

Pupil premium strategy statement

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	St Mary & St Paul's CE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	124 (60%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 21 2021 – 22 2022 - 23
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Iain Parks
Pupil premium lead	Paul Brooksbank
Governor / Trustee lead	John Hatton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174850
Recovery premium funding allocation this academic year	£17980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192830

Part A: Pupil premium strategy plan

Statement of intent

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 as laid out under the questions that are asked.

- ***What are your ultimate objectives for your disadvantaged pupils?***

To provide disadvantaged pupils with the chance to experience 'Life in all its fullness through Learning and Love'.

To nurture and support all disadvantaged pupils to achieve their full potential

To ensure that all disadvantaged have access to a deep and rich curriculum that inspires them to engage in learning enthusiastically

For school to be the hub of the community going above and beyond for disadvantaged children and their families.

Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups

For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes

To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence

School Vision / Intent Statement

At St Mary and St Paul's, our Core Values of **Aspire, Joy, Hope, Serve**, and our Christian Ethos define all we do. Our vision Statement underpins our curriculum intent by enabling children to have '**Life in all its fullness through Learning and Love.**'

We aim to provide opportunities for our children to develop as independent, confident and successful learners with high **aspiration**, a sense of **hope** and **joy** and with a positive contribution to their community and wider society through **service**.

We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for secondary school and beyond. We provide enrichment opportunities throughout the curriculum to support engagement in learning. Throughout a child's experience in school, we believe children should be safe and happy, where there are no limits to curiosity and develop a thirst for experiences and knowledge.

Our Curriculum Intentions are:

- In Early Years Foundation Stage we promote teaching and learning to ensure children's school readiness and gives pupils a broad range of knowledge and skills to provide the right foundation for good future progress through school and life.
- To secure for all children fluent and effective reading to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure, as a door to further learning.
- To ensure that all children are fluency in number and an ability to manipulate number to support problem solving and reasoning.
- To provide memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.
- To ensure children are able to communicate articulately and confidently in a range of forms and situations across the curriculum.
- To ensure the children have access to a vocabulary rich curriculum that supports their access to the English Language.
- To provide our children with a secure knowledge and understanding of the National Curriculum to equip them for learning in secondary education and learning beyond.
- To offer all our children the knowledge and understanding of how to keep themselves healthy, both physically and mentally, to support their long term well-being.
- To secure learning opportunities for all children especially those who are learning from an alternative curriculum through our nurture provision.
- To develop knowledge about staying safe in the community and beyond.

- Through our distinctively Christian ethos, an enriching rigorous RE and Collective Worship curriculum, we share with all our children the life-giving message of Jesus and an understanding of deep respect for the beliefs and cultures of others

Challenges

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

Challenge number	Detail of challenge
1	Currently the Vocabulary gap between children are classed as disadvantaged stands at 13 million words compared to 45 million who are classed as non-disadvantaged. Children enter school with extremely limited vocabulary in EYFS.
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. Decrease the number of pupils who have attendance between 90 – 96% aiming for 96%+ to increase.
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. A large number of children do not have breakfast prior to coming to school each day
5	Limited opportunities to read outside of school - Provide opportunities for reading development. Limited support for many pupils outside of school with reading, spelling and maths homework
6.	Supporting children with emotional issues – behaviour and attitude to learning, Low self –esteem of pupils
7.	Ability to retain information that is taught – focus on ‘sticky knowledge’
8.	Life experiences of the pupils outside of school – limited life beyond the Prescot boundary.
9.	Life aspirations of pupils and parents
10.	Difficulties in engaging parents / carers
11.	Lack of external agency support for pupils

