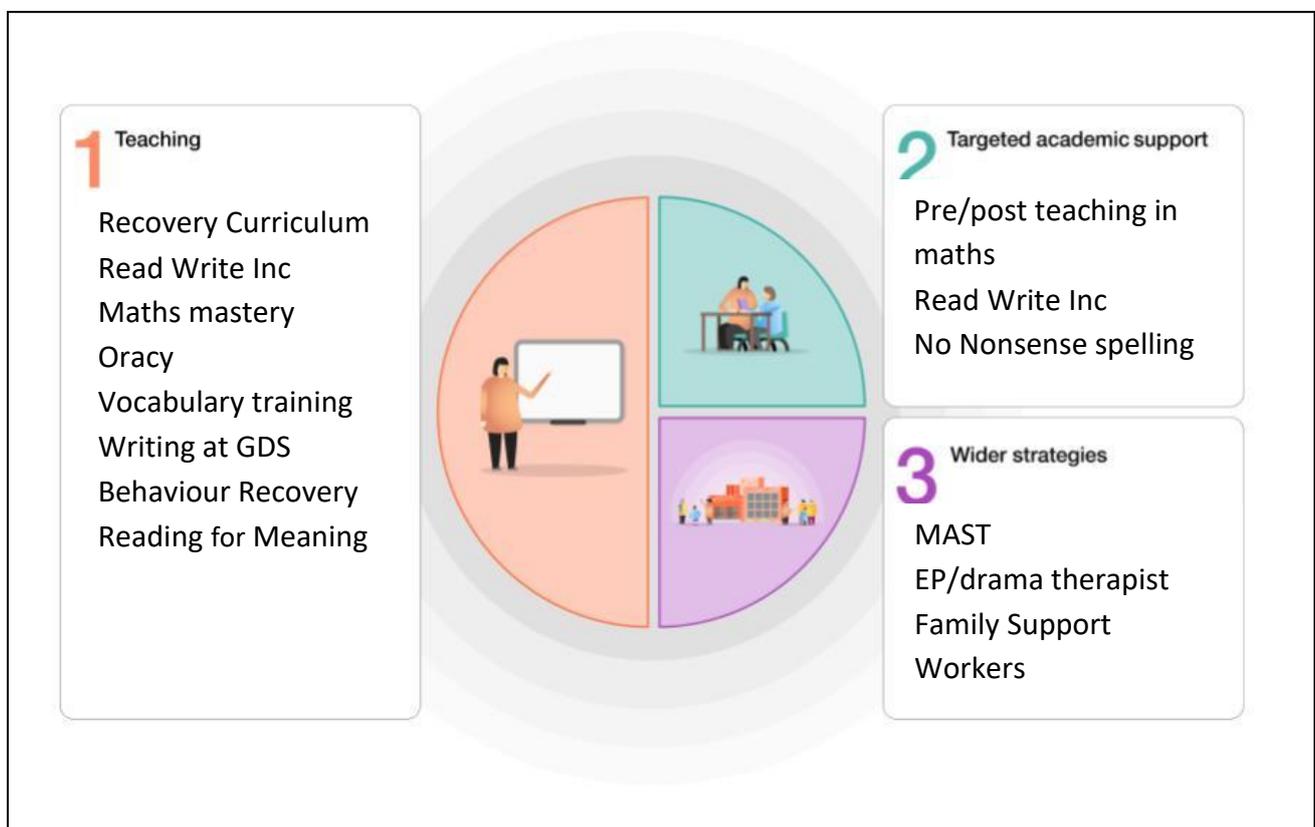


Pupil Premium Strategy

2019-20 review and 2020-21 Plan

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.



| Metric | Data |
|---|------------------------------------|
| School name | Plympton St Maurice Primary School |
| Pupils in school | 200 |
| Proportion of disadvantaged pupils | 24% |
| Pupil premium allocation this academic year | £48097.00 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | September 2020 |
| Review date | September 2021 |
| Statement authorised by | Sarah Jane Tustain |
| Pupil premium lead | Sarah Jane Tustain |
| Governor lead | Tony Rose |

Disadvantaged pupil progress scores for last academic year 2019-20

| Measure | Score |
|---------|-------------------|
| Reading | No data available |
| Writing | No data available |
| Maths | No data available |

| Measure | Score |
|--|--------------------------|
| Meeting expected standard at KS2 (rd, wt & ma) | 75% (teacher assessment) |
| Achieving high standard at KS2 | 0% |

| Measure | Activity |
|------------|--|
| Priority 1 | Ensure all teachers and teaching assistants receive support through Read Write Inc training, Development days and master classes to maintain quality first teaching of phonics through the whole school Read Write Inc approach. (£2736 + resources £2900) |
| Priority 2 | Ensure all teachers receive training on Mastery Maths NCETM approach, Reading for |

| | |
|---|--|
| | Meaning and writing at greater depth, in order to ensure a consistent approach to raise attainment to achieve a higher standard (greater depth). (£4572 & resources) |
| Priority 3 | Teachers and teaching assistants to work with the multi-agency support team to provide social, emotional and behaviour support strategies implemented in order to consistently and confidently deliver the new behaviour recovery policy using Emotional Logic techniques. (34637.00) Speech & Language (£2795) Dyslexia Specialist (£520) MAST (£5183) |
| Barriers to learning these priorities address | Parental engagement Vocabulary understanding Mathematical fluency Social and emotional difficulties, including attendance. |
| Projected spending | £53343.00 (2019-20) |

