



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	41.8%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-2025
Date this statement was published	6 December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dave Hobday Chair of Governors
Pupil premium lead	Jonathan Hyde Acting Headteacher
Governor / Trustee lead	George Smith Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,840
Recovery premium funding allocation this academic year	£4,531
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	£201,371

Part A: Pupil premium strategy plan

Statement of intent

At Mapledene, we firmly believe in fostering a learning culture built upon cooperation, resilience and respect. All staff believe in the ability of all children, whether entitled to the Pupil Premium grant or not, to do well and to make good levels of progress, utilising a 'solution focused' approach to overcoming barriers to support all children. There are no excuses for underperformance. We place the utmost value on building strong relationships with our parents, our community and beyond, to ensure that Pupil Premium children and their families have access to the same opportunities as their non-Pupil Premium peers. We work closely with external agencies so that we can provide our Pupil Premium children and their families with the support they need, and we continuously strive to improve our provision for all children, regardless of ability or special need. We encourage pupils to be co-operative and to develop a deepening respect for each other's cultures, faiths, opinions and values. They learn to work together and provide each other with support, understanding and appreciating that everyone is unique. They are taught that everyone, no matter what their difference or need is, has something valuable to contribute.

Our curriculum is broad, balanced and creative and is matched to the children's needs and interests while also preparing them to be independent, lifelong learners and global citizens. We aim to ensure that every child is able to access the National Curriculum or EYFS and provide additional, bespoke provision to help all children, whatever their need, fulfil their full potential. Fostering a 'Growth Mindset' is at the heart of everything we do, acknowledging that mistakes are vital to learning and that we should strive to improve ourselves and celebrate our successes. We enable all children to experience the joy of success while commending every small step of achievement.

We aspire to be the best we can be, and our high expectations and standards encourage all pupils to achieve academically, socially and spiritually, and to grow in confidence. We aim to be forward-thinking and proactive to ensure that our children are fully equipped for life in Modern Britain and are able to take their place and contribute effectively to the world community. We summarise our ethos in our school motto:

BELONG, BELIEVE, BE YOU; ACHIEVE.

The school places the UN Convention on the Rights of the Child (CRC) at the heart of its ethos and curriculum. This policy particularly relates to the following articles:

- Article 3 (Best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 28 (The Right of the Child to Education): Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
- Article 29 (Goals of education): Education must develop every child's personality, talents and abilities to the full.
- Article 31 (leisure, play and culture): Every child has the right to relax, play and take part in a wide range of cultural and artistic activities of cultural and artistic activities

Our Pupil Premium strategy plan is designed to remove barriers to education that children from low-income families may face and thus close the attainment gap between disadvantaged children and their peers. Where children have already fallen behind, it provides the support necessary for them to catch-up. It recognises the need to ensure that our strategy, 'makes learning stick' so that we maximise the impact of both day-to-day teaching and interventions. Furthermore, it aims to heighten the aspirations of both PP children and their families.

Challenges

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 Pupil Premium 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 Pupil Premium 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

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 Pupil Premium 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.

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: £45,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the use of 'Sonar' tracking software to ensure that data actively reflects children's achievements and is able to accurately pinpoint areas of strengths and weakness, at both class and individual level, thereby enabling teachers and leaders to identify children in need of additional support. This will help to avoid the potential for children to become 'At Risk' or 'Below'	Supporting evidence-based teaching: Use of Sonar tracking system will enhance the quality of first teaching (QFT) by equipping teachers with precise insights into the areas that require focus. It will also enable more accurately targeted interventions. Ensuring all staff are thoroughly trained and proficient in its use will maximise its effectiveness as a diagnostic tool. <i>More successful schools use data to identify pupils' learning needs at every opportunity –when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching.</i> (DfE, 2015 Supporting the attainment of disadvantaged pupils).	4, 8, 9
Ongoing cost of Maths-no problem! workbooks. Release time for Maths Lead to work across school with individuals and groups of teachers and teaching assistants on delivery of 'Maths-no problem!' and AfL.	'Maths-no problem!' Is a maths programme built on research from Singapore and American psychologist Jerome Bruner. It is a DfE recommended programme. This is a 'Mastery' approach. EEF research suggests that such an approach improves children's progress by 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Furthermore, Maths-no problem follows the 8 recommendations from Improving Mathematics in Key Stages 2 and 3 (EEF): https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf	4, 9
Purchasing of termly Testbase tests for Maths, Reading and Grammar to provide summative assessments to measure attainment, progress and identify	End-of-term summative assessments will standardize teacher evaluations. Test analysis will identify strengths and areas for improvement in teaching and learning across the curriculum, both at the class level and for individual students. This information will guide the planning of targeted interventions to provide appropriate support.	4, 9

