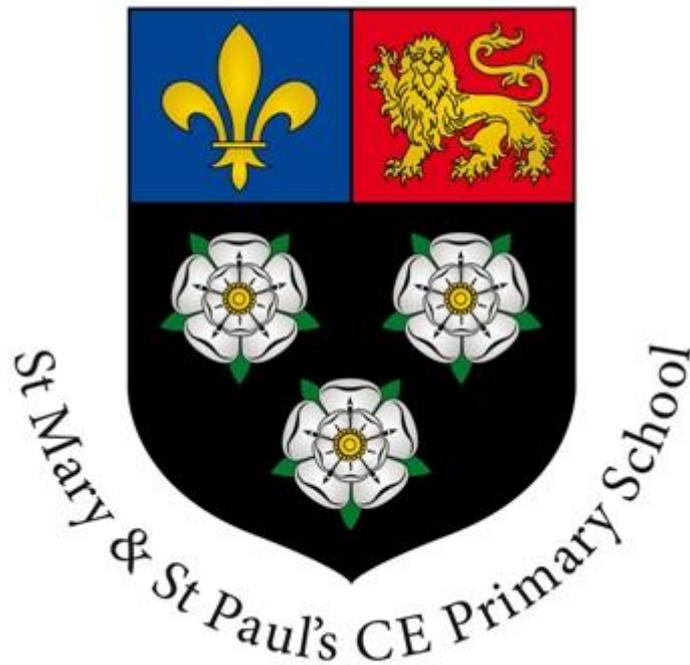


# St Mary & St Paul's CE Primary School



## Pupil Premium Report 2019 – 20 and 2020 - 21

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:-

Support pupils to catch-up following missed learning and ongoing due to Covid-19

Support pupils' mental health and well-being on return to school

Support pupils who have to isolate due to Covid-19

Rewrite and review whole school curriculum to benefit our learners including developing vocabulary gap

Develop and Implement a strategy for Reading/Vocabulary to diminish the difference

Continue to take action to reduce absences.

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Mary & St Paul's CE Primary School
Pupils in school	Jan 2020 – 177 in total 108 - PP
Proportion of disadvantaged pupils	61%
Pupil premium allocation this academic year	£156, 675 (£4690 – CLA)
Academic year or years covered by statement	2019 - 2021
Publish date	Oct 2020.
Review date	September 2021.
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	N/A
Writing	N/A
Maths	N/A

## 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 2021
Progress in Writing	Achieved National Average Progress Scores in KS2 – all children making good or better progress	July 2021
Progress in Mathematics	Achieved National Average Progress Scores in KS2 – all children making good or better progress	July 2021
Phonics	Achieve national average expected standard in phonics	July 2021
Attendance	Improve attendance of disadvantaged pupils (96.5%) and reduce PA absentees to LA average. (10.8%)	July 2021

**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	N/A
Achieving high standard at KS2	N/A

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Identify and implement strategy regarding the catch – up / recovery curriculum for disadvantaged pupils. <ul style="list-style-type: none"> <li>- Focus on review of main topics / genres that would have been missed during lockdown period</li> <li>- Adapting the curriculum offer to support bridging of year groups due to missed learning.</li> </ul>
Priority 2	Continue to develop and refine a Curriculum with clear Intent, Implementation and Impact for 2020 – 21

	<p>to take into consideration the missed learning from the previous year. This is to include a strong vocabulary.</p> <p>Develop vocabulary sessions throughout the curriculum to improve children's understanding of language.</p> <p>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.</p> <p>Link to support from school SENDCO on speech and language support – completing referrals to Educational Psychologist for additional support.</p> <p>Implement the Wellcomm Speech and Language programme throughout the school.</p>
Priority 3	<p>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).</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>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.</li> <li>2. High mobility rates (currently in the highest quintile – 75.5% stability)</li> <li>3. Raise aspirations and value of school with parents whose children are persistent absentees.</li> <li>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.</li> <li>5. Limited opportunities to read outside of school - Provide opportunities for reading development</li> <li>6. Adapt timetable to allow time for additional supported reading / vocabulary extension work</li> <li>7. Numbers of pupils or classes who have to isolate</li> <li>8. Limited access to IT systems at home</li> <li>9. With exemptions due to Covid – 19 isolation, it is increasingly challenging to ensure that pupils attend school.</li> </ol>
Projected spending	£46,219.13

## Targeted academic support for current academic year for disadvantaged pupils

Measure	Activity
Priority 1	<p>Increased 1:1 support / group support from teachers and support staff to target specific needs of pupils</p> <p>Support staff to develop the children's reading, writing and maths skills for the individuals that they are working on. Intervention 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.</p> <p>Afternoons sessions included targeted reading and mathematics and writing catch up support</p> <p>Three additional adults (apprentices) to support pupils in EYFS , Nurture and KS2</p>
Priority 2	<p>Develop and implement a KS2 reading strategy to continue to raise the achievement in reading.</p>
Priority 3	<p>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)</p>
Priority 4	<p>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.</p> <p>Support to take place in class bubbles only and not mixed age groupings. (2/3 small groups with a bubble)</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Supporting children with emotional issues – behaviour and attitude to learning</li> <li>2. Low self –esteem of pupils</li> <li>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.</li> <li>3. Ability to retain information that is taught – focus on 'sticky knowledge'</li> <li>4. Limited opportunities to read outside of school - Provide opportunities for reading development</li> <li>5. Limited support for many pupils outside of school with reading, spelling and maths homework.</li> <li>6. Numbers of pupils / bubbles / classes who have to isolate due to Covid-19</li> </ol>

