

## 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  | 206   |
| Proportion (%) of pupil premium eligible pupils   | 124 (60%) 2021 -22<br>123 (60%) 2022 -23                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2020 - 21<br><b>2021 – 22 - reviewed</b><br><b>2022 – 23 - future</b> |
| Date this statement was published   | September 2022  |
| Date on which it will be reviewed   | July 2023   |
| 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   | £170,355 |
| Recovery premium funding allocation this academic year  | £19,974  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £190,329 |

## 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 / steps of progress for all children especially those who are learning from an alternative curriculum through our Stepping Stones Hub.
- 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 as at 2019 )  |
| 3                | Raise aspirations and value of school with parents whose children are persistent absentees.<br>Decrease the number of pupils who have attendance between 90 – 96% aiming for 96%+ to increase.<br>Decrease the number of pupils who are in the persistent absentee category (less than 90%) |
| 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   |

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| 11. | Lack of external agency support for pupils   |
| 12. | Limited speech and language levels on entry to school – ongoing throughout KS1 / KS2 |

## 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  | Evidence of wider use of vocabulary in children’s writing<br>Wider use of extensive vocabulary in children’s conversation and use of language<br>Vocabulary questions on assessments answered with greater accuracy<br>Improving strategies for working out what the meaning of an unknown word is.      |
| 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 | Reduce the number of children who are late to school<br>Number of persistent absentees to reduce<br>Attendance figures across the school to improve – greater number above 96%<br>Increase the number of pupils who achieve 100% over the year.  |
| Develop children’s love of reading and books – greater understanding of text and authorial intent  | Greater desire for children to read more<br>Increase in the love that children have for books and the texts that are read<br>Children bringing books in from home and discussing them in school<br>Wider range of authors being read in school and at home.<br>Improvement in reading assessment results |

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| <p>Develop the ability to recognise phonics during the stages of early reading. To be able to blend these sounds to form words. For children to learn to read through the use of the RWI programme.</p> | <p>Desire for children to read at an earlier time of their life<br/>         To develop the skills to blend sounds to create understanding of words.<br/>         To read words and sentences confidently – deepening understanding of a range of texts</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.<br/>         Children’s confidence and self-esteem to be enhanced so that they are in school / lessons more<br/>         Willingness and confidence of children to talk to trusted adults<br/>         Emotional needs of pupils supported by counsellor<br/>         Speech and Language support for pupils, staff and parents by Speech and Language specialist – S &amp; L improvements made by targeted children.<br/>         Confidence to deal with issues through time with counsellor.</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<br/>         Increasing confidence of students to talk about what they have learned<br/>         Pre – post learning tasks / reviews show progression in understanding<br/>         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<br/>         Have a deeper understanding of the Prescot area and its heritage and history<br/>         Visit places outside of Prescot – Blackpool, Southport, Chester, Liverpool, Widnes, Kirkby to gain a knowledge of the North West<br/>         Residential for Year 6 – Barnstondale Camp - Wirral<br/>         Theatre companies / arts companies to visit to school to perform to pupils<br/>         Develop links with Shakespeare theatre in Prescot.</p> |

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|  | <p>Children to be involved in projects for outside companies – Shakespeare, Liverpool Cathedral, Fire Brigade , Prescot Town Council, Kirkby library</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</p> <p>Links with Positive Solutions – careers talks / interviews with professionals</p> <p>Greater links to be developed with local secondary schools, colleges and universities</p> <p>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</p> <p>Develop links / courses organised by Family Support Worker</p> <p>Conversations and willingness to trust the school via conversations at the start and end of day</p> <p>Increased participation by parents at coffee morning – courses run here for parents</p> <p>Joint pupil / parent homework challenges to be competed together.</p>                                  |



## 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: £ 5,288.54

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| School have joined The National College CPD forum – all staff have access to online CPD / webinars to complete training.  | Ongoing CPD for all staff to deepen understanding of curriculum areas, SEN, supporting pupils learning and understanding.<br>Training will be both available for staff to take independently and also allocated as part of staff development   | 1<br>7<br>11                  |
| Participate in the Southern Area Schools (Knowsley) partnership – engaging with subject leadership and school improvement to support staff with developing pupils knowledge and understanding | Regular meeting for all subject leaders to meet with other schools to discuss and share good practice<br>School leadership support forums to share and advise new developments in a subject to aid school improvement<br>Examine / receive and advise on subject knowledge development to gain best practice and support pupils of all abilities to make additional progress | 1<br>7<br>11                  |
| Whole school staff training for Read Write Inc  | An adaptation of the school timetable with children who are still on the RWI programme to have a full hour of phonics teaching each day by fully trained staff.  | 1<br>7<br>11                  |