areas for further development. Continued Professional Development for staff to ensure assessments are administered correctly and data analysed to inform planning.	Additionally, the analysis will highlight staff training needs and inform decisions about interventions or enhanced classroom support. <i>DfE – Supporting the attainment of disadvantaged pupils.</i>	
Continue to improve quality first teaching via CPD via Teaching and Learning Coach, who will also work on curriculum development.	The Teaching and Learning coach will share best practices across the school, support individuals in areas requiring development, and direct them to additional resources or assistance when needed. They will also work with individuals and year groups to ensure the school curriculum is structured to help children ‘know more and remember more.’ https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics NFER research identified seven building blocks to success with Number 3 being ‘High quality teaching for all’. ...Leaders of more successful schools emphasise the importance of ‘quality teaching first.’ They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils, the difference between a good teacher and a bad teacher is a whole year’s learning. (Supporting the attainment of disadvantaged pupils (DfE Nov 2015)	2, 3, 4, 7, 8, 9
Whole staff training on use pupil ‘Book Study’ for assessment of children’s learning and knowledge acquisition in foundation subjects by subject leaders (for which release time will be required).	Improved questioning and use of assessment will help children develop their meta-cognition, encouraging them to think about their learning more explicitly. Teachers can demonstrate modelling their own thought processes and careful questioning will help children to explain, consider and adapt their own thought processes. (EEF suggests that improving children’s metacognition can improve their attainment by 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)	2,4,5,8,9

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

Budgeted cost: £142,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcom assessment – all children in nursery and identified children in reception screened on starting school. Interventions run by qualified teaching assistant put into place rapidly for children with low scores.	EEF research shows that children who participate in oral language interventions make approximately 5 months more progress and that this increases to 6 months for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
License for Provision Mapping software - Ensure that interventions are effective by enhanced analysis of cost of intervention compared to benefit. Ensure staff are deployed effectively. Monitor closely which children are taken for which intervention to ensure that there is no duplication and that they do not miss out on other curricular opportunities.	The EEF recorded a typical impact of 5 or more months in primary schools where interventions were short sessions of around 30 minutes or so, several times a week were most effective, and involved targeted small groups or one-to-one interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4,8,9, 10
TAs to provide one-to-one and/or small group tuition for children who have made less than expected progress in core subjects. TA's to provide specialist support for target pupils/groups – occupational therapy, speech and language,	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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF research findings states that investing in professional development for teaching assistants to deliver structured	2,3,4,8,9

KS2 reading recovery (Fresh Start).	interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EEF research also states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Interventions after school.	Make effective use of tuition to effectively extend the length of the school day for targeted individuals to receive the benefits of extra tuition. This will have the benefits as above as well as provide additional learning time (some evidence suggests that this can improve children's attainment by 3 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
To support pupils' mental health, self-esteem, attitudes towards learning, sense of well-being and enjoyment of school. Cost of school Learning Mentor, interventions and Play Therapist.	EEF Toolkit shows that interventions which target social and emotional learning have an average overall impact of 4 months additional progress on attainment. They also have a valuable impact on attitudes to learning and social relationships in school. As EEF research shows that SEL approaches are more beneficial when embedded into routine educational practices and supported by staff training the learning mentor will work with staff on planning and delivering PSHE. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	10