	7. Limited access to IT equipment / internet outside of school.
Projected spending	£61,416.60

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Support for pupils who are having mental health, behavioural, emotional or social difficulties from the Learning Mentor and Family Support Worker</p> <p>Individual support to build self-esteem / to allow children time to share thoughts and feelings.</p> <p>Small groups support when outside during break and lunch time.</p> <p>Support children who are involved in Early Help / Social Care from pastoral team</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 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. (within the constraints of Covid – 19 restrictions and guidelines)
Priority 3	To raise aspirations across Year 5 and Year 6 – identifying career pathways and considerations being provided for a future working life.
Priority 4	To provide 'Magic Breakfast' for pupils to have a nutritious start to the day.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Life experiences of the pupils outside of school – life beyond Prescot</li> <li>- Supporting children with emotional issues – behaviour and attitude to learning</li> <li>- Punctuality and attendance of pupils</li> <li>- Children who do not have breakfast prior to coming to school</li> <li>- Aspirations of pupils and parents</li> <li>- Supporting children with emotional issues – behaviour and attitude to learning</li> </ul>

	<ul style="list-style-type: none"> <li>- Difficulties in engaging parents / carers</li> <li>- Covid-19 restrictions</li> <li>- Children have to isolate</li> </ul>
Projected spending	£49,039.27

## 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>Assessment of pupils needs and identifying pupils' gaps in learning</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</p> <p>Adaptation of school timetable to allow more time for reading and vocabulary extension</p>
Targeted support	<p>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>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 an EYFS team so there is maximum use of adults.</p> <p>Wellcomm Programme to be introduced.</p>	<p>SLT to review use of space and allocate areas to teaching assistants' groups within Covid restrictions</p> <p>Time for Teaching Assistants and teachers to discuss planning and formative assessments of pupils.</p> <p>Time for Year 6 – Year 2 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>

Wider strategies	<p>Learning Mentor / Family Support Worker. Cultural Capital</p> <p>Training for LM / FSW to keep up to date with current practice and updates in Local Authority Time to be allocated for parental sessions to take place – discussions with parents now to take place outside the school building (Covid-19 guidelines) Awareness of opportunities for pupils to develop wider understanding of the world / areas outside of Prescot (when permitted) Engaging the families who are facing the most challenges Magic Breakfast / Fareshare support for children and families</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 Staff to have money / budget line allocated to cultural capital to take children on educational visits</p> <p>Adapt use of space for the start of the day</p>
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### Review: last year's aims and outcomes

Aim	Outcome
Develop and implement a KS2 reciprocal reading strategy to continue to raise the achievement in reading.	<p>Reading curriculum has been written with each class identifying challenging reading texts which have links to the National Curriculum.</p> <p>Reading comprehension skills have been taught using reciprocal reading strategy Identify writing skills that can be developed in link with the texts that the children have read.</p> <p>Children have been given more opportunities to read within the school day – with focus on understanding of the texts and inference within them.</p>
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.	A new curriculum has been written and developed throughout the school year (see school website). Intent, Implementation and Impact statements have been written. A focused curriculum with greater breadth and balance enables to pupils to have greater

<p>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</p>	<p>investment in their own learning – and starting to develop independence  In line with the new curriculum, vocabulary is investigated on a weekly basis so that children are developing their understanding of words in the context of a text.  Increase in the number of SALT referrals to support pupils with Speech and Language concerns  Increase in the number of referrals to the Educational Psychologist to support learning needs. Increased Educational Psychologist allocation.</p>
<p>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).</p>	<p>Up to February 2019, at the point of lockdown being introduced, attendance was 94.1% (this was primarily due to a flu-bug in December – where the school was at 88%)</p>
<p>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.</p>	<p>Support staff all completed the MITA project.  Support staff all involved in specific support for pupils learning. Greater identification of gaps in learning and intervention provided  Intervention groups / sessions to take place at all points during the day – Staff used a wider range of questioning skills to help support pupils to learn.</p>
<p>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</p>	<p>Aspire group was set up during the afternoon sessions to support pupils with behavioural / concentration / social / emotional needs. A range of activities (linked to class curriculum) were arranged for pupils to develop skills together with the ability to communicate, and work as part of a team. The self esteem of the pupils did improve however lockdown prevented this from reaching its conclusion. Unable to continue in 2020 due to school not breaking bubbles.</p>
<p>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 –</p>	<p>Effective assessment of pupils enable targeted support based on specific needs and areas of development are identified (discussion between HT and teacher)</p>

