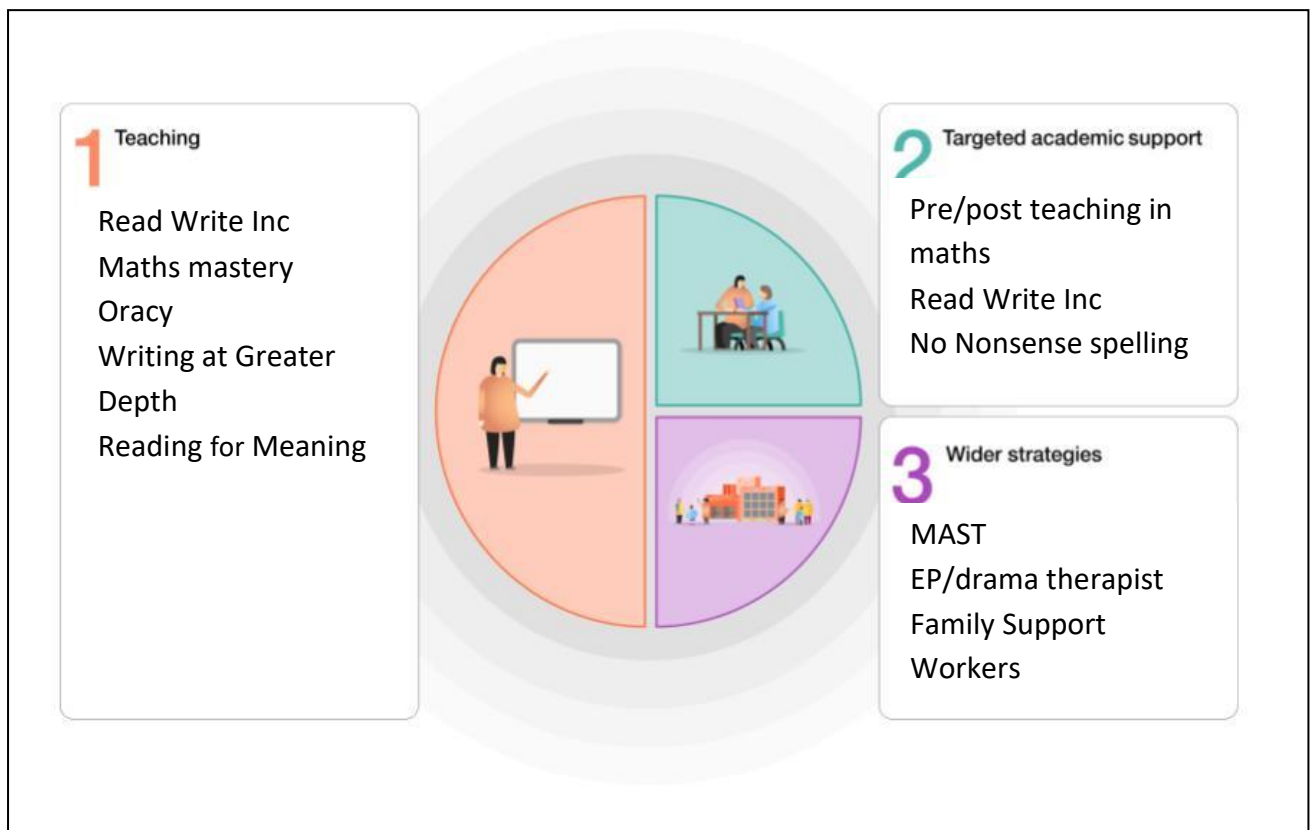


# Pupil Premium Strategy

## 2020 review and 2021-22 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	196
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£48097.00
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	July 2022
Statement authorised by	Sarah Jane Tustain
Pupil Premium lead	Sarah Jane Tustain
Governor lead	Kevin Duggan

#### Disadvantaged pupil progress scores for last academic year 2020-21

Measure	Score
Reading	72% attainment (82% whole school)
Writing	61% attainment (75% whole school)
Maths	63% attainment (78% whole school)

#### Strategy aims for disadvantaged pupils

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. (£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). (£4441.44 & 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 resources. ELSA Teaching Assistants (£32,636-27% of total) MAST (£8120)
Barriers to learning these priorities address	Covid-19 pandemic and requirement to isolate and learn remotely Engagement in remote learning Parental engagement Vocabulary understanding Mathematical fluency Social and emotional difficulties, including attendance.
Projected spending	£48098.00 (2021-22)

## Teaching priorities for current academic year 2021-22

Aim	Target	Target date
Progress in Reading	To maintain high standards of progress by embedding Reading for Meaning	July 2022
Progress in Writing	To maintain high standards of progress by embedding Reading for Meaning and Alan Peat, and Jan Considine 'The Write Stuff' resources.	July 2022
Progress in Mathematics	To develop good number sense for all Key Stage 1 pupils and increase confidence and flexibility with number and fluency in calculation.	July 2022
Phonics	All children to continue to be taught phonics through Read Write Inc to achieve the expected standard Year 1 phonic check	June 2022

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 2021-22

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. (£2900)
Priority 2.	Teachers and teaching assistants to embed new Spelling Policy and Jane Considine 'The Write Stuff' to increase attainment and progress in writing.
Priority 3.	Reception and KSI1 to take part in the maths mastery programme with NCETM to develop good number sense and increase confidence and flexibility with number and fluency in calculation. Specialist maths teacher to support under-performing pupils learning in groups and 1 to 1. (£4441.44) for targeted interventions following Puma assessments and

	gap analysis
Priority 3	Social, emotional and mental well-being strategies implemented by ELSA staff to continue to target and implement as appropriate. Embed Jigsaw (PSHE) scheme of work and MAST (£8120)
Barriers to learning these priorities address	Self-esteem resilience anxiety due to covid-19 pandemic. Bereavement
Projected spending	£48098.00

### 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. Purchase of new MSsurface pros. (£15,600)
Priority 2	Purchase of Jane Considine 'The Write Stuff' training materials. (£1500.00).
Priority 3	Embedding of White Rose maths and new resources.
Barriers to learning these priorities address	Support from MAST, CAMHS and other outside agencies.
Projected spending	£17,100

### 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.
Targeted support	Targeted and effective therapies, which are monitored by SENDco. Completion of maths hub project this year by maths leads.	Work with NCETM maths hub. Continued use of and training in wide range of evidence based therapies to support children
Wider strategies	Targeted use of CAMHS, MAST	Continued buy in to external agencies and

	referral systems and EHATs. Budget constraints of continued support of PP enrichment activities.	evaluation of their effectiveness. Budgeting and prioritising PP enrichment support.
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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.	All data exceeds expectations. High attainment due to highly effective remote learning with Microsoft teams.
To maintain high standards of progress by embedding Reading for Meaning and Alan Peat	82% of whole school achieved expected standard. 72% of Pupil Premium Pupils attainment expected standard in reading and 61% of PPP in writing.
To maintain high standards of attainment and progress, through provision of maths interventions in small groups and one to one	63% of Pupil Premium Pupils (whole school) attained expected standard for maths, most notably in Yr 2 where all Pupil Premium Pupils attained expected standard.