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**Pupil Premium Strategy 2021-22**

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| 1. **Summary information**
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| **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.**
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|  | *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)**
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| **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**
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| **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**
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| **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**
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| **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 levelEEF phonics +5 months. | Opportunities for JR- (reading leader) to undertake observations of phonic groups and sessions. Support from Isham Hub staffEnd 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 sessionsWalk 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 EEFPrompt 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**
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| **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 & RNTermly 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