

Pupil Premium Report

Academic Year 2025-2026

Review for 2024-2025



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.

Pupil premium strategy statement

This statement details our school's use of pupil premium funding 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Rickard
Pupil premium lead	Chris Rickard
Governor / Trustee lead	Carl Atkinson

Funding overview

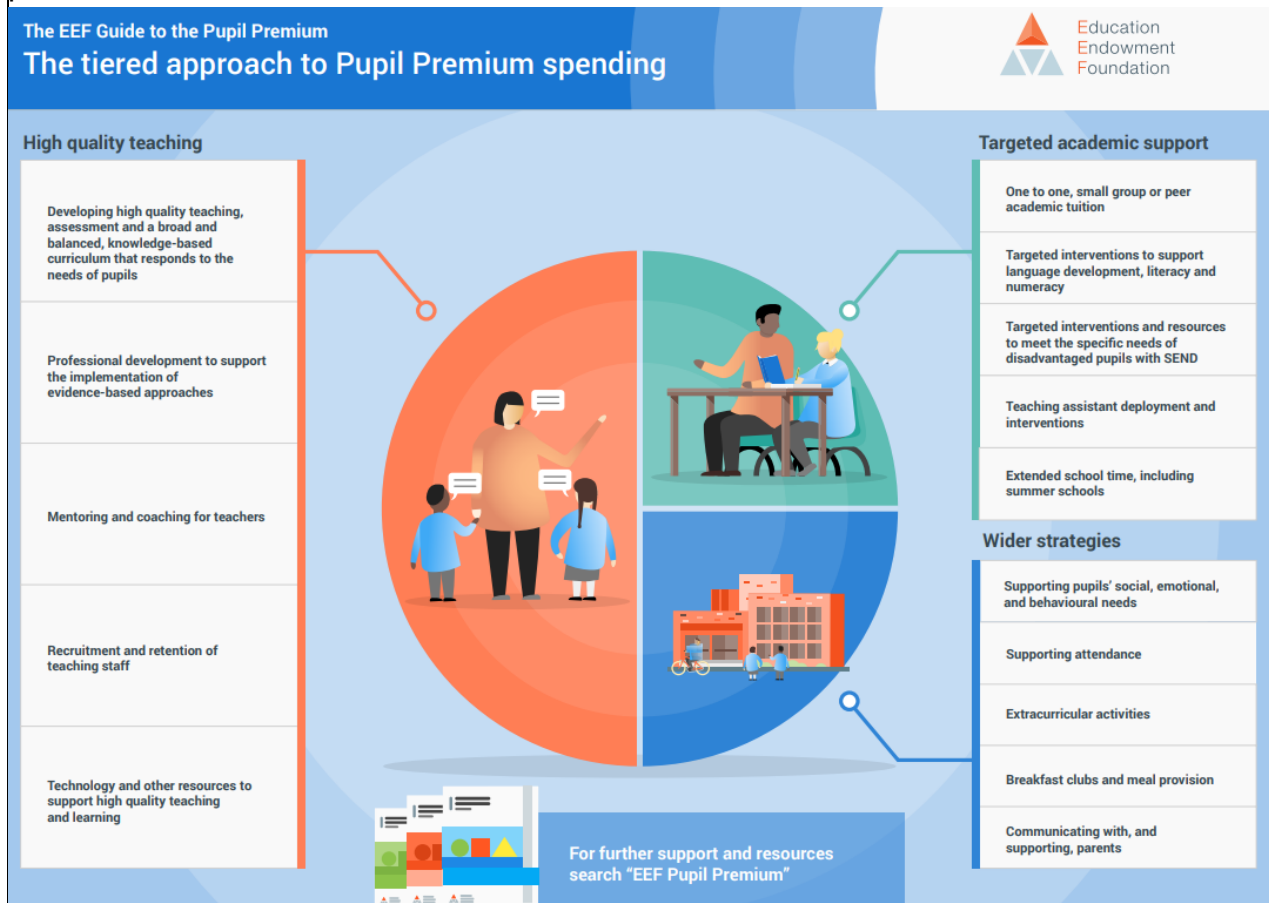
Detail	Amount
Pupil premium funding allocation this academic year	£51,345
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,345

Part A: Pupil premium strategy plan

Statement of intent

At Plympton St Maurice Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for the most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child.

To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research to support improvement in order to improve children's outcomes through collaborative approaches across WeST. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together. We use the recommended approaches identified by the EEF guide to pupil premium.