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

Budgeted cost: £14,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use ECS to ensure all children who are eligible for Pupil Premium are registered so that school receives the appropriate funding to support their learning by encouraging parents to complete forms regularly. Promote strategy via school website, newsletter, letters and Twitter.	By linking to the Department for Education's (DfE) Eligibility Checking Service (ECS), the Link2ICT Free School Meals Eligibility Checking Service: • Offers a faster, simpler, and more convenient application process. • Delivers fast response of the notification of entitlement. • Reduces application errors through computer assisted validation. • Removes the need for reapplication where eligibility continues. • Removes potential stigma as parents can apply direct. • Saves administrative time - no more manual form filling and copying of documentation. Encourages reluctant parents to register for FSM entitlement allowing your school to maximise funding through Pupil Premium (Link2ICT website).	1-10
'Inclusive Attendance' strategies to be embedded within new whole school approach to attendance. Continued training for all staff so all staff know their roles in improving attendance. Utilising research and best practice to inform how to identify and better support families where their child's attendance is a concern.	The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Research by the EEF suggests that parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time. Overall, the median costs of implementing parental engagement are estimated as very low. Most costs arise from staff training and development, all of which are more likely to be start-up costs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Continue to ensure all children have equal	Researchers from the NatCen Social Research institute, Newcastle University and ASK Research found that those who took part in organised sports and physical activities at the ages of five, seven and 11	7

access to every opportunity provided by the school including encouraging a greater take up of after school activities by Pupil Premium children.	were almost one and a half times more likely to reach a higher than expected level in their Key Stage 2 (KS2) maths test at the age of 11. Research (see Dewitt & Storksdieck, 2008) suggests that trips can expose students to new experiences, increasing their engagement and interest; result in affective games such as increased positivity towards a subject; and are positive experiences that can be recalled and are useful long after a visit. Enabling children to take part allows them to be active members of the school community.	
Continue to provide support with the purchase of school uniform to help children feel part of the whole school community.	Though the EEF found no robust evidence that the wearing of school uniform improves academic performance, motivation or attendance, the research was based on the introduction of school uniform to the whole community and did not examine the effect on an individual of not having a school uniform when one's peers are wearing one. Anecdotal evidence suggests that children are generally proud to wear their school uniform and that it increases their sense of belonging.	2,3,4, 5,9
Increase parental involvement with children's reading to encourage more children to read at home, to and with their parents - continue to use and review 'Reading Passport' for each year group to encourage families to engage with and enjoy reading and reading activities.	This will help improve children's fluency, comprehension and enjoyment of reading. There is much evidence that stresses the unique importance of reading in attainment across the curriculum e.g. https://www.booktrust.org.uk/news-and-features/news/news-2023/how-does-reading-benefit-children/ links to a strong evidence base. Homework has also been shown to increase children's attainment by 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework See also below re; parental engagement.	2,4,5 Resources/ photocopy
Increase parental engagement and their aspirations for their children via workshops and events parents can attend in school (Hooks and outcomes, phonics, SATS, mathematics, behaviour workshops, etc)	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 6

Total budgeted cost: £201,371

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 2023 to 2024 academic year.

