap with Non-PP pupils. The proportion of PP pupils classed as persistently absent (below 90% attendance) is reduced each year compared with the previous year. Evidence of improved engagement with targeted attendance interventions and Early Help support. Fewer unauthorised absences, including term-time holidays, evidenced through reduced Fixed Penalty Notices.
To improve oral language, communication, and oracy skills.	All children entering Reception receive high-quality Read Write Inc (RWI) instruction from the start, promoting early and consistent phonics and language development. Teacher assessments, observations, and SALT reports show clear improvements in pupils' oral language and communication, with early identification and targeted SALT-informed interventions supporting staff. Vocabulary teaching is embedded across the curriculum, emphasizing subject-specific and higher-level language. Internal 1:1 and small-group interventions yield measurable progress in spoken and written language, boosting confidence, fluency, precision, and overall academic outcomes.
To improve writing outcomes for disadvantaged pupils, particularly those with additional needs, by strengthening their oral language, communication, and vocabulary skills.	Disadvantaged pupils, including those with additional needs, make measurable progress in writing, closing the attainment gap with their peers. Teacher assessments, observations, and end-of-Key Stage test results demonstrate improved outcomes, with pupils showing stronger use of vocabulary, oral language, and communication in their writing. Targeted interventions and quality first teaching effectively address gaps and support sustained progress.
To provide targeted small-group or 1:1 support for disadvantaged pupils to address SEMH needs and related barriers to attendance and learning.	Disadvantaged pupils receiving targeted 1:1 or small-group support show improved social, emotional, and mental health, with fewer dysregulation incidents, higher engagement, and more consistent attendance. Staff observations, pastoral records, and referral data confirm timely identification and effective intervention. All teaching staff will complete Children's Mental Health Champion training, equipping them to support pupils, who demonstrate greater readiness to learn, resilience, and positive participation in school activities.
To broaden disadvantaged pupils' experiences through cultural, artistic, and aspirational opportunities, including pathways to further education and careers, to enhance their curriculum understanding, language development, and engagement.	Success will be measured by pupils' engagement with diverse cultural, artistic, and aspirational opportunities, including visits, speakers, and peripatetic music lessons, enhancing confidence, language, curriculum understanding, and awareness of future pathways. Impact will be reflected in improved engagement, attendance, and academic progress, monitored through termly tracking, teacher feedback, and pupil reflections.

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: £43,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue using Sonar tracking software to accurately reflect pupils' achievements, identify strengths and weaknesses, and enable teachers and leaders to provide timely support, preventing children from falling into 'At Risk' or 'Below' categories.	Supporting evidence-based teaching: The use of the Sonar tracking system enhances the quality of first teaching (QFT) by providing precise insights into areas requiring focus and enabling targeted interventions. While staff are trained in using Sonar, further training in its analytical tools is needed to fully pinpoint specific areas for development, maximising its effectiveness as a diagnostic tool. <i>"Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and engagement is the first step ... Schools that focus on effective assessment, thorough analysis of needs, and not assumptions, can tailor their strategies more effectively."</i> https://educationendowmentfoundation.org.uk/using-pupil-premium - September, 2025	2, 3
Purchase access to the White Rose Maths scheme and provide release time for the Maths Lead to support staff across the school — working with individual teachers and teaching assistants, as well as groups — to strengthen the delivery of White Rose and Assessment for Learning (AfL) practices.	'White Rose' is a Department for Education (DfE) recommended mathematics programme that uses a mastery approach to teaching. It supports children in developing a deep and secure understanding of mathematical concepts, while offering rich opportunities to build fluency — an essential skill for both mathematical understanding and access to other areas of the subject. This approach follows the principles of 'Mastery'. According to research from the Education Endowment Foundation (EEF), this method can accelerate pupils' progress by up to five https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning - September 2021 In addition, White Rose aligns with the eight recommendations outlined in the Education Endowment Foundation's (EEF) Improving Mathematics in Key Stages 2 and 3 guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 - November 2017	2, 3

