

Pupil Premium Strategy Statement

(2021/2 review and 2022-23 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.

1 Teaching

- *High quality teaching of phonics through the Read Write Inc approach.
- *Consistent deliberate practice of Mastering Number at Reception & KS1.
- *Professional dev for teachers on effective retrieval and feedback approaches within high quality teaching.
- *Curriculum to be logically & coherently sequenced.



2 Targeted academic support

- *Pre/post teaching in maths on a daily basis
- *Targeted support for Phonics & Read Write Inc
- *Read Write Inc spelling

3 Wider strategies

- *Multi-agency support team access to resources such as: Educational Psychologist, drama therapist and Family Support Worker
- *ELSA targeted support

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend funding in this academic year and the effect that last year's spending on pupil premium had within our school.

School Overview

Detail	Data
School name	Plympton St Maurice Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Jane Tustain
Pupil premium lead	Sarah Jane Tustain
Governor/Trustee lead	Kevin Duggan

Funding overview

Detail	Amount
Pupil premium allocation this academic year	£56479.37
Recovery premium funding allocation this academic year	£5365.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£61844.37

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.

Challenges

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

Challenge number	Detail of Challenge
1.	Disruption to school life during global pandemic (attendance/remote learning). Increase number of pupils anxious due to family breakdown and parental separation.
2	Early reading and vocabulary knowledge. Poor phonics skills on entry to school. Parents reluctant to hear children read to practice phonic knowledge & understanding
3.	Maths fluency knowledge resulting in poor attainment and progress in maths.

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
Quality of curriculum delivery improves	<ul style="list-style-type: none"> *PSM curriculum is logically and coherently sequenced to create confident and knowledgeable learners. *Teaching and learning to reflect the WeST Principles of Curriculum Delivery *Year 1 pupils continue to achieve expected standard in Phonics assessment *Read Write Inc to be delivered to all pupils Reception-Year2.
All pupils to be emotionally resilient, to be happy and ready to learn.	<ul style="list-style-type: none"> *Pupils emotional wellbeing to be supported by Emotional literacy Support Assistants. (ELSA) and Multi-Agency Support Team (MAST) accessing therapists, counsellors and Family Support Adviser. *Pupils are able to self-regulate their emotions and respond to their emotional wellbeing. *Attendance figures are above the national average *School environment is safe, calm and positive.
Increased progress and attainment	<ul style="list-style-type: none"> *All pupils engaged in Maths Mastery programme with NCETM. *One to one and small group maths intervention from a specialist maths teacher. *Pupils understand, apply and retrieve knowledge across the curriculum. *Pupils secure knowledge from short to long-term memory *Pupils improve their writing attainment and progress using The Write Stuff approach through Jane Considine, Alan Peat and Babcock Text that Teach.

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.

Tutoring: £4112.39

Residential trip subsidy: £1154.22

Plymouth Excellence Cluster/MAST: £8189.72

Teaching Assistants ELSA support: £4441.44

Additional resources: £2900

Teaching Assistants to deliver Read Write Inc: £41046.60

Activity	Evidence that supports this approach	Challenge
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		number addressed
Phonics	All children to continue to be taught phonics through Read Write Inc to achieve the expected standard Year 1 phonic check	2

Targeted academic support (eg one-to-one support structured interventions)

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Tutoring: £4112.39

Activity	Evidence that supports this approach	Challenge number addressed
Specialist maths teacher to work with pupils 121 and in small targeted groups to promote good attainment and 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.	3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £189.72 (MAST) (£41046.60) 40% of f/t ELSA Support)

Activity	Evidence that supports this approach	Challenge number addressed
Plymouth Excellent Cluster/Multi-Agency Support team to work with pupils 121 to support their emotional wellbeing. ELSA to be employed full-time in classes	Children are happy and engaged in learning. Emotional wellbeing needs are well supported.	1

Total budgeted cost: £63,810.44

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 2020 to 2021 academic year.

2021/22 assessments for all pupil premium pupils in school achieved (end of summer 2022): Reading 70 % (whole school 81%) attainment Writing 53% (whole school 70%) Maths 64% (whole school 81%) *Families and children supported through the global pandemic through the MAST provision and weekly or daily contact with school team and Family Support Worker. *100% increase in referrals to support services in MAST

Externally provided programmes.

This includes the names of any non-DfE programme that school purchased in the previous academic year.

Programme	Provider
ELSA training	Plymouth City Council EP Service
Counsellors/therapists	Plymouth Excellence Cluster
Understanding our Emotions	NHS Livewell/Mental Health Support Workers.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">*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, Military Kids Club lunch get togethers and leading the school Remembrance Service and attendance at the local Plympton St Maurice church service.
What was 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.