Desired outcome	End of year assessment of impact 2023-2024																				
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Overall attendance was 92.7% for 2023-2024. This is similar to the previous year. Pupil Premium children are still more likely to be persistently absent than their Non-Pupil Premium peers. Absences were caused by a variety of factors including unauthorised holidays, the number of which rose. The Local Authority's 'Fast Track' and 'Leave in term time' procedures were utilised, resulting in a number of parents and carers being issued with Fixed Penalty Notices for unauthorised absences. A graduated response was put in place, which had a greater emphasis on teachers sharing concerns about attendance with parents/carers in the first instance. Where attendance continued to be a concern, Early Help was offered through our Attendance Champion (who is also our Early Help Lead). This support was accepted by many families, resulting in improvements being made in their attendance. 'Fast Track' was utilised where attendance continued to be a concern. This resulted in improvements in attendance for some children and the issuing of Fixed Penalty Notices by the Local Authority where attendance did not improve. Both the Deputy Headteacher and Early Help Leader (latterly our Attendance Champion) participated in 'Inclusive Attendance' training, funded by Developing Local Provision (DLP) which enabled us to bespoke our approach to improving attendance.																				
Children make rapid progress with their communication skills and catch-up with their peers by the end of EYFS.	All children entering Nursery were screened for speech and language difficulties and received tailored support as needed. Reception children with specific speech and language challenges were assessed using Wellcom, with 100% of those receiving intervention achieving expected progress. The school's Speech and Language Teaching Assistant has provided support to children throughout the EYFS. 27.3% of the cohort were classed as disadvantaged and 29.5% were registered as SEN. 16% of children were classed both as disadvantaged and registered as SEN. The gap between the school's "All" children and the national average improved on 2023, with nearly 10% more school children achieving the expected standard compared to the national average. Outcomes for Pupil Premium children were lower than the previous year but remained in line with national figures. Targeted support remains essential to further narrow the gap between Pupil Premium children and their peers. <table><tr><th rowspan="2">2023</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>Communication and Language</td><td>84.1%</td><td>79.3%</td><td>66.7%</td><td>68.2%</td><td>90.6%</td><td>81.7%</td></tr></table>	2023	All children		PP		Non-PP		School	National	School	National	School	National	Communication and Language	84.1%	79.3%	66.7%	68.2%	90.6%	81.7%
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Children in EYFS make rapid progress in Phonics and this enables them to achieve at least in line with the National average in literacy.	34.8% of the Year 1 cohort were classed as disadvantaged and 13% were registered as SEN. 4.3% of children were classed both as disadvantaged and registered as SEN. Children begin phonic lessons in the first half-term of Reception. By the end of Year 1, ‘All’ children achieved in-line with National. Pupil Premium children achieved higher than their National peers with Non-Pupil Premium children achieving slightly higher than their National peers. 61.5% of the children who did their Phonics in Year 2 were classed as disadvantaged and 69.2% were registered as SEN. 53.8% of children were classed both as disadvantaged and registered as SEN. 13 children completed Phonics in Year 2, with the majority achieving the expected standard. The percentage of Pupil Premium children achieving their Phonics in Year 2 was significantly higher than National. <table><tr><th rowspan="2">Year 1</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>Percentage working at:</td><td>82.6%</td><td>80.2</td><td>75.0%</td><td>68.1%</td><td>86.7%</td><td>83.7%</td></tr><tr><th rowspan="2">Year 2</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>Percentage working at:</td><td>69.2%</td><td>54.6%</td><td>87.5%</td><td>48.4%</td><td>40.0%</td><td>58.3%</td></tr></table>	Year 1	All children		PP		Non-PP		School	National	School	National	School	National	Percentage working at:	82.6%	80.2	75.0%	68.1%	86.7%	83.7%	Year 2	All children		PP		Non-PP		School	National	School	National	School	National	Percentage working at:	69.2%	54.6%	87.5%	48.4%	40.0%	58.3%
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Children in EYFS and Year One are independent and are able to form effective relationships with both their peers and adults.	End of EYFS data shows that children left Reception and entered Year 1, above the National Average. Pupil Premium were significantly above their peers Nationally and above their Non-Pupil Premium peers. This suggests that interventions for PSED have been highly effective. <table><tr><th rowspan="2"></th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>PSED</td><td>95.5%</td><td>82.9%</td><td>100.0%</td><td>72.9%</td><td>93.8%</td><td>85.0%</td></tr></table>		All children		PP		Non-PP		School	National	School	National	School	National	PSED	95.5%	82.9%	100.0%	72.9%	93.8%	85.0%																				
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Parents of Pupil Premium 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 sessions led by Beacon. Key Stage 2 also held a SATs workshop, which was well attended and positively received, as reflected in parental feedback. Further opportunities will be organized for parents and carers to engage with the school, such as attending sessions with STEM ambassadors, to help them gain a deeper understanding of the career opportunities available to their children.																																								