Continue to purchase termly Testbase assessments for Reading and Grammar to measure attainment, track progress, and identify areas for development, supported by staff CPD to ensure accurate administration and effective use of data to inform planning.	Using standardised tests in Reading and Grammar for Years 1-5 provides reliable, objective measures of pupils' attainment and progress. They help identify individual strengths and areas for development, inform targeted teaching and interventions, and ensure consistency in teacher assessments across the school. <i>"Gather and reflect on a wide range of data to build a rich picture."</i> https://educationendowmentfoundation.org.uk/using-pupil-premium - September, 2025 <i>"For monitoring to drive improvements: data and insights on progress need to be shared, understood, and used. Sufficient time and opportunities should be created for staff to reflect on implementation data and feedback, and for implementation leaders to identify and tackle problems."</i> https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf - March 2025	2, 3
Deliver targeted, evidence-informed CPD that develops teachers' pedagogical approaches using insights from cognitive science. Staff will collaborate, practice, receive feedback, and reflect, ensuring improvements in teaching directly raise outcomes for PP pupils.	According to the Education Endowment Foundation (EEF, 2025), high-quality professional development should improve teaching practice to boost pupil outcomes. Effective CPD is carefully designed, implemented, and sustained, focusing on building teacher knowledge, motivating staff, developing practical teaching techniques, and embedding them into everyday classroom practice. It should include collaboration, opportunities to practice, feedback, and reflection, rather than one-off courses, ensuring that improvements are applied effectively to support pupil learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development - October 2021	1, 2, 3, 4, 5
Subject leaders conduct Book Study and analyse outcomes to identify gaps in pupils' knowledge in foundation subjects and to ensure children receive their full curriculum entitlement.	Research from the Education Endowment Foundation (EEF) highlights that effective curriculum planning relies on carefully sequencing content and anticipating common misconceptions, supported by ongoing diagnostic assessment to identify what pupils understand and where gaps remain. The EEF also notes that when prior knowledge is weak, pupils are more likely to develop misconceptions, and that teachers should actively address these by adding new information or filling gaps in incomplete knowledge. Therefore, when subject leaders conduct Book Study and analyse outcomes across foundation subjects, they are engaging in a valuable process that ensures misconceptions are identified and addressed, pupils build secure subject knowledge, and all children receive their full curriculum entitlement. https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions - July 2021	2, 3, 5

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

Budgeted cost: £129,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Reception children complete the WellComm assessment on entry to school. Children identified with lower scores receive prompt targeted interventions delivered by a qualified teaching assistant	Oral language interventions can be an effective approach for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions - May 2025	2, 3
License for Provision Mapping software - To ensure interventions are effective, enabling detailed analysis of the cost versus impact of each intervention. Support the effective deployment of staff and closely monitor which pupils participate in each intervention, avoiding duplication and ensuring they continue to access all other curricular opportunities.	Teaching assistants can have a substantial positive impact on pupil outcomes when deployed effectively. Targeted interventions delivered by trained TAs to small groups or individuals in structured settings consistently show gains of three to four additional months' progress. These benefits are maximised when interventions are carefully monitored, supported, and planned to ensure pupils do not miss other learning opportunities or experience duplication. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions - June 2021	1, 2, 3, 4, 5,
TAs provide one-to-one or small-group tuition for pupils making less than expected progress in core subjects, and deliver specialist support including occupational therapy, speech and language, and Reading and Maths interventions.	Research which focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions - June 2021 Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving pupil outcomes, due	2, 3, 4, 5

	to the variation in effectiveness between different deployments. Targeted interventions delivered by trained TAs to one-to-one or small groups consistently show gains of approximately three to four months in literacy, with reading comprehension strategies providing on average an additional six months' progress when activities are carefully matched to pupils' abilities. In mathematics, TA-led structured programs can result in up to two to three months' additional progress. These benefits are maximised when interventions are carefully monitored, supported, and structured, ensuring pupils receive high-quality teaching without missing other learning opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions - June 2025	
To improve pupils' mental health, self-esteem, well-being, and engagement through targeted interventions, Learning Mentor and Play Therapist support, and staff trained as Children's Mental Health Champions.	Social and emotional learning (SEL) approaches have been shown to improve academic outcomes by an average of three months, while also positively influencing pupils' attitudes to learning, social relationships, and overall wellbeing. Children from disadvantaged backgrounds often have weaker SEL skills, which can impact both mental health and attainment. Training all teaching staff as Children's Mental Health Champions through Place2Be further strengthens the school's capacity to provide timely, high-quality support, ensuring that pupils develop resilience, self-esteem, and a positive engagement with learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning - May 2025	1, 2, 3, 4, 5