Challenges

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

Challenge number	Detail of challenge
1	<p>Reading</p> <p>Reading is not always prioritised with all families. Children should be given the best start in early reading and this should be sustained by support at home. A love for reading should be fostered by all and the high promotion of reading will support this.</p>
2	<p>Attendance</p> <p>Attendance in school is a high priority and good attendance links to high outcomes. Key groups of children have lower attendance and it is important that these groups are tracked and supported with improving their attendance. This includes building positive relationships with families so that they see all aspects of school life as improving their life chances.</p>
3	<p>Self-regulation of emotions and understanding the strategies behind regulating these across the school.</p> <p>Many of our disadvantaged children, particularly those that have experienced adverse childhood experiences (ACEs), find it harder to form positive relationships. They don't always understand social interactions in the social world. This impacts their mental health and wellbeing which in turn affects their school success.</p>
4	<p>Writing</p> <p>Writing outcomes remain a challenge across the school and our disadvantaged children have lower outcomes. Children from disadvantaged backgrounds have greater difficulties mastering early transcription knowledge and skills and this impacts their writing ability as they develop their skills across the curriculum.</p>

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
<i>Attainment in reading</i>	<ul style="list-style-type: none"> • Ensuring early reading is given a high priority throughout the school, including staffing and leading • Reading is promoted throughout the school in all areas of school life • Home reading is the accepted norm and families are supported in supporting their children at home
<i>Attendance</i>	<ul style="list-style-type: none"> • Ensuring attendance remains high for all pupils and our most vulnerable children are supported with high attendance • Working alongside our EWO (Educational Welfare Officer) to support our families with improving attendance • Close tracking of attendance each week with supportive meetings in place to engage families and forge positive links with school • Attendance of key groups shows improvement from last year
Self-regulation	<ul style="list-style-type: none"> • Support given to children to understand their emotions and self-regulate these • Continuation of support from MAST to provide support and advice with key children • Consistent approaches used by all staff to support pupils in all school life • Emotionally available adults within the school support pupils
Writing	<ul style="list-style-type: none"> • Writing curriculum logically sequenced to support all learners to make strong progress in writing • A greater proportion of pupils are writing at ARE • Gaps between disadvantaged and non-disadvantaged narrow

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD: Paul Dix CPD so that self-regulation is prioritised, including consistent approaches of communication to be used by all staff.</i> £540	Evidenced based CPD focusing around relationships and trauma informed practice	3
<i>Opening Worlds CPD: Quality first teaching so that high-quality teaching is embedded across the curriculum and children have further writing opportunities</i> £6,032	High quality curriculum teaching	1,2,3,4
<i>Recruitment and retention: Deployment and targeted intervention to meet the needs of PP children so that individual needs and targets are identified and supported to enable children to make strong progress.</i> £11,408	EEF Effective use of TA's and their deployment	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWINC phonics interventions. This intervention will ensure no child is left behind in early ready and has every chance of making expected progress and attainment.</i> £5,675	This supports the fidelity of the RWINc programme and ensures standards of early reading/phonics remain high	1,3,4
<i>TA Interventions. These are being tailored this year so that the right children receive the right support and are enabled to make progress in line with their peer groups.</i> £13,678	EEF Effective use of TA's and their deployment	1,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>MAST access and support. This level of support enables specialist support to identify needs and put further interventions in place to support our most vulnerable learners.</i> £8,037	Access to a wider range of specialist support, including educational psychologists, therapists and school based suggested interventions	2,3
<i>Support for PP children on residential. No child should be disadvantaged to access the wider curriculum. This funding will support our most vulnerable children to access our enrichment activities.</i> £2,000	EEF: Social and emotional learning	2,3
<i>Allocation of time given to named attendance officer to operate school-based systems and attend attendance meetings organised through the trust. Liaise regularly with the Trust EWO to support attendance and implement attendance procedures.</i> £3,975	DfE 'Working Together to Improve School Attendance'	2,3

Total budgeted cost: £ 51,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results for this academic year.

	All children	Disadvantage	SEN
EYFS	78%	33%	33%
Y1 Phonics	89%	50%	0%
Y2 Phonics	100%	100%	100%
Y4 MTC	45%	60%	14%
KS1 RWM	75%	67%	-
KS2 RWM	56%	38%	0%
Attendance	95.6%	93.3%	91.1%

Gaps still remain between our PP and non PP children. PP children will remain a focus for this coming academic year. Families have had access to support through MAST this year and will in subsequent years to come. We are also employing a pastoral support advisor who will be able to support families and children further this year. We are also employing two members of staff to provide bespoke teaching and learning interventions, targeting our PP and SEN children. These new roles will be in place for the next three academic years with a real focus on improving pupil outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWINc	Ruth Miskin
Opening Worlds	Opening Worlds
White Rose Maths	White Rose Education
Re-Think Reading	Devon
Book Writes	Devon

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Allocation of a Teaching Assistant to support service families with a single point of contact and to provide emotional, wellbeing support during times of parent/service personnel deployment.
Regular activities held during the year include opportunities for show and tell, leading the school Remembrance Service and attendance at the local Plympton St Maurice church service.

The impact of that spending on service pupil premium eligible pupils

Pupils were able to feel emotionally ready for learning through having a known trusted adult (single point of contact) to talk with.