12.	Limited speech and language levels on entry to school – ongoing throughout KS1 / KS2
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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
Increased vocabulary awareness and understanding from pupils across all year groups	<p>Evidence of wider use of vocabulary in children's writing</p> <p>Wider use of extensive vocabulary in children's conversation and use of language</p> <p>Vocabulary questions on assessments answered with greater accuracy</p> <p>Improving strategies for working out what the meaning of an unknown word is.</p>
Improve the punctuality and attendance of pupils (post Covid) with children and parents having a stronger desire for children to come to school to learn and be with their peers	<p>Reduce the number of children who are late to school</p> <p>Number of persistent absentees to reduce</p> <p>Attendance figures across the school to improve – greater number above 96%</p> <p>Increase the number of pupils who achieve 100% over the year.</p>
Develop children's love of reading and books – greater understanding of text and authorial intent	<p>Greater desire for children to read more</p> <p>Increase in the love that children have for books and the texts that are read</p> <p>Children bringing books in from home and discussing them in school</p> <p>Wider range of authors being read in school and at home.</p> <p>Improvement in reading assessment results</p>

<p>Children's emotional issues from experiences in and outside of school are supported and managed immediately to ensure that they are in the best position to make progress in their learning.</p>	<p>Learning Mentor and Family Support worker on hand to deal with concerns at all points of the day. Children's confidence and self-esteem to be enhanced so that they are in school / lessons more Willingness and confidence of children to talk to trusted adults Emotional needs of pupils supported by counsellor Speech and Language support for pupils , staff and parents by Speech and Language specialist – S & L improvements made by targeted children.</p>
<p>Develop the amount of 'sticky knowledge' that is retained by the children</p>	<p>Evidence of deeper understanding of topics and concepts across the whole of the curriculum Increasing confidence of students to talk about what they have learned Pre – post learning tasks / reviews show progression in understanding KWL grids used to increase in learning</p>
<p>Children to have a wider range of life experiences through the activities chosen in each year group</p>	<p>Children to have exposure to cultural capital experiences to develop an awareness beyond the borders of the area that they reside in Have a deeper understanding of the Prescott area and its heritage and history Visit places outside of Prescott – Blackpool, Southport, Chester, Liverpool, Widnes et al to gain a knowledge of the North West Residential for Year 6 – Barnstondale Camp - Wirral Theatre companies / arts companies to visit to school to perform to pupils Children to be involved in projects for outside companies – Shakespeare, Liverpool Cathedral, Fire Brigade</p>
<p>Life aspirations and life experiences to be developed for students and parents</p>	<p>Children to have aims for what they want to achieve when they are older and have an understanding about how to get there Greater links to be developed with local secondary schools, colleges and universities To see an increasing number of children (in years to come) going on the A levels, university and having employment</p>

<p>Greater engagement of parents in aspects of school life and the children's learning</p>	<p>Increasing number of contacts made at Parent's Evening Develop links / courses organised by Family Support Worker Conversations and willingness to trust the school via conversations at the start and end of day Increased participation by parents at coffee morning – courses run here for parents Joint pupil / parent homework challenges to be competed together.</p>
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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: £ 3238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School have joined The National College CPD forum – all staff have access to online CPD / webinars to complete training.</p>	<p>Ongoing CPD for all staff to deepen understanding of curriculum areas, SEN, supporting pupils learning and understanding.</p> <p>Training will be both available for staff to take independently and also allocated as part of staff development</p>	<p>1 7 11</p>
<p>Participate in the Southern Area Schools (Knowsley) partnership – engaging with subject leadership and school improvement to support staff with developing pupils knowledge and understanding</p>	<p>Regular meeting for all subject leaders to meet with other schools to discuss and share good practice</p> <p>School leadership support forums to share and advise new developments in a subject to aid school improvement</p> <p>Examine / receive and advise on subject knowledge development to gain best practice and support pupils of all abilities to make additional progress</p>	<p>1 7 11</p>

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

Budgeted cost: £105,011

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional member of staff in Year 6 for morning sessions to support with English and teach in Maths.	<p>Additional teaching experience in year 6 to support pupils in English and Maths throughout each morning.</p> <p>Focused support for pupils on a 1:1 / small group basis in each lesson.</p> <p>Targeted intervention at point of learning – tackles issues / misconceptions immediately</p>	<p>1</p> <p>5</p> <p>7</p>
<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>Focused support for pupils on a 1:1 / small group basis in each lesson.</p> <p>Targeted intervention at point of learning – tackles issues / misconceptions immediately</p> <p>Support staff and teachers to listen to all pupils read on a more regular basis (weekly / fortnightly)</p> <p>Greater focus on sticky knowledge with support staff reinforcing concepts taught to children each morning</p> <p>Support for children accessing additional programs (TT rock Stars, SATs Companion)</p>	<p>1</p> <p>5</p> <p>7</p> <p>8</p> <p>9</p> <p>12</p>