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

Budgeted cost: £134,858

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed           |
|--|---|---|
| <p>Additional member of staff in Year 6 for morning sessions to support with English and teach in Maths.</p>   | <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<br/>5<br/>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<br/>5<br/>7<br/>8<br/>9<br/>12</p> |

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| Afternoons sessions included targeted reading and mathematics and writing catch up support  | Intervention groups during afternoons for pupils with misconceptions / who have struggled during morning sessions<br>Immediate impact on learning to review the learning from the day and prepare them for the next point of learning.   | 1<br>5<br>7<br>8<br>9 |
| 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. | Ongoing training for staff – both those who have used the programme for a while and those who are new to it.<br>Increased reading initial targeted programme for all pupils in EYFS / Key stage 1 (children who are still on the RWI programme in KS2)<br>Daily sessions (1 hour) for all pupils in ability appropriate groups (allows for smaller groups across the school) | 1<br>5<br>12          |
| Additional targeted intervention support for Year 6 pupils who are experiencing challenges with specific concepts or genres of English and Maths  | Time with Deputy Head during the afternoons based on learning needs of the morning sessions.<br>Children removed from class and work on a 1:1 basis to address individual concepts that have been a challenge.   | 1<br>5<br>7           |
| Engage with an independent speech and language specialist to support pupils throughout the school (but initially in EYFS)   | S & L specialist engaged for one day a week to work with pupils across EYFS / Nurture.<br>Specific intervention strategies to be provided to staff and parents to aid them in supporting children with speech development  | 1<br>11<br>12         |
| Continue to develop and implement the KS2 reading strategy to raise the achievement in reading – including vocabulary development.  | Introduce all children to a wider range of books and authors across the school – interest in reading to be improved and encouraged.<br>Reading for pleasure to be made a focus of the school.  | 1<br>4<br>5<br>7      |

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|   | <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>8</p> <p>9</p>                                      |
| <p>Begin to implement a strategy looking at how children take ownership of their learning – target setting and independent study.</p>   | <p>Develop independent learning for children to set targets and identify areas from improvement.</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</p> <p>4</p> <p>5</p> <p>7</p> <p>9</p> <p>10</p> |
| <p>Target specific pupils for individualised / small group support. Focus on those who did not access online teaching / pupils who struggle with learning are not at age related expectations. – Recovery premium</p> | <p>Academic Mentor wo work with specific years groups to aid / support learning in small groups / individuals to enable the to ‘diminish the difference’ as they progress towards national assessments</p> <ul style="list-style-type: none"> <li>- EYFS Early Learning Goals</li> <li>- Year 1 phonic support</li> <li>- KS1 SATS</li> <li>- Year 4 times table checks</li> <li>- KS2 SATs</li> </ul>   | <p>1</p> <p>3</p> <p>7</p> <p>12</p>                   |

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

Budgeted cost: £ 46,968

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed           |
|--|--|---|
| <p>Learning Mentor<br/>Support for pupils who are having mental health, behavioural, emotional or social difficulties.<br/>Individual support to build self-esteem / to allow children time to share thoughts and feelings.<br/>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<br/>LM to speak to children when Operation Encompass / Social Worker / MASH request – support with emotional concerns / worries that the children have<br/>LM to support with friendship issues within class – both from inside and outside of school<br/>Emotional / social support for children who find non-structured time a challenge – break and lunchtimes<br/>Mental health support for pupils across the school<br/><b>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</b></p> | <p>3<br/>6<br/>10</p>                   |
| <p>Support children who are involved in Early Help / Social Care from pastoral team<br/>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>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.<br/>Correct agencies contacted to provide support for both adults and children<br/>Contact with parents over attendance issues – Knowsley attendance pathway to be followed</p>   | <p>2<br/>3<br/>4<br/>6<br/>9<br/>10</p> |

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| <p>To lead Early Help cases in school to support families who are having difficulties and engage agencies to support them.</p>   | <p>Early Help support for families (inc attendance issues) provided<br/>Links with School Attendance Service to target support for families with children who are persistent absentees</p>   |  |
| <p>Support children who are or who have experiences emotional issues or concerns. To develop resilience in to cope as they get older and progress through their education and into later life.</p>       | <p>Many children experience a range of life situations that can be challenging or have concerns / mental health that requires support.<br/>The aim is to develop emotional resilience to cope with the challenge that they will face in all aspects of life.</p>   | <p>3<br/>6<br/>9</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<br/>Have a deeper understanding of the Prescot area and its heritage and history<br/>Visit places outside of Prescot – Blackpool, Southport, Chester, Liverpool, Widnes etc to gain a knowledge of the north west<br/>Residential for Year 6<br/>Theatre companies / arts companies to visit to school to perform to pupils<br/>Children to be involved in projects for outside companies – Shakespeare, Liverpool Cathedral, Fire Brigade</p> | <p>1<br/>3<br/>4<br/>7<br/>8<br/>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<br/>Develop links with secondary schools, colleges, and local universities</p>   | <p>1<br/>3<br/>8<br/>9</p>             |

