

St Mary & St Paul's CE Primary School



Pupil Premium Report 2018 – 19 and 2019 – 20

We convened a meeting between LA, Local councillors, diocese, Police, social services, youth workers and health and we discussed supporting disadvantage within the community. As a result we are prioritising the following areas within school:-

- Reading
- Attendance
- Vocabulary / Speech and Language
- Outside Learning
- Support for Cultural Capital
- Opportunities for family learning

Pupil premium strategy statement

School overview

Metric	Data
School name	St Mary & St Paul's CE Primary School
Pupils in school	Jan 2019 – 189 in total 112 - PP
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£147,460
Academic year or years covered by statement	2018 - 2020
Publish date	Oct 2019.
Review date	September 2020.
Statement authorised by	Iain Parks
Pupil premium lead	Paul Brooksbank
Governor lead	Norine Jones.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.89
Writing	0.31
Maths	-2.36

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieved National Average Progress Scores in KS2 – all children making good or better progress	July 2020
Progress in Writing	Achieved National Average Progress Scores in KS2 – all children making good or better progress	July 2020
Progress in Mathematics	Achieved National Average Progress Scores in KS2 – all children making good or better progress	July 2020
Phonics	Achieve national average expected standard in phonics	July 2020
Attendance	Improve attendance of disadvantaged pupils (96.5%) and reduce PA absentees to LA average. (10.8%)	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Disadvantaged pupil progress scores for last academic year.

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	6%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Develop and implement a KS2 reading strategy to continue to raise the achievement in reading.
Priority 2	Develop a Curriculum with clear Intent, Implementation and Impact for 2019-20 to include a strong vocabulary. Develop vocabulary sessions throughout the curriculum to improve children's understanding of language. Link this to development of Speech and Language skills from Nursery to Year 6 with the children improving their ability to explain in standard English

	their understanding of a concept or topic, using appropriate vocabulary for their age group. Link to support from school SENDCO on speech and language support – completing referrals to Educational Psychologist for additional support
Priority 3	Continue to improve overall rates of attendance across the school and further reduce the percentage of pupils (FSM) classified as being below the National Average so that the schools percentage rises above 96.5%(minimum).
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Currently the Vocabulary gap between children are classed as disadvantaged stands at 13million words compared to 45 million who are classed as non-disadvantaged. 2. High mobility rates (currently in the highest quintile – 75.5% stability) 3. Raise aspirations and value of school with parents whose children are persistent absentees. 4. Punctuality - ensure that children are coming to school on time for the start of the day so that learning can start immediately on entry. 5. Limited opportunities to read outside of school - Provide opportunities for reading development 6. Adapt timetable to allow time for additional supported reading / vocabulary extension work
Projected spending	£43,506

Targeted academic support for current academic year for disadvantaged pupils

Measure	Activity
Priority 1	Support staff to work on the MITA project to develop the children’s reading, writing and maths skills for the group that they are working on. Groups can vary in ability at different times of the day. Intervention groups during morning sessions are to be more targeted to the levels of ability of the children looking to move them on in knowledge and understanding in each lesson through effective teaching and questioning.
Priority 2	Develop the Aspire group within Nurture to support children with social and emotional difficulties. Target support to enable children to work together in a more

	effective way and to boost self-esteem in an environment where learning can take place in the subject areas of the National Curriculum
Priority 3	Ensure that children receiving PP are making as much progress as those who do not. Target children to make at least level (0) progress from KS1 to KS2 – through intervention, additional teacher support in Year 6, effective targeted booster support and SATs breakfast club (for Sats attendance)
Priority 4	Continue to develop the Read Write Inc Phonics programme across the school. Introduce into nursery and through EYFS and KS1. Aim is for all children to be off the programme by the end of KS1. Continue to support
Priority 5	EYFS outdoor provision - Plan the outdoor provision to improve learning outcomes.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Supporting children with emotional issues – behaviour and attitude to learning 2. Low self –esteem of pupils 3. Punctuality - ensure that children are coming to school on time for the start of the day so that learning can start immediately on entry. 3. Ability to retain information that is taught – focus on ‘sticky knowledge’ 4. Limited opportunities to read outside of school - Provide opportunities for reading development 5. Limited support for many pupils outside of school with reading, spelling and maths homework.
Projected spending	£57820.24