<p>Afternoons sessions included targeted reading and mathematics and writing catch up support</p>	<p>Intervention groups during afternoons for pupils with misconceptions / who have struggled during morning sessions</p> <p>Immediate impact on learning to review the learning from the day and prepare them for the next point of learning.</p>	<p>1 5 7 8 9</p>
<p>Two additional adults (apprentices) to support pupils in Nurture and KS2</p>	<p>KS2 apprentice – to support children with reading intervention, children with specific learning needs during teacher’s input (continual dialogue to aid learning)</p> <p>Majority of time to be spent in Year 4 (end 20-21, One day per week in each class for 21-22)</p> <p>Nurture Apprentice – to be key worker (with support) for a couple of children. Support learning programme (Equals) for each of the children in our nurture group</p> <p>Work on specific PIVATs targets with pupils to aid progression in small steps of learning.</p>	<p>1 5 6 7 12</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.</p>	<p>Ongoing training for staff – both those who have used the programme for a while and those who are new to it.</p> <p>Increased reading initial targeted programme for all pupils in EYFS / Key stage 1 (children who are still on the RWI programme in KS2)</p> <p>Daily sessions for all pupils in ability appropriate groups (allows for smaller groups across the school)</p>	<p>1 5 12</p>
<p>Additional targeted intervention support for Year 6 pupils who are experiencing challenges with specific concepts or genres of English and Maths</p>	<p>Time with Deputy Head during the afternoons based on learning needs of the morning sessions.</p> <p>Children removed from class and work on a 1:1 basis to address individual concepts that have been a challenge.</p>	<p>1 5 7</p>

<p>Engage with an independent speech and language specialist to support pupils throughout the school (but initially in EYFS)</p>	<p>S & L specialist engaged for one day a week to work with pupils across EYFS / Nurture.</p> <p>Specific intervention strategies to be provided to staff and parents to aid them in supporting children with speech development</p>	<p>1 11 12</p>
<p>Continue to develop and implement the KS2 reading strategy to raise the achievement in reading – including vocabulary development.</p>	<p>Introduce all children to a wider range of books and authors across the school – interest in reading to be improved and encouraged.</p> <p>Reading for pleasure to be made a focus of the school.</p> <p>Staff to model reading for pupils.</p> <p>Targeted reading interventions – reciprocal reading for all classes (training provided for all staff)</p> <p>Focus on vocabulary support and investigation in all reading sessions / vocabulary walls on display and used regularly</p> <p>Reading sessions each morning to encourage pupils to be in school on time to hear the next part of the story</p> <p>Group reading to allow children to experience reading to a wider audience.</p>	<p>1 4 5 7 8 9</p>
<p>Begin to implement a strategy looking at how children take ownership of their learning – target setting and independent study.</p>	<p>Part of School Development plan to encourage independent learning</p> <p>If children can identify strengths and areas for development for themselves it will help support their own learning. knowledge and development</p> <p>Ownership of learning will lead to independent study at home engaging parents, carers and pupils in raising understanding and interest in topics.</p> <p>Additional IT hardware / books available for pupils to use to research and investigate topics</p>	<p>1 4 5 7 9 10</p>

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

Budgeted cost: £ 84,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor Support for pupils who are having mental health, behavioural, emotional or social difficulties. Individual support to build self-esteem / to allow children time to share thoughts and feelings. Small groups support when outside during break and lunch time.</p>	<p>Learning Mentor is available at the start of every day to support pupils coming into school – support with issues that the children have a point of entry LM to speak to children when Operation Encompass / Social Worker / MASH request – support with emotional concerns / worries that the children have LM to support with friendship issues within class – both from inside and outside of school Emotional / social support for children who find non-structured time a challenge – break and lunchtimes Mental health support for pupils across the school Aim being to support students with their individual needs so that they are confident and comfortable to be in class and engage with learning – share concerns so that they are not carrying them on their own</p>	<p>3 6 10</p>
<p>Support children who are involved in Early Help / Social Care from pastoral team Family Support worker to focus on school attendance / working with School Attendance Service to</p>	<p>Children / Families who has experienced challenges in their home lives – through a wide range of issues are supported as soon as possible by a member of the pastoral team. Correct agencies contacted to provide support for both adults and children</p>	<p>2 3 4 6 9</p>