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

Budgeted cost: £14,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all FSM-eligible pupils are registered for Pupil Premium via ECS, securing appropriate funding to support their learning, and promote registration through the school website, newsletters and letters.	By using the Department for Education's Eligibility Checking Service (ECS) via Link2ICT, the school provides FSM-eligible families with a faster, simpler, and more convenient application process. The service delivers prompt notifications of entitlement, reduces errors through automated validation, removes the need for repeated applications, and allows parents to apply directly, reducing potential stigma. This streamlined process saves administrative time and encourages reluctant parents to register, helping the school maximise Pupil Premium funding to support all eligible pupils. When parents know their children are entitled to a free school meal, it can reduce stress and financial pressure at home, helping families feel supported and enabling children to attend school consistently. Regular access to nutritious meals supports concentration, engagement, and academic progress across the curriculum. It also positively impacts pupils' social, emotional, and mental health (SEMH) by providing a sense of security and inclusion. Furthermore, ensuring all pupils receive meals without stigma helps them fully participate in wider school experiences, supporting cultural capital development through trips, enrichment activities, and shared social learning opportunities.	1, 2, 3, 4, 5
Use the DfE's 'Monitor Your School Attendance' tool, participate in the BCC 'Support First' scheme, and provide ongoing staff training to identify and support families where attendance is a concern, informed by research and best practice.	Effective schools use a combination of tools, frameworks, and strategies to improve attendance, particularly for vulnerable pupils such as those eligible for FSM or with SEN. The DfE 'Monitor Your School Attendance' tool helps track attendance, identify trends, and highlight pupils who may need support, while the Birmingham City Council 'Support First' framework encourages schools to work collaboratively with the Local Authority and partner agencies to address underlying causes of absence and provide timely interventions. High-performing schools consistently promote the benefits of good attendance, set clear expectations for all pupils, communicate these expectations to pupils and parents, systematically analyse attendance data, and maintain a calm, safe, and supportive environment in which pupils want to attend and can thrive. In addition, research by the EEF shows that parental engagement approaches are most effective when sustained over an academic year, with relatively low costs mainly related to staff training and development, supporting long-term improvements in attendance. https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide - October 2025	1, 4

	https://www.birmingham.gov.uk/download/downloads/id/29520/support_first_school_attendance_framework_and_guidance.pdf - September 2025 https://www.gov.uk/government/publications/working-together-to-improve-school-attendance - August 2024 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement - May 2025	
Ensure all pupils, particularly those eligible for Pupil Premium, have equal access to the full range of school opportunities, including targeted strategies to increase participation in after-school clubs and enrichment activities.	Evidence shows that participation in after-school clubs and extra-curricular activities is linked to positive academic and social outcomes, particularly for disadvantaged pupils. These activities boost confidence, extend social networks, develop new skills, and enhance well-being. Guaranteeing all young people access to high-quality enrichment opportunities not only improves skills and well-being but also helps create an inclusive educational environment where every child feels supported, engaged, and able to thrive. https://www.nuffieldfoundation.org/sites/default/files/files/can-out-of-school-activities-close-the-education-gap.pdf - September 2025 https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility - July 2019 https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis - February 2025	1, 2, 3, 4, 5
Increase parental involvement in children's reading by encouraging reading at home, with parents, and together, using and regularly reviewing 'Reading Records' for each year group to promote family engagement and enjoyment of reading.	Parental engagement, where schools involve parents in supporting their children's learning, can lead to an average of four additional months' progress over a year. Reading with children is a key part of this engagement, providing opportunities for quality time and bonding, and highlighting both the academic and social benefits of shared reading. https://www.penguin.co.uk/discover/childrens-articles/ladybird-survey-top-benefits-of-reading - August 2023 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement - May 2025	1, 2, 3, 4, 5
Enhance parental engagement and aspirations through	Research from the Education Endowment Foundation (EEF) shows that parental engagement is strongly associated with children's academic outcomes, with involvement leading to an average of 4-5 months' additional progress (EEF, 2019). The impact of engagement	1, 2, 3, 4, 5