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 Stone Age day, a pirate-themed day, class assemblies and performances and an art gallery showcase. Additionally, visits were organised to places of worship, including a church and a Hindu Mandir. Curriculum-related trips also took students to the National Space Centre museum, Warwick Castle, PGL Boreatton Park, Culmington Manor, and Umberslade Farm. Visits to school were made by Nuffield Health nurses and dentists, Seedlings Productions (Roman day), The Manta Ray Trust, a WW2 engineering and vehicle expert, Villa Vision and a Physicist. Children also benefitted from a range of clubs which included football (both boys' and girls' teams), Muddy Boots, Coding, Makaton, Art, Lego, Design & Technology, Zumba, FDS, Chess and Choir. Over 210 children participated in extracurricular activities, representing almost two-thirds of the school body. Pupil Premium children were just as likely to engage in extracurricular clubs as their Non-Pupil Premium peers.																																																																															
Children's writing shows accurate use of grammatical conventions, effective vocabulary choices and accurate spelling.	44% of the Year 6 cohort were classed as disadvantaged and 30% were registered as SEN. 16% of children were classed both as disadvantaged and registered as SEN. Writing moderation took place at school and with two other local primary schools to ensure standards of writing were in-line with school policy and the National Curriculum and to evidence progress. Data shows that Pupil Premium children did significantly better in their KS2 assessments this year compared with last year (38.5%). <table><tr><th colspan="2" rowspan="2">2024</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>EYFS</td><td>Writing</td><td>81.8%</td><td>70.0%</td><td>58.3%</td><td>53.8%</td><td>90.6%</td><td>73.4%</td></tr><tr><td rowspan="2">KS1</td><td>Writing exp</td><td>61.4%</td><td>62.9%</td><td>55.0%</td><td>48.4%</td><td>69.6%</td><td>68.3%</td></tr><tr><td>Writing GD</td><td>9.1%</td><td>9.1%</td><td>5.0%</td><td>3.9%</td><td>13.0%</td><td>10.9%</td></tr><tr><td rowspan="2">KS2</td><td>Writing exp</td><td>72.0%</td><td>72.1%</td><td>68.2%</td><td>58.7%</td><td>75.0%</td><td>77.5%</td></tr><tr><td>Writing GD</td><td>16.0%</td><td>13.0%</td><td>9.1%</td><td>6.3%</td><td>21.4%</td><td>15.7%</td></tr></table> With SEN data removed for KS2, 92.9% of PP children met the expected standard, compared with 75.0% for National. 14.3% of PP children met the standard for Greater Depth, compared with 8.7% for National. GPS KS2 results reflected the progress made by children as they moved through the school, with both PP and Non-PP children attaining in-line with, or higher, than National. <table><tr><th rowspan="2">2024</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>GPS exp</td><td>74.0%</td><td>72.6%</td><td>63.6%</td><td>59.3%</td><td>82.1%</td><td>78.1%</td></tr><tr><td>GPS GD</td><td>22.0%</td><td>32.2%</td><td>13.6%</td><td>20.1%</td><td>28.6%</td><td>37.2%</td></tr></table>	2024		All children		PP		Non-PP		School	National	School	National	School	National	EYFS	Writing	81.8%	70.0%	58.3%	53.8%	90.6%	73.4%	KS1	Writing exp	61.4%	62.9%	55.0%	48.4%	69.6%	68.3%	Writing GD	9.1%	9.1%	5.0%	3.9%	13.0%	10.9%	KS2	Writing exp	72.0%	72.1%	68.2%	58.7%	75.0%	77.5%	Writing GD	16.0%	13.0%	9.1%	6.3%	21.4%	15.7%	2024	All children		PP		Non-PP		School	National	School	National	School	National	GPS exp	74.0%	72.6%	63.6%	59.3%	82.1%	78.1%	GPS GD	22.0%	32.2%	13.6%	20.1%	28.6%	37.2%