<p>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>	<p>Contact with parents over attendance issues – Knowsley attendance pathway to be followed</p> <p>Early Help support for families (inc attendance issues) provided</p> <p>Links with School Attendance Service to target support for families with children who are persistent absentees</p>	<p>10</p>
<p>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.</p>	<p>Children to have exposure to cultural capital experiences to develop an awareness beyond the borders of the area that they reside in</p> <p>Have a deeper understanding of the Prescot area and its heritage and history</p> <p>Visit places outside of Prescot – Blackpool, Southport, Chester, Liverpool, Widnes etc to gain a knowledge of the north west</p> <p>Residential for Year 6</p> <p>Theatre companies / arts companies to visit to school to perform to pupils</p> <p>Children to be involved in projects for outside companies – Shakespeare, Liverpool Cathedral, Fire Brigade</p>	<p>1 3 4 7 8 9</p>
<p>To raise aspirations across Year 5 and Year 6 – identifying career pathways and considerations being provided for a future working life.</p>	<p>Work with Positive Solution – raising aspirations programme to provide children with an understanding and desire to improve their life chances beyond their time at SMSP</p> <p>Develop links with secondary schools, colleges, and local universities</p>	<p>1 3 8 9</p>
<p>To provide 'Magic Breakfast' for pupils to have a start to the day where they are not hungry.</p>	<p>Bagels provided every day for all children Year 2 – Year 6 on entry to the building</p> <p>Cereal available for children in EYFS and Year 1</p>	<p>3 4</p>

Participate in the Fareshare scheme to ensure that families who are in need of support receive it.	Fareshare scheme is available to all families in the school not based on family circumstances. Bag of food is provide for a small admin cost each week Food provided on a needs basis when required	10
Provide counselling support for children with emotional issues. Counsellor to run a series of sessions over a period of weeks one a 1:1 basis	Independent counsellor engaged within school to support pupils with specific emotional needs Counselling supports children with needs that are not able to be accessed via Listening Ear (from Knowsley LA) Targeted support for pupils to enable them to be engage with learning and learn to manage their concerns and fears in life ACEs agenda and setting out and covering gaps in in support model from the LA	6 10
Reward sessions for pupil with high attendance	Prizes and awards sessions / experiences for children with high levels of attendance and those who have significantly improved Children to have high aspirations to want to reach these events Previous events have involved bingo, picnics, trips out to parks	3 4
Cost of running school mini-bus to use for pupil collection (when required), home visits, and providing pupils with experiences outside of the classroom	Attendance support / collection for targeted families Home visits for families Out of school experiences – cultural capital (see above) Additional sports activities (link sports premium)	3 4 6 8 9 10
Engage with an independent educational psychologist to support pupils who have SEN – liaise with SENDCO and parents to provide	Targeted support for children with SEN concerns Additional support bought in from Independent Educational Psychologist to support students, parents, carers and staff with individual needs	3 6 7

guidance on how best to enable pupils to make progress.	Enable children with SEN to have greater confidence in coming to school. Support Sendco with EHCP applications Support for Nurture staff with focused provision so that teaching directly impacts the learning needs of each pupil	10 11

Total budgeted cost: £ 192,793

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.

Note :

April 2019 – July 2020 – limited classes in school (in bubbles) – EYFS / Year 1/ Year 6 (plus vulnerable / key worker children) – no external visitors or visits allowed

September 2020 – December 2020 – All children in school but in strict bubbles only

January 2021 – March 2021 – Online learning only (Key workers and vulnerable pupils in school only)

March 2021 – July 2021 – All children back in school (in bubbles) – limited numbers of visitors and visits towards the end of the year.

