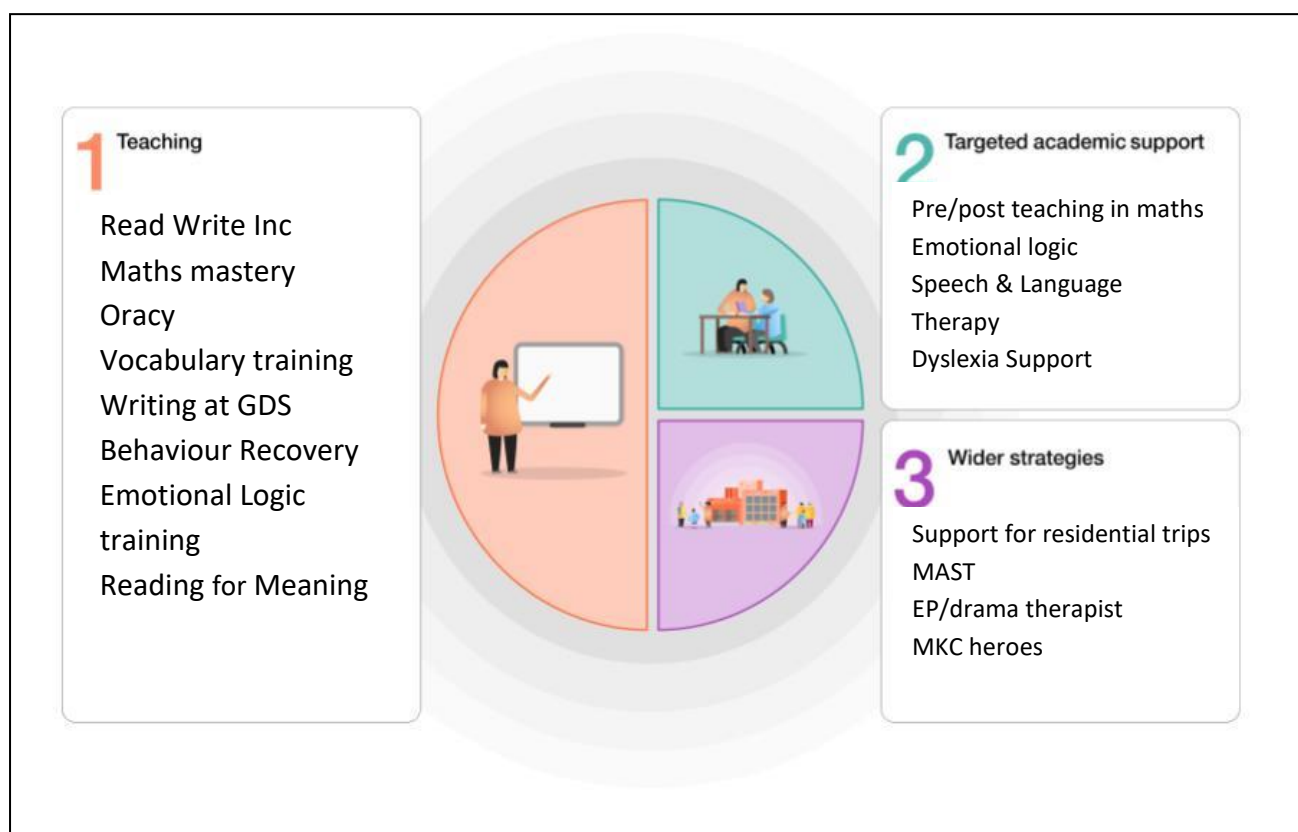


# Pupil Premium Strategy

## 2018-19 review and 2019-20 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	198
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£55880.00
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	September 2020
Statement authorised by	Sarah Jane Tustain
Pupil premium lead	Sarah Jane Tustain
Governor lead	Tony Rose

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+1.59
Writing	-1.45
Maths	+1.35

Measure	Score
Meeting expected standard at KS2 (rd, wt & ma)	63% (average scaled score reading 99.6, maths 104.4)
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.
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).
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.
Barriers to learning these priorities address	Parental engagement Vocabulary understanding Mathematical fluency Social and emotional difficulties, including attendance.
Projected spending	£75654.00