Review: last year's 2019-20 aims and outcomes

| Aim | Outcome |
|--|--|
| Ensure all teachers and teaching assistants receive support through Read Write Inc training, Development days and master classes to maintain quality first teaching of phonics through the whole school Read Write Inc approach. | One of three RWInc development days completed due to school closure at end of spring term 2020. RWInc master classes organised until March 2020. No Yr 1 phonics testing End of Yr6 teacher assessments judge 76% of pupils attained expected standard with 13% at greater depth. |
| Ensure all teachers receive training on Mastery Maths NCETM approach, Reading for Meaning and writing at greater depth, in order to ensure a consistent approach to raise attainment to achieve a higher standard (greater depth). | STEM lead and Yr 5 class teacher attended NCETM training up to March 2020. End of year Yr6 teacher assessments judge 83% of pupils attained expected standard and 34% greater depth in maths. |
| Teachers and teaching assistants to work with the multi-agency support team to provide social, emotional and behaviour support strategies implemented in order to consistently and confidently deliver the new behaviour recovery policy using Emotional Logic techniques. | Six families received support from multi-agency support team Family Support Workers, including 3 during lock down school closure. |

Teaching priorities for current academic year 2020-21

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | To maintain high standards of progress by implementing a Recovery Curriculum in response to 14 week school closure during Covid-19 pandemic. | July 2021 |
| Progress in Writing | To maintain high standards of progress by embedding Reading for Meaning and Alan Peat | July 2021 |
| Progress in Mathematics | To maintain high standards of attainment and progress, through provision of maths | July 2021 |

| | | |
|---------|---|-----------|
| | interventions in small groups and one to one. | |
| Phonics | All children to continue to achieve the Year 1 phonic check | July 2021 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 2020-21

| Measure | Activity |
|---|---|
| Priority 1. | Work with Ruth Miskin, Read Write Inc programme and Leah Sanders (RWI consultant) to maintain outstanding teaching and learning of phonics through a planned and measured programme of CPD (3 development days & regular master classes led by curriculum lead. (£2800) |
| Priority 2. | Teachers and teaching assistants to attend training and deliver No Nonsense Spelling programme and writing at greater depth.x2 Mrs Wordsmith daily vocabulary and writing books for pupils Yr 1-6. Teaching assistants to support implementation of ARROW (daily 8:30am) |
| Priority 3. | Qualified specialist maths teacher to support pupils learning in groups and 1 to 1. (£4572.00) for targeted interventions following Puma assessments and gap analysis |
| Priority 3 | Social, emotional and behaviour support strategies implemented by ELSA staff to continue to target and implement as appropriate. Introduce Jigsaw (PSHE) scheme of work to deliver Recovery Curriculum. (£2000) and MAST (£8000) |
| Barriers to learning these priorities address | Self-esteem resilience anxiety due to school closure Bereavement |
| Projected spending | £48097.00 |

Wider strategies for current academic year

| Measure | Activity |
|------------|--|
| Priority 1 | Introduction of a blended approach to learning, through introduction of MS Teams to support pupils and parents in teaching and learning of reading, writing and maths. |
| Priority 2 | Purchase of new reading books, for use in classrooms, to reduce foot fall to library. |

| | |
|---|--|
| | (£1000) |
| Priority 3 | Introduction of White Rose maths and new resources to initial dove tail and then replace Abacus maths. (£1000) |
| Barriers to learning these priorities address | Support from MAST, CAMHS and other outside agencies. |
| Projected spending | £2000.00 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring all children have full access to the curriculum and appropriate support to make good progress. Engaging home support and building relationships to enable this. | Inset and CPD time. Monitoring. Continued use of RWI. Regular and effective attendance reviews. Bedtime reading sessions for parents and children at local library. (social distance allowing) |
| Targeted support | Targeted and effective therapies, which are monitored by SENco. Completion of maths hub project this year by maths leads. | Work with maths hub. Continued use of and training in wide range of evidence based therapies to support children |
| Wider strategies | Targeted use of CAMHS, MAST referral systems and process of early recognition of need to refer. Budget constraints of continued support of PP enrichment activities. | Continued buy in to external agencies and evaluation of their effectiveness. Budgeting and prioritising PP enrichment support. |

Review: last year's 2020-21 aims and outcomes

| Aim | Outcome |
|--|---------|
| To maintain high standards of progress by implementing a Recovery Curriculum in response to 14 week school closure during Covid-19 pandemic. | |
| To maintain high standards of progress by embedding Reading for Meaning and Alan Peat | |

To maintain high standards of attainment and progress, through provision of maths interventions in small groups and one to one