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| <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<br/>Cereal available for children in EYFS and Year 1</p>  | <p>3<br/>4</p>                          |
| <p>Participate in the Fareshare scheme to ensure that families who are in need of support receive it.</p>   | <p>Fareshare scheme is available to all families in the school not based on family circumstances.<br/>Bag of food is provide for a small admin cost each week<br/>Food provided on a needs basis when required</p>   | <p>10</p>                               |
| <p>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</p>            | <p>Independent counsellor engaged within school to support pupils with specific emotional needs<br/>Counselling supports children with needs that are not able to be accessed via Listening Ear ( from Knowsley LA)<br/>Targeted support for pupils to enable them to be engage with learning and learn to manage their concerns and fears in life<br/>ACEs agenda and setting out and covering gaps in in support model from the LA</p> | <p>6<br/>10</p>                         |
| <p>Reward sessions for pupil with high attendance</p>   | <p>Prizes and awards sessions / experiences for children with high levels of attendance and those who have significantly improved<br/>Children to have high aspirations to want to reach these events<br/>Previous events have involved bingo, picnics, trips out to parks</p>   | <p>3<br/>4</p>                          |
| <p>Cost of running school mini-bus to use for pupil collection (when required), home visits, and providing pupils with experiences outside of the classroom</p> | <p>Attendance support / collection for targeted families<br/>Home visits for families<br/>Out of school experiences – cultural capital (see above)<br/>Additional sports activities (link sports premium)</p>  | <p>3<br/>4<br/>6<br/>8<br/>9<br/>10</p> |

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| Engage with an independent educational psychologist to support pupils who have SEN – liaise with SENDCO and parents to provide guidance on how best to enable pupils to make progress. | Targeted support for children with SEN concerns   | 3  |
|  | Additional support bought in from Independent Educational Psychologist to support students, parents, carers and staff with individual needs | 6  |
|  | Enable children with SEN to have greater confidence in coming to school.  | 7  |
|  | Support Sendco with EHCP applications   | 10 |
|  | Support for Nurture staff with focused provision so that teaching directly impacts the learning needs of each pupil                         | 11 |
|  |   |    |

**Total budgeted cost: £ 187,114**

**Carried over to 23 – 24 - £3,215 (to cover potential wage increases)**



## 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.

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

| Measure    | Activity  | Impact   |
|------------|---|--|
| 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> <p>Additional adult employed to support targeted groups (those who had limited or no engagement with online learning)</p> | <p>Additional adults in every classroom</p> <p>Impact on pupils at point of learning – misconceptions addressed immediately wherever possible</p> <p>Additional reading support for all children receiving pupil premium / challenge and progression for all children no matter the level of need.</p> <p>Intervention support for pupils based on need of learning – afternoon (without having impact on wider curriculum)</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 equal to the overall total for the class</p> <p>Phonics (Year 1)</p> <p>Children who receive pupil premium funding were equal to those overall – (4 were disapplied)</p> |

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|  |  | <p>63% of children both overall and disadvantaged achieved. If the disapplied children are removed from the data, 74% overall achieved and 91% of disadvantaged pupils achieved</p> <p>Phonics (Year 2)<br/>Children who receive pupil premium funding were 7% lower than overall –(2 children were disapplied)</p> <p><b>Reading</b><br/>End of KS1<br/>Overall figures for ARE were 8% ahead of children receiving pupil premium (2 children in Stepping Stones provision) Progress in Key Stage was equal (PP/Overall) and Progress in Year was largely equal for PP (4.8 overall against 4.7 pupil premium)</p> <p>End of KS2<br/>Overall figures for ARE were 8% ahead of children receiving pupil premium. (4 children were disapplied. Overall – 72% with disapplied at 60% Progress in Key Stage was 3.9, ahead of the overall figure of 3.1</p> <p><b>Writing</b><br/>End of KS1<br/>Overall figures for ARE were 17% ahead of children receiving pupil premium (3 children in</p> |
|--|--|---|