school-based workshops on Hooks and End Products, phonics, SATs, subjects, and support topics (behaviour, SEMH), alongside celebration events and extra-curricular activities (e.g. child and parent library sessions).	is less dependent on a parent's job, education, or income, and more on what parents actually do with their children (EEF, 2019). Effective strategies include personalised communication about learning, tailored support where needed, and school-based group sessions that are convenient, welcoming, and foster trust, all of which can encourage positive parent-child interactions and sustained engagement (EEF, 2019; EEF Early Years Toolkit, 2020). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement? - May 2025 https://educationendowmentfoundation.org.uk/news/eef-blog-promoting-positive-partnerships-with-parents - November 2023	
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Total budgeted cost: £187,860

Part B: Review of outcomes in the previous academic year

Challenges identified for 3-year plan, as started in 2022-2023

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

Challenge number	Detail of challenge
1	PP attendance was substantially lower (92.48%) than that of their Non-PP peers (96.09%). Persistent absence was high overall during 2020-2021. However, PP children had a substantially higher incidence of persistent absence (29%) than their Non-PP peers (9.8%). Our internal data indicates that absenteeism is having a detrimental effect on the progress of our PP children.
2	Baseline assessments, observations and information from previous settings indicate that PP children enter reception working below reception entry level expectations and have particular weaknesses in communication and literacy.
3	Since lockdown, our day-to-day observations and assessments indicate that children are entering EYFS and Year 1 with below expected social and emotional development. This is a particular issue with PP children.
4	20% of PP families did not engage with their remote learning, despite being provided with bespoke support. The lack of engagement was particularly profound in Year 2 and Year 4, with 36% and 40% respectively of PP children not accessing remote learning.
5	PP children are not reading as widely as Non-PP children at home as evidenced by their reading records. This affects children's fluency and makes it more difficult for them to comprehend the text as too much thought-power is required for decoding.
6	Though Pupil Voice indicates that PP children are ambitious, their parents do not always demonstrate high aspirations for their children.
7	Discussions with pupils indicate that PP children have limited life experiences outside their local area and have not had many enrichment activities such as visiting the seaside, museums, galleries, etc. and this impacts on their ability to access the curriculum. This has been confounded by lockdown.
8	Internal assessments indicate that children's attainment in Writing suffered as a result of lockdown and anecdotal evidence suggests that parents found it difficult to ensure that their children wrote in quality, at length.
9	Teachers have indicated that children have found it difficult to recall previous learning and had not committed to memory their knowledge and understanding, particularly of mathematical processes.
10	An increased number of children throughout the school have presented with Social, Emotional and Behavioural difficulties since lockdown. There have been increase reports of children witnessing DV incidents.