<p>through intervention, additional teacher support in Year 6, effective targeted booster support and SATs breakfast club (for Sats attendance)</p>	<p>DHT working in Year 6 as additional teacher plus afternoon maths intervention. Booster sessions did not take place due to Covid-19. SATs were cancelled.</p>
<p>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</p>	<p>RWI had been introduced into EYFS. 16 / 27 children (60%) were off the programme by February (lockdown). In addition there were two children who were EAL and had only joined the school months earlier.</p>
<p>Support for pupils who are having behavioural, emotional or social difficulties from the Learning Mentor. Individual, paired/ lunch club or small group work to build self-esteem / to allow children time to share thoughts and feelings. Support children who are involved in Early Help / Social Care Family Support worker to focus on school attendance / working with School Attendance Service to encourage children / parents of the importance of being in school To organise Coffee Morning for parents to develop stronger links with each other and the school. To lead Early Help cases in school to support families who are having difficulties and engage agencies to support them. Support for families when needed – on an individual basis (via private conversations with HT / DHT)</p>	<p>Class teachers and SLT communicate with Learning mentor via CPOMS / referrals for immediate support for pupils where needed. SLT meet all pupils at the school gate – pupils passed on to LM for support at the start of the day. LM meets with pupils in Rainbow Room for mental health, emotional, social support Lunch club took place every day with organised activities for pupils to work on in pairs / groups – developing emotional and social support Fortnightly pastoral team support meetings took place – identification of needs All children who at some level of social care are given support – voice of the child gained. FSW works with parents and children about the importance of attendance. First Day response for all absentees. FSW works with school attendance service to support families to bring pupils to school Coffee morning was a resounding success (with Church curate) with increasing numbers attending on a weekly basis – good support mechanism developed between parents and a greater positivity about coming to school and receiving school support Fareshare food bags given out to support families every week. During lockdown, HT , DHT and FSW visited families providing food bags and breakfast packs as part of welfare visits.</p>

	Increasing number of Early Help support for families throughout school.																																																
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.	Linked with school vision, "Life in all its fullness through Learning and Love". Children were provided with a greater range of experiences during school time – including visits museums, beaches, parks, residential, theatres, high schools, sports. Also a number of experiences were arranged within school – theatre companies, pantomimes etc																																																
To organise a Magic Breakfast for pupils each day. KS1 – cereal in the school hall KS2 – bagels on entry into school	Magic breakfast was set up and pupils in KS1 were offered cereal each day KS2 pupils had the option of a bagel each morning.																																																
To organise family learning activities for parents to attend <ul style="list-style-type: none"> <li>- English and Maths groups</li> <li>- Behavioural support</li> <li>- Art and Craft activities</li> <li>- Reading support</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>Date</th> <th>Number of adults</th> <th>Number of children</th> </tr> </thead> <tbody> <tr> <td>FS/KS1 Craft</td> <td>20.9.19</td> <td>27(6)</td> <td>26</td> </tr> <tr> <td>Reception Puppet making</td> <td>23.10.19</td> <td>8(1)</td> <td>8</td> </tr> <tr> <td>Year 1 Puppet Making</td> <td>6.11.19</td> <td>13(3)</td> <td>13</td> </tr> <tr> <td>Year 2 Puppet Making</td> <td>13.11.19</td> <td>15(3)</td> <td>14</td> </tr> <tr> <td>Year 3 Christmas Craft</td> <td>22.11.19</td> <td>8(1)</td> <td>7</td> </tr> <tr> <td>Year 4 Christmas Craft</td> <td>29.11.19</td> <td>10(2)</td> <td>10</td> </tr> <tr> <td>Rec Christmas Craft</td> <td>4.12.19</td> <td>7</td> <td>8</td> </tr> <tr> <td>Year 5 Christmas Craft</td> <td>6.12.19</td> <td>9(2)</td> <td>9</td> </tr> <tr> <td>Year 6 Christmas Craft</td> <td>11.12.19</td> <td>4</td> <td>5</td> </tr> <tr> <td>Year 1 Christmas Craft</td> <td>13.12.19</td> <td>8(2)</td> <td>8</td> </tr> <tr> <td>Year 2 Christmas Craft</td> <td>16.12.19</td> <td>7(1)</td> <td>7</td> </tr> </tbody> </table> <p>Story sack course was also held in January which 10 parents attended.</p>		Date	Number of adults	Number of children	FS/KS1 Craft	20.9.19	27(6)	26	Reception Puppet making	23.10.19	8(1)	8	Year 1 Puppet Making	6.11.19	13(3)	13	Year 2 Puppet Making	13.11.19	15(3)	14	Year 3 Christmas Craft	22.11.19	8(1)	7	Year 4 Christmas Craft	29.11.19	10(2)	10	Rec Christmas Craft	4.12.19	7	8	Year 5 Christmas Craft	6.12.19	9(2)	9	Year 6 Christmas Craft	11.12.19	4	5	Year 1 Christmas Craft	13.12.19	8(2)	8	Year 2 Christmas Craft	16.12.19	7(1)	7
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## I Parks & P Brooksbank – October 2020