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Support for pupils who are having behavioural, emotional or social difficulties from the Learning Mentor.</p> <p>Individual, paired/ lunch club or small group work to build self-esteem / to allow children time to share thoughts and feelings.</p> <p>Support children who are involved in Early Help / Social Care</p> <p>Family Support worker to focus on school attendance / working with School Attendance Service to encourage children / parents of the importance of being in school</p>

	<p>To organise Coffee Morning for parents to develop stronger links with each other and the school.</p> <p>To lead Early Help cases in school to support families who are having difficulties and engage agencies to support them.</p>
Priority 2	To provide the children with greater opportunities to develop their understanding and experience of the wider world. To raise aspirations of the children. To invest in pupils' cultural capital.
Priority 3	To organise a Magic Breakfast for pupils each day. KS1 – cereal in the school hall KS2 – bagels on entry into school
Priority 4	<p>To organise family learning activities for parents to attend</p> <ul style="list-style-type: none"> - English and Maths groups - Behavioural support - Art and Craft activities - Reading support
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Life experiences of the pupils outside of school – life beyond Prescot - Supporting children with emotional issues – behaviour and attitude to learning - Punctuality and attendance of pupils - Aspirations of pupils and parents - Supporting children with emotional issues – behaviour and attitude to learning - Difficulties in engaging parents / carers
Projected spending	£46133.76

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Reading / Curriculum / Attendance</p> <p>Time for Coordinators to plan for, monitor and assess progress of pupils and teaching strategies</p> <p>Resources for pupils to use</p> <p>Opportunities for staff development</p> <p>Raising the profile of reading and vocabulary</p>	<p>Use of staff meetings / INSET days / curriculum coordinator time – cover provided by PPA teacher</p> <p>Adaptation of school timetable to allow more time for reading and vocabulary extension</p>

Targeted support	<p>MITA / Aspire / Year 6 / RWI / EYFS</p> <p>Ensure time and space are given within school for Teaching Assistants to support and develop pupils' learning</p> <p>Time for Teaching Assistants to receive professional development</p> <p>Area for Aspire group to take place / resources for staff to lead the group</p> <p>Year 6 monitoring time and training for SATs / writing moderation</p> <p>Planning to be adapted in EYFS for outdoor provision to be used more effectively / working as a EYFS team so there is maximum use of adults.</p> <p>RWI training for staff</p>	<p>SLT to review use of space and allocate areas to teaching assistants' groups</p> <p>Time for Teaching Assistants and teachers to discuss planning and formative assessments of pupils.</p> <p>MITA training for teaching assistants / release from class time</p> <p>Time for Year 6 teacher to attend training – cover provided by SLT</p> <p>Time for EYFS to discuss planning / topics to allow for outdoor areas to be used to maximum effect.</p> <p>RWI training for staff during hymn practice time.</p>
Wider strategies	<p>Learning Mentor / Family Support Worker. Cultural Capital / Magic Breakfast / Family Learning</p> <p>Training for LM / FSW to keep up to date with current practice and updates in Local Authority</p> <p>Space to be allocated for parental sessions to take place</p> <p>Awareness of opportunities for pupils to develop wider understanding of the world / areas outside of Prescot</p> <p>Engaging the families who are facing the most challenges</p> <p>Organise the start of the school so that Magic Breakfast can take place</p>	<p>Training opportunities to be identified by LA / SLT / staff - time allowed for staff to attend training</p> <p>Use of school minibus to take children out</p> <p>Staff to have money / budget line allocated to cultural capital to take children on educational visits / residentials</p> <p>Adapt use of space for the start of the day</p> <p>Use local church building / community centre when more</p>

	Locations to be arranged in school / local area for family learning to take place.	space is required than school can provide.
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Review: last year's aims and outcomes