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase % achieving greater depth	July 2020
Progress in Writing	Achieve national average progress scores in KS2 (0)	July 2020
Progress in Mathematics	Increase % achieving greater depth	July 2020
Phonics	All children to continue to achieve the Year 1 phonic check	July 2020

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

Measure	Activity
Priority 1	Work with Ruth Miskin, Read Write Inc programme and Leah Sanders (RWI consultant) to train new members of staff and receive 3 Development Days to ensure training is up to date. Attend fortnightly master classes led by school Read Write Inc lead. (£2436)
Priority 2	Work with specialist maths teacher, to support pupils learning in groups and 1 to 1. (£5136.00). Teachers and Teaching Assistants to attend Reading for Meaning training (x2). Attend Babcock Writing at Greater Depth training.(x2). Introduce Mrs Wordsmith daily vocabulary and writing books for pupils Yr 1-6. Teaching assistants to support implementation of ARROW (daily 8:30am)
Priority 3	Social, emotional and behaviour support strategies implemented by staff continue to target and implement as appropriate. Staff attend Emotional Logic training (1 day). Purchase supporting reading materials and cards for EL. SENDco to monitor and support these interventions (£55840)
Barriers to learning these priorities address	Self-esteem resilience
Projected spending	£63,412,00

## Wider strategies for current academic year

Measure	Activity
Priority 1	Employ Speech and Language therapist to support pupils. (£4192.00)
Priority 2	Employ dyslexia specialist teacher to work with pupils and parents to overcome barriers to learning (£1500)
Priority 3	Board and lodging paid on residential trips (£1500)
Barriers to learning these priorities address	Support from MAST, CAMHS and other outside agencies. (£5050)
Projected spending	£1224.25

## 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.
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 aims and outcomes

Aim	Outcome
Introduction of	Outstanding commitment to the Plymouth Teaching School Alliance oracy project

