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**Pupil Premium Strategy 2021-22**

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| 1. **Summary information** | | | | | | | |
| **School** | Morice Town Primary Academy | | | | | | |
| **Academic Year** | 2021-22 | **Total PP budget** | £104,800 | | **Date of most recent PP Review** | | October 2021 |
| **Total number of pupils** | 169 | **Number of pupils eligible for PP** | 86 | | **Date for next internal review of this strategy** | | Feb 2022 |
| 1. **Achievement Profile 2021 based on teacher assessment s during the summer term.** | | | | | | | |
|  | | | | *Pupils eligible for PP (your school)* | | *All Pupils not eligible for PP i.e. other pupils* | |
| Year 1 - Phonics Screening Check: | | | | *82%* | | 50% | |
| **Key Stage 1: Attainment** | | | | *16 pupils* | | *12 pupils* | |
| % achieving ‘expected+’ in reading | | | | *69%* | | 59% | |
| % achieving ‘expected+’ in writing | | | | *63%* | | 59% | |
| % achieving ‘expected+’ in maths | | | | *57%* | | 83% | |
| **Key Stage 2: Attainment** | | | | *17 pupils* | | *8 pupils* | |
| % achieving ‘expected+’ in reading | | | | 59% | | 75% | |
| % achieving ‘expected+’ in writing | | | | 53% | | 75% | |
| % achieving ‘expected+’ in maths | | | | 83% | | 75% | |
| % achieving in reading, writing and maths | | | | % | | % | |
| **Key Stage 2: Expected Progress** | | | |  | |  | |
| Expected progress in reading | | | | 86% | | 100% | |
| Expected progress in writing | | | | 95% | | 95% | |
| Expected progress in maths | | | | 100% | | 100% | |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Poor language skills especially on entry in EY provision, these limit the pupils ability to communicate and understand spoken instructions. | | |
|  | | Many children lacking resilience and desire to succeed when challenged also display passive attitudes to their learning | | |
| **C.** | | High number of children requiring emotional / welfare support necessitating a range of interventions in order to access the curriculum. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance of disadvantaged groups is below that of other children, including persistent absenteeism. | | |
| **E.** | | Low parental engagement and limited ability to support children at home. | | |
| 1. **Desired outcomes** *( how they will be measured)* | | | | *Success criteria* |
|  | Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. Reviewed during pupil progress meetings using in school assessment data. | | Attainment gap between disadvantaged and non-disadvantaged reduced in all year groups. | |
|  | 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, sp& l support blank level assessments. | | Pupils will be able to explain their learning. | |
|  | Improved attendance for all pupils. Weekly & monthly attendance data | | Attendance at or close to 97%, persistent absenteeism to be reduced to 12% | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2021-22** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupils given timely accurate feedback to support and 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 | Quality feedback continues to be of importance in improving attainment and raising progress.  Cross school initiative with our partner school Drake Primary- consistency of approach | SLT | Termly during walkthroughs and regular book looks  through out the year |
| Pupils are clear about the desired qualities and outcomes from their learning. | Teacher clarity enables pupils to co-constructed success criteria and the learning environment encourages independent learning | VL evidence of teacher clarity has a positive impact on pupil attainment | Whole school approach and definition of clarity and enabling pupils to be assessment capable learners. | SC/PD | Spring 2022 |
| Reading comprehension strategies | Continuation of refinement of Reading Masters approach to the teaching of comprehension skills, inclusion of reading for pleasure elements | EEF Reading comprehensions strategies +6 months. | Whole school approach now embedded, introduction in autumn term of Friday reading for pleasure slot and subsequent monitoring by literacy team. | JR/JRood | Autumn 2021 |
| **Budgets costs** | | | | | £2,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Refinement of RWInc to increase the pupils’ phonic skills and knowledge, ensuring their application in reading and writing activities. | RWInc approach refined with support Ilsham hub in second year of support. Phonic & literacy support- adults trained and mentored to ensure high quality of provision for all pupil groups. | Grouping of pupils provides targeted support phonics/ literacy activities at required level  EEF phonics +5 months. | Opportunities for JR- (reading leader) to undertake observations of phonic groups and sessions.  Support from Isham Hub staff  End of yr 1& 2 phonics screening test results will be in line with national expectations. | J Rood | Termly, December, March & July |
| Focussed support, scoop ups, for small groups of pupils, targeting pupils at risk of falling behind. | Small group support (scoop ups) | Certain pupils will require additional support, re-teaching or revising work to consolidate their learning.  EEF evidence +4 months | Teacher and TAs to define pupils and objectives to be reviewed during afternoon sessions  Walk throughs will gather evidence on quality of teaching and pupil progress meetings on impact of strategy. | SLT & class teachers |
| Support dis-advantaged pupils with additional needs. | 0.1 funding of SENDCo time to support dis-advantaged pupils. | 70% of the SEND pupils are also disadvantaged, many of their barriers to learning need specialist support. | SENDCo monitors the provision for these pupils. Where appropriate IEP targets and external agency support sought. | SLT- PD |  |
| Improved oracy in esp in EY / KS1 pupils | 1 day a week speech & language therapy. | +5 months EEF Focus on early intervention for EY pupils and continuing in to yr 1 as required. | Termly meetings between sp/l therapist and SENCo.  Pre and post testing monitoring the progress of pupils, re-referral back into NHS as required. | PD | Termly with therapist |
| Improve oracy across the school- attendance at the Plymouth oracy project | Plymouth Oracy project develops pupils 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. | KS1 & literacy leader will lead on this initiative - whole staff meeting sessions with support of Sp &L therapist | DN/JR | Throughout the year |
| Provide pupils with appropriate support to overcome/ minimise their barriers to learning. | Access to MAST services, part of subscription to Plymouth Excellence Cluster. | +4 months EEF  Prompt referral for specialist support as required ensuring timely interventions. | Termly planning meetings with schools named Ed Psychologist. | PD/HL | Termly planning meetings |
| **Total budgeted cost** | | | | | £76,000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Raise attainment through improved attendance. | 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% | Admin staff closely monitor attendance of targeted pupils.  Development of Attendance team lead by Safeguarding and Welfare lead Prompt referral to EWO as required.  6 weekly EWO visits. | JR / VN | Fortnightly meeting between JR & RN  Termly Report to Governors |
| Pupils arrive at school ready to learn. | 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 houris reduced. Attendance records of pupils joining BC show a marked improvement in their attendance. | Close monitoring of pupils attendance at BC. | JP/ SLT | Termly meeting |
| Increase parents’ involvement in school and increasing their engagement with pupils’ learning. | 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.  EEF +3 months parental engagement. | Termly meetings with PSA reviewing groups run and attendance. | JP/JR | Termly review with JP |
| Children have a positive lunchtime leading to productive afternoon learning | 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.  EEF +4 months | Regular review of group members, with a view to re-introducing them onto playground at lunch time | PD/HL | Termly meeting to review pupils progress & re-integration back onto playground. |
| Ensure parents of EAL pupils have clear information. | Translation service used to ensure parents gain full understanding of discussions at meetings. | Translation service provided by LEA approved individuals | Translators invited when appropriate to attend meetings | PD/KB |  |
| **Total budgeted cost** | | | | | £26,000 |
| **Total cost of Pupil Premium Plan £ 104,000** | | | | | |

EEF evidence as of October 2021