



# Pupil premium strategy statement 2021-22

## Morice Town Primary

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 the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                        |
|---|-----------------------------|
| School name   | Morice Town Primary Academy |
| Number of pupils in school  | 175                         |
| Proportion (%) of pupil premium eligible pupils   | 51%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24                     |
| Date this statement was published   | November 2021               |
| Date on which it will be reviewed   | September 2022              |
| Statement authorised by   | Joe Roberts                 |
| Pupil premium lead  | Joe Roberts                 |
| Governor / Trustee lead   | Andrea Roe                  |

### Funding overview 2021-22

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £133,424        |
| Recovery premium funding allocation this academic year                                 | £13,485         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5,599          |
| <b>Total budget for this academic year</b>   | <b>£152,508</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Our overarching intent is to secure the best possible outcomes for our disadvantaged pupils.

- Provide Quality First Teaching for all children.
- To diminish the difference between those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure prompt identification of pupils with additional needs and to promote early intervention programmes.
- To ensure that there is appropriate support on non-academic areas to facilitate pupils' emotional and social development to help them overcome their barriers to learning.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged children often display poor language skills especially on entry in EY provision, these limit the pupils ability to communicate, articulate their thinking and understanding about a topic and understand spoken instructions.   |
| 2                | Many children lacking resilience and desire to succeed when challenged also display passive attitudes to their learning. They do not engage fully in their learning moving onto the challenge/mastery activities deepening their understanding.   |
| 3                | High number of children requiring emotional / welfare support in order to positively engage with their learning necessitate a range of interventions in order to fully access the curriculum.   |
| 4                | Attendance of disadvantaged groups is below that of other children, including persistent absenteeism. Analysis indicates that PA children often live in families with complex additional pastoral and welfare needs.  |
| 5                | Disadvantaged children often live in families characterised as having low parental engagement and limited ability to support their children at home. Challenges for parents and carers beyond those caused by financial disadvantage such as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to acting upon aspirations for their children. |
| 6                | The SEN and Disadvantaged groups overlap disproportionately compared to other groups in school; few years. This can be attributed mainly to changes to the demography of new intakes on entry to EYFS and a noticeable rise in SEN/DIS pupils being admitted in year throughout school. In 2021/22, 34% of the PP children are SEN compared to only 14% of the non PP children being SEN  |

## 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   |
|---|--|
| Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. This will be reviewed during pupil progress meetings using the in school assessment data. | Attainment gap between disadvantaged and non-disadvantaged reduced in all year groups.                                 |
| The use of learning dispositions to develop children's positive behaviours towards challenge and learning. Measured through pupil conferencing and walk throughs                  | Pupils can discuss and explain their learning dispositions and provide examples of where and when they have used them. |
| Improved oral language skills for pupils, speech & language support blank level assessments.  | Pupils will be able to explain their learning.   |
| Improved attendance for all pupils leads to improved attainment. This will be monitored by fortnightly & monthly attendance data  | Attendance at or close to 97%, persistent absenteeism to be reduced to 12%   |

## 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)

Budgeted cost: £21,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pupils are given timely feedback to promote their learning- Visible Learning (VL) approach now embedded, but to include pupil voice to ensure effectiveness of feedback and response to marking.                | VL evidence and EEF evidence highlights positive impact of feedback on pupils' progress. EEF Evidence +6 months-feedback | 2                             |
| Pupils are clear about the desired outcomes. Teacher clarity enables pupils to co-constructed success criteria, appropriate WAGOLLS and the learning environment encourages independent learning.               | VL evidence of teacher clarity has a positive impact on pupil attainment   | 2                             |
| Improvement in reading comprehension strategies through the continued refinement of the Reading Masters approach to the teaching of comprehension skills, inclusion of reading for pleasure elements this year. | EEF Reading comprehensions strategies +6 months.   | 2                             |
| The implementation of the Read Write Inc approach is refined with support Ilsham hub in second year of the support. Phonic & literacy support- adults are trained and mentored to                               | Grouping of pupils provides targeted support phonics/ literacy activities at required level EEF phonics +5 months.       | 2                             |

|  |   |          |
|--|---|----------|
| ensure high quality of provision for all pupil groups.   |   |          |
| Provision of RWInc resources to ensure that the fidelity of the program is maintained and staff training and skills remain current.                      | EEF phonics +5 months.  | 2        |
| Employment of literacy / leadership consultant to enhance the skills and knowledge of the subject leaders leading to improved outcomes for the children. | Support to develop quality first teaching and approached described above. | 1, 2 & 6 |

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

Budgeted cost: £ 85,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Focussed support to provide timely support to ensure pupils do not fall behind their peers- Small group support (scoop ups)   | Certain pupils will require additional support, re-teaching or revising work to consolidate their learning.<br>EEF evidence +4/6 months |                               |
| Contribution of 0.2 funding towards the non-class based SENDCo time to support dis-advantaged pupils.   | 70% of the SEND pupils are also disadvantaged, many of their barriers to learning need specialist support.                              | 2,5 & 6                       |
| 1 day a week speech & language therapy to both work with individual and small groups but also support teachers and TAs in delivering bespoke work packages.   | +5 months EEF Focus on early intervention for EY pupils and continuing in to yr 1 as required.  | 1 & 2                         |
| Full engagement on the Plymouth Oracy project developing pupil's sp & l skills enabling them to articulate their thinking and understanding   | +6 months EEF Focus on early intervention for EY pupils and continuing in to yr 1 as required.  | 1 & 2                         |
| Employment of additional tutors to support small group interventions:<br>Use of National Tutoring Programme to provide 1 to 3 tutoring £3000 (30% contribution from Recovery Fund).<br>25% contribution from the Recovery Fund to add to the School Led Tutor grant to enable the following to be funded from the | EEF small group tuition +4 months progress.   | 2,5 & 6                       |

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

Budgeted cost: £ 26,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| EWO bought in services, attendance rewards for classes, prompt response to dropping attendance. | Good attendance is linked to high attainment, targeted on persistent absenteeism initially and sub 95% attendees. Overall school target 97% | 4 & 5                         |

|  |  |       |
|--|--|-------|
| Continue to subsidised attendance at Breakfast club, provision of after school clubs   | Number of pupils arriving at school hungry or waiting outside school from an early hour is reduced. Attendance records of pupils joining BC show a marked improvement in their attendance. | 3 & 4 |
| Parental support advisor to run parent skills workshop and provide an additional link tie the community.                         | Pupils whose parents are positive about school usually have higher progress rates.<br>EEF +3 months parental engagement.   | 5     |
| Lunchtime support from TA & MTAs for pupils who struggle to moderate their own behaviour.  | Some of the disadvantaged pupils struggle to manage their behaviour at lunchtime TAs and MTAs engage them positively and mentor them around good behaviour choices.<br>EEF +4 months       | 3     |
| Access to MAST services, part of subscription to Plymouth Excellence Cluster providing pastoral support to children and families | +4 months EEF<br>Prompt referral for specialist support as required ensuring timely interventions.   | 3 & 4 |

**Total budgeted cost: £ 133,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. For a detailed breakdown of previous years expenditure see the Review 2020-21 document on the website.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b> | <b>Provider</b>          |
|------------------|--------------------------|
| Read Write Inc   | Ruth Miskin              |
| Reading Masters  | Lambeth Teaching Schools |