

Pupil Premium Report

Academic Year 2024-2025

Review for 2023-2024



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 (and recovery 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	186
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chris Rickard
Pupil premium lead	Chris Rickard
Governor / Trustee lead	Ian Grafton

Funding overview

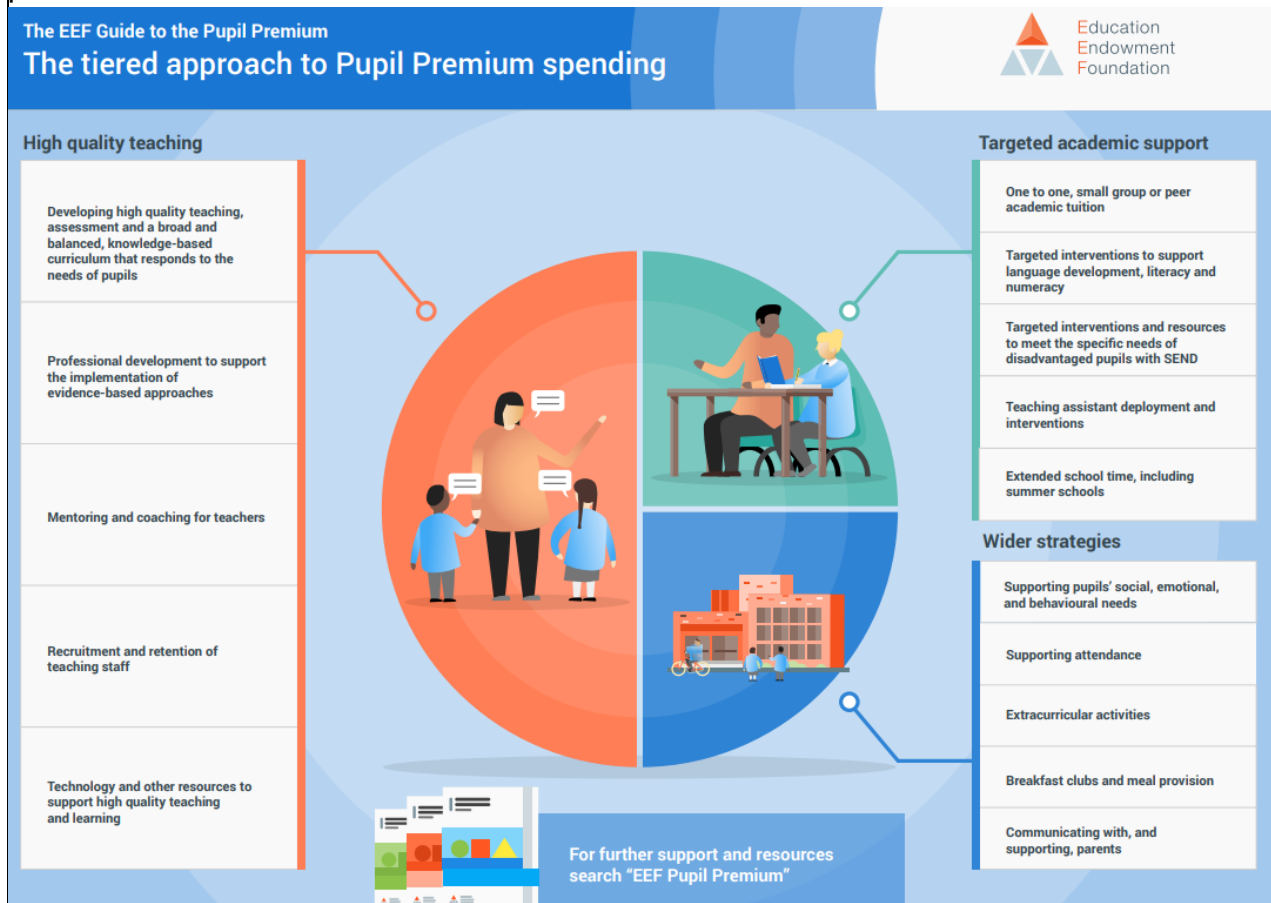
Detail	Amount
Pupil premium funding allocation this academic year	£51,002
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,002

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	<i>Reading – including early reading, comprehension and knowledge. Engaging families and ensuring high-quality reading is part of everyday life.</i>
2	Attendance
3	Speech and language
4	Self-regulation of emotions and understanding the strategies behind regulating these across the school.

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>	Achieve national average attainment in reading
<i>Attainment in writing</i>	Achieve national average attainment in writing
<i>Attainment in maths</i>	Achieve national average attainment in maths
<i>Combined attainment</i>	Achieve national average attainment in combined outcomes

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD: Paul Dix CPD</i>	Evidenced based CPD focusing around relationships and trauma informed practice	4
<i>Opening Worlds CPD: Quality first teaching</i>	High quality curriculum teaching	1,2,3,4
<i>Recruitment and retention: Deployment and targeted intervention to meet the needs of PP children</i> £36,532	EEF Effective use of TA's and their deployment	1,2,4

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</i> £4,198	This supports the fidelity of the RWINC programme and ensures standards of early reading/phonics remain high	1,3
<i>TA Interventions</i> £36,532	EEF Effective use of TA's and their deployment	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>MAST access and support</i> £8,272	Access to a wider range of specialist support, including educational psychologists, therapists and school based suggested interventions	2,3,4
<i>Support for PP children on residential</i> £2000	EEF: Socially and emotional learning	2,4
<i>TA Interventions</i> £36,532	EEF Effective use of TA's and their deployment	1,2,4

Total budgeted cost: £ 51,002

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Reading		Writing		Maths		SPaG	
	PP	Non	PP	Non	PP	Non	PP	Non
Y1 5 v 12	80	84	60	75	80	83	60	73
Y2 4 v 15	75	80	75	67	75	80	75	74
Y3 7 v 23	57	82	57	61	71	74	57	74
Y4 7 v 22	57	81	43	55	57	82	57	77
Y5 8 v 23	63	74	13	43	50	78	75	65
Y6 6 v 24	33	71	33	71	50	75	50	75
Sch 37 v 119	60	78	43	60	57	78	49	73

- School led tuition supported 50% of our PP cohort to reach expected levels of maths at the end of Y6.
- Behaviour and support from MAST enabled our PP children to emotionally regulate themselves sharing high expectations of behaviour around the school
- Progress of PP children across the school making expected progress was 64% in reading, 58% in writing and 64% in maths compared with 84%, 78% and 86% for our non PP children.

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

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, Military Kids Club lunch get togethers and 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.