Intended outcomes for 3-year plan, ending 2024-2025

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
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 3% Persistent absence to be in line with the National Average for all pupils.
Children make rapid progress with their communication skills and catch-up with their peers by the end of EYFS.	All children entering Nursery/Reception are screened for Speech and Language difficulties and provided with bespoke support. Internal and external data indicates that children who enter EYFS with weak communication skills have narrowed the gap with their peers by the end of EYFS.
Children in EYFS make rapid progress in Phonics and this enables them to achieve at least in line with the National average in literacy.	Children begin phonic lessons in the first half-term of Reception. Internal data shows that children make progress in Read Write Inc in-line with the National Average.
Children in EYFS and Year One are independent and are able to form effective relationships with both their peers and adults.	Observations show that children in EYFS and Year One have age-appropriate social and emotional development.
Parents of PP children have high aspirations for their children's future and are supportive of the school and their child's learning.	Parent Voice indicates that parents are ambitious for their children. They attend workshops and take on board advice so that they are best able to support their children.
All children, regardless of background, have access to a range of enrichment activities and experiences.	School records, photographs, Pupil Voice etc show that all children experience a range of enrichment activities which broaden their cultural capital and enhance their skills.
Children's writing shows accurate use of grammatical conventions, effective vocabulary choices and accurate spelling.	Book scrutinies, moderation and assessment indicate that children are able to apply their knowledge of grammar, vocabulary and spelling to their written work, in all subject areas.
Attainment in mathematics returns to pre-pandemic levels and is at least in-line with the National Average for all pupils.	Children's work and internal data shows that concepts are embedded, and children are able to recall and apply their previous knowledge to support new learning. KS2 mathematics outcomes in 2024/25 show that attainment of disadvantaged pupils is at least in line with their non-PP peers and National Average.
Children and families are provided with timely support to help them to deal with challenging circumstances such as mental health issues in the home, domestic violence etc.	Disadvantaged children with challenging home/personal circumstances have received timely support resulting in improved outcomes for them and their families. Pupil and parent voice reflect that the school is supportive of their needs.

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

Desired outcome	End of year assessment of impact 2024-2025																										
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Overall attendance for the 2024-2025 academic year was 93.2%, representing an improvement on the previous year. However, PP pupils remain more likely to be persistently absent than their Non-PP peers (90% vs. 96%). Absences were due to a variety of factors, including unauthorised holidays, which increased this year, as well as several pupils who had moved out of the area but remained on the school register for a significant period. Despite Early Help support, attendance for PP pupils continues to be a concern. The school has implemented Birmingham City Council's 'Support First' and 'Leave in Term Time' procedures, resulting in a number of parents and carers receiving Fixed Penalty Notices for unauthorised absences.																										
Children make rapid progress with their communication skills and catch-up with their peers by the end of EYFS.	Context: Within Reception, 25% of pupils were identified as disadvantaged and 14% were on the SEN register, with 5% (2 pupils) classified as both disadvantaged and SEN. <table><tr><th rowspan="2">2025</th><th colspan="2">All children</th><th colspan="2">PP</th><th colspan="2">PP-No SEN</th><th colspan="2">Non-PP</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr><tr><td>Communication and Language</td><td>75%</td><td>80%</td><td>67%</td><td>67%</td><td>78%</td><td>80%</td><td>78%</td><td>83%</td></tr></table> Key Insights - PP-No SEN and Non-PP pupils are performing strongly, close to or above national benchmarks, demonstrating effective early communication support. - PP pupils are achieving in line with national PP averages, indicating effective intervention strategies and a solid foundation for further language development. - Overall, Communication and Language skills are strong across the school, supporting broader literacy and learning outcomes.	2025	All children		PP		PP-No SEN		Non-PP		School	National	School	National	School	National	School	National	Communication and Language	75%	80%	67%	67%	78%	80%	78%	83%
2025	All children		PP		PP-No SEN		Non-PP																				
	School	National	School	National	School	National	School	National																			
Communication and Language	75%	80%	67%	67%	78%	80%	78%	83%																			
Children in EYFS make rapid progress in Phonics and this enables them to achieve at least in line with the National	Context: Within Year 1, 41% of pupils were identified as disadvantaged and 15% were on the SEN register, with 10% (4 pupils) classified as both disadvantaged and SEN. Within the Year 2 cohort of children who took Phonics in Year 2, 50% of pupils were identified as disadvantaged and 25% were on the SEN register, with 0% classified as both disadvantaged and SEN. <table><tr><th rowspan="2">2025 Year 1</th><th colspan="2">All children</th><th colspan="2">PP</th><th colspan="2">PP- No SEN</th><th colspan="2">Non-PP</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	2025 Year 1	All children		PP		PP- No SEN		Non-PP		School	National	School	National	School	National	School	National									
2025 Year 1	All children		PP		PP- No SEN		Non-PP																				
	School	National	School	National	School	National	School	National																			