Targeted academic support for current academic year for disadvantaged pupils

Measure	Activity	Impact
Priority 1	Increased 1:1 support / group support from teachers and support staff to target specific needs of pupils 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.	Additional adults in every classroom Impact on pupils at point of learning – misconceptions addressed immediately wherever possible Additional reading support for all children receiving pupil premium / challenge and progression for all children no matter the level of need. Intervention support for pupils based on need of learning – afternoon (without having impact on wider curriculum)

	<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> <p>Additional adult employed to support targeted groups (those who had limited or no engagement with online learning)</p>	<p>Apprentices to support class teacher with reading and focused intervention with pupils learning needs</p> <p>EYFS</p> <p>Children who receive pupil premium funding achieved 12% higher than the overall total for the class</p> <p>Phonics (Year 1)</p> <p>Children who receive pupil premium funding were 17% lower than overall – (3 children joined after lockdown and 2 were disapplied)</p> <p>Phonics (Year 2)</p> <p>Children who receive pupil premium funding were 10% lower than overall – (1 child was taught at a speech and language unit since reception and 3 children were disapplied)</p> <p>Reading</p> <p>End of KS1</p> <p>Overall figures for ARE were 12% ahead of children receiving pupil premium (3 children in nurture provision) Progress in Key Stage was equal (PP/Overall) and Progress in Year was ahead for PP (4.1 against 3.9)</p> <p>End of KS2</p> <p>Overall figures for ARE were 4% ahead of children receiving pupil premium. Progress in Key Stage was almost level for PP (11.8) against overall</p>
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(11.9) and Progress in Year was ahead for PP (4.6 against 4.5)

Writing

End of KS1

Overall figures for ARE were 7% ahead of children receiving pupil premium (3 children in nurture provision). Progress in Key Stage was ahead for PP (5.5) against overall (5.4)) and Progress in Year was ahead for PP (4.5 against 4.12)

End of KS2

Overall figures for ARE were 4% ahead of children receiving pupil premium. Progress in Key Stage was almost level for PP (11.6) against overall (11.7) and Progress in Year was ahead for PP (5.8 against 5.1)

Maths

End of KS1

Overall figures for ARE were 9% ahead of children receiving pupil premium (3 children in nurture provision) Progress in Key Stage was lower (5.4 PP / Overall – 5.8) and Progress in Year was lower for PP (3.7 against 4.3)

End of KS2

Overall figures for ARE were 6% ahead of children receiving pupil premium. Progress in Key Stage was almost level for PP (12) against overall (12.1) and Progress in Year was ahead for PP (4.5 against 4.4)

Priority 2	Develop and implement a KS2 reading strategy to continue to raise the achievement in reading.	<p>Whole school reading strategy implemented</p> <p>Focused reading strategy used in classes including reciprocal reading / vocabulary walls / reading for pleasure</p> <p>Children engaged with a wider range of books and authors</p> <p>Links from RWI – phonic knowledge to independent and whole class reading – aim for children to have a greater understanding of texts and reading comprehension</p> <p>See above data for reading</p> <p>Progress (in year)</p> <p>Year 3 – PP 4.0, overall 3.9</p> <p>Year 4 – PP 2.8, overall 3.1</p> <p>Year 5 – PP 5.3. overall 5.1</p> <p>Year 6 – PP 4.6, overall 4.5</p>
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)	<p>Difficult to measure due to impact of COVID.</p> <p>Children all received offer of online learning but not all engaged. Laptops were made available to all pupils / families.</p> <p>With national assessments not taking place it is impossible to measure the impact</p>
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.	<p>RWI activities continued through the lockdown and period of disruption</p> <p>Class based rather than smaller RWI groups</p> <p>Phonics (Year 1)</p> <p>Children who receive pupil premium funding were 17% lower than overall – (3 children joined after lockdown and 2 were disappplied)</p>

	Support to take place in class bubbles only and not mixed age groupings. (2/3 small groups with a bubble)	Phonics (Year 2) Children who receive pupil premium funding were 10% lower than overall – (1 child was taught at a speech and language unit since reception and 3 children were disapplied)
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. 6. Numbers of pupils / bubbles / classes who have to isolate due to Covid-19 7. Limited access to IT equipment / internet outside of school. 	
Projected spending	£61,416.60	