oracy and vocabulary teaching strategies across the school.	recognised.																																																						
Yr 1 Phonics assessment	All PP pupils attained expected score.																																																						
Children making at least their expected progress and their specific learning issues recognised and managed.	<p>50% (2 pupils) Foundation children at GLD.  PP pupils made good progress.  PP personalised plans in place to track personalisation of provision.  There is evidence that targeted interventions have had an impact on outcomes. e.g. All PP children passed phonic screening. 75% PP achieved maths exp with 12% achieving greater depth. 62% achieved exp at writing and 75% achieved exp in reading with 12% greater depth.</p> <table border="1"> <thead> <tr> <th colspan="8">% of PP who have made expected progress in attainment from KSI</th> </tr> <tr> <th rowspan="2">Year</th> <th rowspan="2">PP in yr grp (sen.)</th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> <tr> <th>KSI</th> <th>Summer '19</th> <th>KSI</th> <th>Summer '19</th> <th>KSI</th> <th>Summer '19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7 (3)</td> <td>0% GDS 71 EXP 29 WTS</td> <td>0% GDS 43% EXP 57% WTS</td> <td>0% GDS 57%EXP 43%WTS</td> <td>0% GDS 57% EXP 43% WTS</td> <td>0% GDS 57% EXP 43% WTS</td> <td>0% GDS 57% EXP 43 WTS</td> </tr> <tr> <td>4</td> <td>9 (2)</td> <td>0GDS 67% EXP 33% WTS</td> <td>0%GDS 67%EXP 33% WTS</td> <td>0% GDS 67% EXP 33% WTS</td> <td>0 GDS 67% EXP 33% WTS</td> <td>0% GDS 78% EXP 22% WTS</td> <td>0% GDS 56% EXP 44% WTS</td> </tr> <tr> <td>5</td> <td>4 (3)</td> <td>0% GDS 100% EXP 0% WTS</td> <td>0% GDS 75% EXP 25% WTS</td> <td>0%GDS 75% EXP 25% WTS</td> <td>25% GDS 50% EXP 25% WTS</td> <td>0% GDS 75% EXP 25% WTS</td> <td>25% GDS 75% EXP 0 WTS 25% rise in GDS.</td> </tr> <tr> <td>6</td> <td>8 (4)</td> <td>0% GDS 62% EXP 37% WTS</td> <td>0% GDS 62% EXP 37% WTS</td> <td>12% GDS 62% EXP 25% WTS</td> <td>12% GDS 50% EXP 37% WTS</td> <td>12% GDS 62% EXP 25% WTS</td> <td>12% GDS 62% EXP 25% WTS</td> </tr> </tbody> </table>	% of PP who have made expected progress in attainment from KSI								Year	PP in yr grp (sen.)	Writing		Reading		Maths		KSI	Summer '19	KSI	Summer '19	KSI	Summer '19	3	7 (3)	0% GDS 71 EXP 29 WTS	0% GDS 43% EXP 57% WTS	0% GDS 57%EXP 43%WTS	0% GDS 57% EXP 43% WTS	0% GDS 57% EXP 43% WTS	0% GDS 57% EXP 43 WTS	4	9 (2)	0GDS 67% EXP 33% WTS	0%GDS 67%EXP 33% WTS	0% GDS 67% EXP 33% WTS	0 GDS 67% EXP 33% WTS	0% GDS 78% EXP 22% WTS	0% GDS 56% EXP 44% WTS	5	4 (3)	0% GDS 100% EXP 0% WTS	0% GDS 75% EXP 25% WTS	0%GDS 75% EXP 25% WTS	25% GDS 50% EXP 25% WTS	0% GDS 75% EXP 25% WTS	25% GDS 75% EXP 0 WTS 25% rise in GDS.	6	8 (4)	0% GDS 62% EXP 37% WTS	0% GDS 62% EXP 37% WTS	12% GDS 62% EXP 25% WTS	12% GDS 50% EXP 37% WTS	12% GDS 62% EXP 25% WTS	12% GDS 62% EXP 25% WTS
% of PP who have made expected progress in attainment from KSI																																																							
Year	PP in yr grp (sen.)	Writing		Reading		Maths																																																	
		KSI	Summer '19	KSI	Summer '19	KSI	Summer '19																																																
3	7 (3)	0% GDS 71 EXP 29 WTS	0% GDS 43% EXP 57% WTS	0% GDS 57%EXP 43%WTS	0% GDS 57% EXP 43% WTS	0% GDS 57% EXP 43% WTS	0% GDS 57% EXP 43 WTS																																																
4	9 (2)	0GDS 67% EXP 33% WTS	0%GDS 67%EXP 33% WTS	0% GDS 67% EXP 33% WTS	0 GDS 67% EXP 33% WTS	0% GDS 78% EXP 22% WTS	0% GDS 56% EXP 44% WTS																																																
5	4 (3)	0% GDS 100% EXP 0% WTS	0% GDS 75% EXP 25% WTS	0%GDS 75% EXP 25% WTS	25% GDS 50% EXP 25% WTS	0% GDS 75% EXP 25% WTS	25% GDS 75% EXP 0 WTS 25% rise in GDS.																																																
6	8 (4)	0% GDS 62% EXP 37% WTS	0% GDS 62% EXP 37% WTS	12% GDS 62% EXP 25% WTS	12% GDS 50% EXP 37% WTS	12% GDS 62% EXP 25% WTS	12% GDS 62% EXP 25% WTS																																																
Children are more able to access learning by having social and emotional support to regulate their emotions and interact more successfully with other children, share their feelings and modify their behaviour to enable learning.	PP outcomes evidence an ability and willingness to learn. Behaviour, attainment and attendance audit analysis is used to target children who need additional support and where appropriate MAST have supported with family support workers and art/drama therapy and Ed Psyc support and advice.																																																						
Improved	Attendance for PP and FSM children is good and in-line with whole school. Children and																																																						

attendance	parents supported through a variety of approaches: Transport, letters to parents to raise concerns, meetings with HT, focus on weekly newsletter, end of term 100% certificates.
Support for service families, particularly when parents on deployment	Allocated member of staff to provide additional emotional support. Regular meetings for MKC pupils, includes lunch together, 'show and tell' sessions, decorating candles and leading Remembrance Service. All TA's ELSA trained. Christmas party for all MKC pupils in Plym Academy Trust