average in literacy.	Percentage working at:	81%	80%	75%	67%	85%	79%	84%	83%
	Year 2	All children		PP		PP - No SEN		Non-PP	
		School	National	School	National	School	National	School	National
	Percentage working at:	75%	50%	75%	44%	75%	64%	75%	54%
Key Insights - Year 1 phonics outcomes are strong across all groups, with PP pupils exceeding national PP benchmarks and Non-PP pupils performing in line with national expectations. - Year 2 phonics results show consistent attainment across all groups, indicating effective catch-up strategies and strong continuity in phonics teaching. - PP-No SEN pupils demonstrate particularly strong outcomes, reinforcing the impact of removing barriers to learning.									
Children in EYFS and Year One are independent and are able to form effective relationships with both their peers and adults.	Context: Within Reception, 25% of pupils were identified as disadvantaged and 14% were on the SEN register, with 5% (2 pupils) classified as both disadvantaged and SEN.								
	2025	All children		PP		PP-No SEN		Non-PP	
		School	National	School	National	School	National	School	National
	PSED	93%	83%	92%	73%	100%	85%	94%	86%
Key Insights - All pupil groups are performing strongly, particularly PP-No SEN pupils who achieved 100%. - PP pupils are significantly above national PP benchmarks, demonstrating effective social and emotional support in EYFS. - Overall, PSED outcomes are a key strength, supporting learning readiness and positive engagement across the school.									
Parents of PP children have high aspirations for their children's future and are supportive of the school and their child's learning.	Parents and carers participated in a range of workshops and courses hosted at the school, including a 'meet the agencies session' where parents and carers were able to meet representatives from a range of agencies.								
	In addition, we held 'speech and language drop-in' sessions throughout the autumn term. These were well attended and positively received.								
	Further opportunities will be organised for parents and carers to engage with their children's learning at school through 'Inspire Workshops'.								