Wider strategies for current academic year

Measure	Activity	Impact
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>	<p>During periods of lockdown - Learning Mentor met with pupils via Google Meet for online sessions. Pupils were able to join in with activities to support mental health / concerns from outside of school to boost self-esteem and confidence (group of 18 children supported 1:1)</p> <p>Outside of lockdown – Learning mentor greets all children every morning. Any concerns and issues are immediately dealt with so that children can go to class having spoken to someone or know that this will happen at some point in the morning.</p> <p>Small group lunchtime support each day for children with emotional / social needs – enables them to come to class more settled each afternoon</p> <p>FSW worked with families with 12 Early help cases – to support families gain the additional support they need from outside agencies or within school. Other families were referred to local support services wherever possible so that the children were better supported with needs</p> <p>Links with School Attendance Service – limited support due to lockdown restrictions.</p>

		Activities to support children with mental health concerns enabling them to access lessons on a daily basis more confidently.
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)	Very restricted due to lockdown conditions Year 5 – online Shakespeare sessions with The Heath , leading to end of year production
Priority 3	To raise aspirations across Year 5 and Year 6 – identifying career pathways and considerations being provided for a future working life.	Positive solution programme completed when possible with children in Year 6 Wider understanding of career pathways and aspirations for the future No visit allowed.
Priority 4	To provide 'Magic Breakfast' for pupils to have a nutritious start to the day.	Magic breakfast provided for children in school SLT visited families outside of school and provided breakfast packs / pastoral visits – 60 families supported
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 - Children who do not have breakfast prior to coming to school - Aspirations of pupils and parents - Supporting children with emotional issues – behaviour and attitude to learning - Difficulties in engaging parents / carers - Covid-19 restrictions 	-

	- Children have to isolate	
Projected spending	£49,039.27	

Monitoring and Implementation

Area	Challenge	Mitigating action	Impact
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>	<p>Children and staff are now fully aware of the reading strategy and intent on reading for purpose and pleasure across the school.</p> <p>Children exposed to a wider variety of books / texts and authors</p> <p>Greater level of feedback in staff meetings and good practise shared between staff</p> <p>Timetable has been adapted to allow for focused reading sessions (reciprocal reading / vocabulary sessions / reading for pleasure / shared texts)</p> <p>Regular 1:1 reading with all pupils allows for specific interventions and support focusing on individual needs</p> <p>School and class libraries have been updated – greater interest in</p>

			the books provided for the children.
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>	<p>Targeted intervention for pupils who may be struggling in particular topics / genres. Addressed at or as soon after the point of learning as possible</p> <p>Guidance and cpd from staff for support staff to cover topics and review assessments of pupils</p> <p>Staff in Year 2 and 6 to attend moderation sessions for writing – allowed greater targeted support for students when writing / accuracy in providing assessments / ARE expectations.</p> <p>Greater number of children to use the outdoor environment with EYFS working as a team to cover targeted learning.</p>
Wider strategies	<p>Learning Mentor / Family Support Worker.</p> <p>Cultural Capital</p> <p>Training for LM / FSW to keep up to date with current practice and updates in Local Authority</p> <p>Time to be allocated for parental sessions to take place</p>	<p>Training opportunities to be identified by LA / SLT / staff - time allowed for staff to attend training</p>	<p>FSW / LM were able to support children and families at the point that they needed it – direct intervention which occurred immediately (rather than waiting</p>

	<p>– discussions with parents now to take place outside the school building (Covid-19 guidelines)</p> <p>Awareness of opportunities for pupils to develop wider understanding of the world / areas outside of Prescot (when permitted)</p> <p>Engaging the families who are facing the most challenges</p> <p>Magic Breakfast / Fareshare support for children and families</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</p> <p>Adapt use of space for the start of the day</p>	<p>for meeting to be set up with LA / CSC)</p> <p>Focused support for parents as school have greater awareness of their needs and can support as and when required.</p> <p>Developed relationships so that the families trust the school to support and not be judgemental</p> <p>Up to 50 families supported with fareshare bags.</p>
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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

Programme	Provider
Read Write Inc	Ruth Miskin
Raising Aspirations	Positive Solutions

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A