Aim	Outcome															
<p>Support Staff to work with children on key skill development and support towards KS1 SATs and deliver RWI phonics sessions daily</p> <p>To raise attainment so that more children are reaching age related expectations for Reading, Writing and Maths in KS1 and in the Y1 phonics test through delivery of the RWI programme.</p>	<p>Reading / Writing / Maths – 31% For those not disapplied for complex learning needs disadvantaged data suggest 57% combined</p> <p>18 – 56% 19 – 56% 4 pupils arrived in summer term so would have been 78%</p>															
<p>Support Staff throughout Key Stage 2 - One TA per junior class.</p> <p>Key focus on:</p> <p>Providing focused reading and comprehension support</p> <p>Developing children's reasoning skills in mathematics</p>	<p>In school tracking shows progress as follows – average of 3 points</p> <p>Disadvantaged data</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>2.3</td> <td>2.1</td> <td>3.2</td> <td>2.9</td> </tr> <tr> <td>M</td> <td>1.7</td> <td>2.9</td> <td>3.1</td> <td>3.1</td> </tr> </tbody> </table>		3	4	5	6	R	2.3	2.1	3.2	2.9	M	1.7	2.9	3.1	3.1
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M	1.7	2.9	3.1	3.1												
<p>Extending children's experience of the wider world (curriculum linked)</p> <p>Continue to provide experiences for the children to enhance their opportunities for writing</p>	<p>Greater number of educational visits provided for pupils</p> <ul style="list-style-type: none"> - Swimming for Year 2 - Visits to Chester / Speke Hall / Barnstondale / Liverpool Museum / Liverpool Life Museum / STEM day / Crosby waterfront – Anthony Gormley / Liverpool cathedral. 															
<p>Providing opportunities for children to showcase skills and talents</p> <p>Develop the skills of the children to enhance skills and talents outside of RWM</p>	<p>Children performed in North West</p> <ul style="list-style-type: none"> - Young Voices – Manchester Arena - Bridgewater hall - Liverpool Cathedral x 3 - Prescot Parish Church - Knowsley Hall - Prescot talk 															
<p>One to one booster support for Year 6 in preparation for SATS / breakfast club during SATs week.</p> <p>Enable PP children to meet National Standard in RWM</p>	<p>SATS booster provided for PB / DH for all Year 6 pupils who wanted to attend.</p> <p>Breakfast club provided for all Year 6 pupils</p>															

	PP progress	Reading	Writing	Maths
	2018	-4.56	-2.00	-5.32
	2019	-1.89	0.31	-2.36
<p>Learning Mentor / Family Support Worker (Inc attendance)</p> <ul style="list-style-type: none"> • 1:1 / group intervention support for children who are experiencing emotional difficulties in or out of school • Provide nurture based lunch to develop social interaction • Reduce barriers to learning • Work as part of the Pastoral Team - for Early Help support for families • To build effective relationships between parents, their children and school • Monitor attendance levels, working with Attendance service to support parents in bringing their children to school • Arrange parenting classes • Arrange Adult Literacy and Numeracy classes • Work as part of the school pastoral team – for Early help meetings and support • Run the Fare share scheme for families 	<p>Use of CPOMS system allows staff to offer support and intervention far quicker than previously – ensuring that they are settled and ready to learn</p> <p>Nurture base caters for children who have S & L, social and emotional learning issues. PIVATS use to track pupils' progress</p> <p>Streamlined system for dealing with Early Help cases / FSW now supports families and can offer help / advice to cater for needs.</p> <p>Relationships continue to be built with families – 20 parents attend coffee morning / Fareshare caters for 30 families / conversations with parents at the gate lead to immediate support for parents</p> <p>Parenting classes have taken place with 16 number of parents / carers attending</p>			
<p>Additional Reading support and resources across the school</p> <p>Wider range of texts and books for the children to read / access to enhance understanding</p>	<p>Money allocated for staff to purchase books for the children to read in class.</p> <p>Book Bus came to school where each child could select a book for class</p> <p>Dictionaries / thesaurus purchased for each class</p> <p>School library revamped for children to use.</p>			
<p>Educational Psychology support / SENDCO time</p>	<p>Money was allocated for additional Educational Psychology time</p>			

<p>Staff to target the children who require additional support due to a range of educational, social or behavioural needs.</p>	<p>Local Authority Educational Psychology service was reduced so that no extra sessions could take place.</p> <p>School SENDCO allocated time to support parents / complete EHCP plans / Speech and Language referrals / Ed Psych referrals</p>
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P Brooksbank – October 2019