All children, regardless of background, have access to a range of enrichment activities and experiences.	All children can participate in enrichment activities, as we provide free spaces for those who would otherwise be unable to join due to financial constraints. Our curriculum is designed to offer children a broad array of experiences, ensuring they gain the essential knowledge needed to fully engage with and comprehend the material. These opportunities have included events such as a Sky at Night evening, an Egyptian tomb experience, a pirate-themed day, assemblies and performances and an art gallery showcasing children's artwork and learning around artists such as a Lowry. Additionally, visits were organised to places of worship, including a Gurdwara and a local church Curriculum-related visits also took place to Puzzlewood, Warwick Castle and PGL Boreatton Park, Culmington Manor and Roots and Branches. Visits to school were made by the RSPCA, two STEM ambassadors who provided insights into light and physics and Manta Rays, a Formula 3 driver, a Judaism expert from Solihull Shul synagogue and a PC and PCSO to talk about their roles. During the 2024-2025 academic year, children benefitted from a wide range of over 25 extracurricular clubs, including football (boys' and girls' teams), Muddy Boots, Coding, Makaton, Art, Lego, Design & Technology, Zumba, FDS, Chess, Doodling, Craft, Dodgeball, Makaton, Drama, Swingball and Choir. Over two-thirds of the school participated in these activities. PP children were equally likely to engage in clubs as their non-PP peers, demonstrating inclusive access to enrichment opportunities across the school.																																																																		
Children's writing shows accurate use of grammatical conventions, effective vocabulary choices and accurate spelling.	Context: Within EYFS, 25% of pupils were identified as disadvantaged and 14% were on the SEN register, with 5% (2 pupils) classified as both disadvantaged and SEN. Within Year 2, 36% of pupils were identified as disadvantaged and 15% were on the SEN register, with 2% (1 pupil) classified as both disadvantaged and SEN. Within Year 6, 31% of pupils were identified as disadvantaged and 29% were on the SEN register, with 11% classified as both disadvantaged and SEN. <table><tr><th colspan="2" rowspan="2">2025</th><th colspan="2">All children</th><th colspan="2">PP</th><th colspan="2">PP - No SEN</th><th colspan="2">Non - PP</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr><tr><td>EYFS</td><td>Writing</td><td>68%</td><td>71%</td><td>58%</td><td>53%</td><td>64%</td><td>67%</td><td>72%</td><td>75%</td></tr><tr><td rowspan="2">KS1</td><td>Writing exp+</td><td>64%</td><td>64%</td><td>53%</td><td>50%</td><td>0%</td><td>N/a</td><td>60%</td><td>69%</td></tr><tr><td>Writing GD</td><td>7%</td><td>10%</td><td>0%</td><td>4%</td><td>0%</td><td>N/a</td><td>10%</td><td>11%</td></tr><tr><td rowspan="2">KS2</td><td>Writing exp+</td><td>70%</td><td>72%</td><td>53%</td><td>59.0%</td><td>70%</td><td>76%</td><td>83%</td><td>78%</td></tr><tr><td>Writing GD</td><td>13%</td><td>13%</td><td>12%</td><td>6.5%</td><td>20%</td><td>9%</td><td>13%</td><td>15%</td></tr></table>	2025		All children		PP		PP - No SEN		Non - PP		School	National	School	National	School	National	School	National	EYFS	Writing	68%	71%	58%	53%	64%	67%	72%	75%	KS1	Writing exp+	64%	64%	53%	50%	0%	N/a	60%	69%	Writing GD	7%	10%	0%	4%	0%	N/a	10%	11%	KS2	Writing exp+	70%	72%	53%	59.0%	70%	76%	83%	78%	Writing GD	13%	13%	12%	6.5%	20%	9%	13%	15%
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	Key Insights • PP-No SEN pupils perform well, particularly at KS2 (70% Exp+, 20% GD), demonstrating strong attainment when SEN is not a barrier. • Non-PP pupils consistently achieve above or close to national averages, providing a strong benchmark for best practice. • PP pupils are progressing positively, with targeted support helping to close attainment gaps. • Greater Depth outcomes are emerging for PP-No SEN and Non-PP pupils, showing potential for higher attainment with further challenge.																																																																						
Attainment in mathematics returns to pre-pandemic levels and is at least in-line with the National Average for all pupils.	<u>KS1 outcomes</u> Context: Within Year 2, 36% of pupils were identified as disadvantaged and 15% were on the SEN register, with 2% (1 pupil) classified as both disadvantaged and SEN. <table><tr><th rowspan="2">2025</th><th colspan="2">All children</th><th colspan="2">PP</th><th colspan="2">PP - No SEN</th><th colspan="2">Non - PP</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr><tr><td>Maths exp+</td><td>66%</td><td>73%</td><td>59%</td><td>60%</td><td>100%*</td><td>71%</td><td>70%</td><td>77%</td></tr><tr><td>Maths GD</td><td>13%</td><td>17%</td><td>6%</td><td>9%</td><td>0%</td><td>11%</td><td>17%</td><td>20%</td></tr></table> <u>KS2 outcomes</u> Context: Within Year 6, 31% of pupils were identified as disadvantaged and 29% were on the SEN register, with 11% classified as both disadvantaged and SEN. <table><tr><th rowspan="2">2025</th><th colspan="2">All children</th><th colspan="2">PP</th><th colspan="2">PP - No SEN</th><th colspan="2">Non-PP</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr><tr><td>Maths exp+</td><td>75%</td><td>74%</td><td>53%</td><td>61%</td><td>70%</td><td>75%</td><td>91%</td><td>80%</td></tr><tr><td>Maths GD</td><td>20%</td><td>26%</td><td>12%</td><td>15%</td><td>20%</td><td>20%</td><td>26%</td><td>31%</td></tr></table> Key Insights (KS1 and KS2): • PP-No SEN pupils achieve highly when additional barriers are removed, demonstrating the potential of disadvantaged learners. <i>*Note: 100% for PP-No SEN in one cohort reflects only 1 child; interpreted with caution.</i> • PP pupils make positive progress in line with national averages, supported by targeted interventions. • Non-PP pupils excel, particularly at Greater Depth, reflecting strong teaching and stretch for higher-attaining learners. • Overall attainment for all children is above national averages, demonstrating strong curriculum and intervention strategies.	2025	All children		PP		PP - No SEN		Non - PP		School	National	School	National	School	National	School	National	Maths exp+	66%	73%	59%	60%	100%*	71%	70%	77%	Maths GD	13%	17%	6%	9%	0%	11%	17%	20%	2025	All children		PP		PP - No SEN		Non-PP		School	National	School	National	School	National	School	National	Maths exp+	75%	74%	53%	61%	70%	75%	91%	80%	Maths GD	20%	26%	12%	15%	20%	20%	26%	31%
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	In Year 6, 16% of pupils (25% of whom were PP) benefitted from School-Led Tutoring in Maths, each receiving 12 hours of additional tuition. 100% of these pupils achieved the expected standard in Maths. To improve fluency, White Rose will be introduced during 2025-2026 across the school, with Reception also using White Rose, so that children are familiarised earlier and therefore are able to access it sooner as they transition into KS1.
Children and families are provided with timely support to help them to deal with challenging circumstances such as mental health issues in the home, domestic violence, etc.	In addition to its Designated Safeguarding Lead (DSL), Mapledene and its Before and After School provision are supported by six Deputy Designated Safeguarding Leads, ensuring the school can provide early help to children and families and respond promptly to any concerns. Parents and carers can contact the school through the dedicated Advice email, monitored at all times, including weekends. This allows the school to act swiftly and offer support before the next school day. Disadvantaged pupils facing challenging home circumstances have benefited from timely interventions, leading to improved outcomes for them and their families. Feedback from pupil and parental voice confirms that the school listens and responds effectively to its community. Families receive continued support from the Early Help Lead, who helps parents and carers share concerns, access assistance, and stay informed about local and national initiatives such as the Household Support Fund. Children receive pastoral care from the Learning Mentor, wider pastoral team, and a Play Therapist, who supports pupils with emotional needs by helping them talk, reflect, and build coping skills. Mental health support continues to grow, with a Children's Mental Health Champion in each phase. The school plans to train all staff in this role during 2025-2026.