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|            |   | <p>nurture provision). Progress in Key Stage was ahead for PP (4.3) against overall (4.1)</p> <p>End of KS2<br/>Overall figures for ARE were 16% ahead of children receiving pupil premium. Removing the two disapplied children the difference was 8%<br/>Progress in Key Stage was 0.9 for PP against overall 1.84</p> <p><b>Maths</b></p> <p>End of KS1<br/>Overall figures for ARE were 8% ahead of children receiving pupil premium (4 children in nurture provision)<br/>Progress in Key Stage was almost equal (3.8 PP / Overall – 3.4)</p> <p>End of KS2<br/>Overall figures for ARE were 16% ahead of children receiving pupil premium. Removing the two disapplied pupils from this data, the difference was 8%<br/>Progress in Key Stage was slightly higher for overall 1.26 against PP 0.9.</p> |
| Priority 2 | Develop and implement a KS2 reading strategy to continue to raise the achievement in reading. | Whole school reading strategy implemented<br>Focused reading strategy used in classes including reciprocal reading / vocabulary walls / reading for pleasure / 1:1 reading for all pupils  |

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|            |   | <p>weekly. 1:1 reading for limited number of pupils on a daily basis.</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 3.1, overall 3.2</p> <p>Year 4 – PP 3.5, overall 3.5</p> <p>Year 5 – PP 5.3, overall 5.1</p> <p>Year 6 – PP 4.3, overall 4.3</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>            | <p>See above figures</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> | <p>RWI activities continued with additional groups each morning.</p> <p>Class based rather than smaller RWI groups</p> <p>Phonics (Year 1)</p> <p>Children who receive pupil premium funding were equal to those overall – (4 were disapplied)</p> <p>63% of children both overall and disadvantaged achieved. If the disapplied children are removed</p>   |

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|   |   | <p>from the data, 74% overall achieved and 91% of disadvantaged pupils achieved</p> <p>Phonics (Year 2)</p> <p>Children who receive pupil premium funding were 7% lower than overall –(2 children were disapplied)</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> <li>7. Limited access to IT equipment / internet outside of school.</li> </ol> |  |
|   |   |  |

## 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>Learning Mentor met with pupils on a daily / weekly basis . Pupils are able to join in with activities to support mental health / concerns – This takes place throughout the whole day and often involves pupils completing tasks to support the whole school (snack / council).</p> <p>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 (at present) 20 over the year – 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.</p> |

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|   |   | 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)  | Cultural Capita; programme set up for each class – the offer being a minimum of 3 experiences throughout the year linked to topics that are being studied.<br>These experiences may be visits , trips, visitors or activities in school  |
| 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<br>Wider understanding of career pathways and aspirations for the future<br>Regular online interviews with professionals to discuss career pathways – TV presenter, training astronaut, Sport commentator, female firefighter. |
| Priority 4                                    | To provide 'Magic Breakfast' for pupils to have a nutritious start to the day.  | Magic breakfast provided for children in school<br>Part of Magic breakfast is used to support families at home to provide breakfast prior to coming to school  |
| 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> </ul> | -  |

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|  | <ul style="list-style-type: none"> <li>- Supporting children with emotional issues – behaviour and attitude to learning</li> <li>- Difficulties in engaging parents / carers</li> <li>- Covid-19 restrictions</li> <li>- Children have to isolate</li> </ul> |  |
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**Finance for 2021 - 22**

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| Teaching (for example, CPD, recruitment and retention)   | £3,238   |
| Targeted academic support (for example, tutoring, one-to-one support structured interventions) | £105,011 |
| Wider strategies (for example, related to attendance, behaviour, wellbeing)                    | £84,544  |
| Total  | £192,793 |



## 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 the books provided for the children.</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>SLT to review use of space and allocate areas to teaching assistants' groups within Covid restrictions</p>   | <p>Targeted intervention for pupils who may be struggling in particular topics / genres.</p> <p>Addressed at or as soon after the point of learning as possible</p>   |

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|                  | <p>Time for Teaching Assistants to receive professional development</p> <p>Year 6 monitoring time and training for SATs / writing moderation</p> <p>Academic Mentor / support staff – recovery work with pupils</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>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>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 – discussions with parents now to take place outside the school building (Covid-19 guidelines)</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</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 for meeting to be set up with LA / CSC)</p> <p>Focused support for parents as school have greater awareness of</p>   |

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|--|--|--|---|
|  | <p>Awareness of opportunities for pupils to develop wider understanding of the world / areas outside of Prescott (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>to take children on educational visits</p> <p>Adapt use of space for the start of the day</p> | <p>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 on a weekly basis.</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 |
| White Rose Maths    | White Rose maths   |
| Classroom Secrets   | Classroom Secrets  |
| TT Rock Stars       | TT Rock Stars      |
| Nessy               |                    |

## 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     |