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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> 45% of the Year 2 cohort were classed as disadvantaged and 30% were registered as SEN. 23% of children were classed both as disadvantaged and registered as SEN. <table><tr><th rowspan="2">2024</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>Maths exp</td><td>70.5%</td><td>72.1%</td><td>60.0%</td><td>58.8%</td><td>82.6%</td><td>77.2%</td></tr><tr><td>Maths GD</td><td>11.4%</td><td>16.8%</td><td>5.0%</td><td>8.5%</td><td>17.4%</td><td>19.7%</td></tr></table> Results for Maths were in-line with National for expected for All children, PP and Non-PP. However, results were lower than National in respect of Greater Depth. <u>KS2 outcomes</u> <table><tr><th rowspan="2">2024</th><th colspan="2">All children</th><th colspan="2">PP</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></tr><tr><td>Maths exp</td><td>72.0%</td><td>73.4%</td><td>63.6%</td><td>59.3%</td><td>78.6%</td><td>79.2%</td></tr><tr><td>Maths GD</td><td>18.0%</td><td>24.1%</td><td>0.0%</td><td>12.9%</td><td>32.1%</td><td>28.6%</td></tr></table> Pupil Premium were inline with Non-Pupil Premium peers for working at the expected level. However, at Greater Depth, Pupil Premium were behind their peers. Maths data was broadly in line with national at expected for PP and non-PP groups. 34% of the children in Year 6, of which 53% were Pupil Premium, benefitted from School-Led tuition in Maths. This provided the children with 12 hours each of extra-curricular bespoke tuition to close gaps in learning as a result of the pandemic. 65% of the children who received extra Maths tuition attained the expected level in this subject. Of the 9 children who were PP, 66% attained the expected level. 'Maths No Problem!' continues to be embedded throughout KS1 and KS2, with further training having been provided our Maths lead throughout the year.	2024	All children		PP		Non-PP		School	National	School	National	School	National	Maths exp	70.5%	72.1%	60.0%	58.8%	82.6%	77.2%	Maths GD	11.4%	16.8%	5.0%	8.5%	17.4%	19.7%	2024	All children		PP		Non-PP		School	National	School	National	School	National	Maths exp	72.0%	73.4%	63.6%	59.3%	78.6%	79.2%	Maths GD	18.0%	24.1%	0.0%	12.9%	32.1%	28.6%
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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 benefits from having four Deputy Designated Safeguarding Leads, ensuring the school is well-equipped to offer early support to both children and their families, while addressing concerns in a timely manner. Our before and after-school club also has its own two Deputy DSLs. Parents and carers can easily communicate with the school through the Advice email, available at all times, including weekends. This allows the school to respond promptly to events and implement support ahead of the next school day. Disadvantaged children facing challenging home circumstances have received timely support, leading to improved outcomes for both them and their families. Feedback from parents and pupils, gathered through pupil voice and parental voice, indicates that the school is attentive to their needs. Families have received ongoing support from our Early Help Lead, who has enabled parents and carers to share concerns and access support. The Early Help Lead also informed families about local and national initiatives, such as the Household Support Fund. Children receive pastoral support from our Learning Mentor and the wider pastoral team. The school employs a Play Therapist to assist children with emotional needs, providing them with time to talk, reflect, and develop coping mechanisms. Mental health support was enhanced with the addition of four members of teaching staff, one from each phase, completing Place2Be Mental Health Champion courses.																																																						

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
School-Led Tuition	School
DoodleMaths	Eeze Education
Rockstars TT	TT Rockstars
Read Write Inc	Ruth Miskin
Play-therapist	Mindful Life Counselling
Wellcom – speech and language	GL Assessments
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
IDL Dyslexia	Ghotit Ltd

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