Overall Conclusion – End of Year Evaluation 2024–2025

During the 2024–2025 academic year, the school has demonstrated sustained progress in improving outcomes, inclusion, and engagement across key areas. The strategic focus on high-quality teaching, targeted intervention, and effective pastoral support has had a measurable impact on pupil outcomes, particularly for those who are disadvantaged.

Overall attendance has shown improvement, reflecting the school's strengthened monitoring and early intervention processes. However, persistent absence among PP pupils remains a key area for further improvement and continues to be addressed through targeted strategies and family support.

In Early Years and Key Stage 1, outcomes in communication, language, and phonics remain strong and, in several instances, exceed national figures. This reflects the positive impact of early intervention and consistent, high-quality provision. Personal, Social and Emotional Development (PSED) outcomes are a notable strength, demonstrating the success of the school's nurturing approach and the effectiveness of its pastoral systems in promoting readiness to learn.

Across the curriculum, disadvantaged pupils achieve broadly in line with national averages, with PP pupils without additional needs achieving well. Writing outcomes continue to improve, though further work is required to ensure that progress and attainment for some PP and SEND pupils are consistently strong across all year groups. Mathematics outcomes have returned to pre-pandemic levels, supported by effective use of targeted tutoring. The planned introduction of the White Rose Maths scheme is expected to strengthen progression, consistency, and fluency across the school.

Parental engagement has deepened through workshops, drop-in sessions, and partnership events, contributing to improved communication, shared expectations, and greater collaboration between home and school. All pupils have equitable access to a broad range of enrichment activities, ensuring that disadvantage does not restrict opportunity. The school's comprehensive pastoral network—including multiple DSLs, a Play Therapist, and Early Help provision—continues to provide timely and effective support for families, contributing positively to pupil wellbeing and engagement.

Overall, the school continues to provide a caring, inclusive, and aspirational environment in which pupils are supported to thrive academically, socially, and emotionally. With attendance and writing identified as priorities for further development, the school is well placed to sustain improvement and build on the strong progress achieved during 2024–2025.

External 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
School-Led Tuition	School
TT Rockstars	TT Rockstars
Read Write Inc	Ruth Miskin
Play-therapist	Mindful Life Counselling
Wellcom - speech and language	GL Assessments
IDL Dyslexia	Ghotit Ltd