

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 | 219 |
| Proportion (%) of pupil premium eligible pupils | 123 (60%) 2022 -23 110 (53%) 2023 -24 122 (56%) 2024 -25 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 22 2022 – 23 2023 – 24 – reviewed 2024 – 25 - future |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Simon Reeve |
| Pupil premium lead | Simon Reeve |
| Governor / Trustee lead | John Hatton |

Funding overview

| Detail | Amount |
|---|----------------------------|
| Pupil premium funding allocation this academic year | £161,505 (inc LAC funding) |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £161,505 |

Part A: Pupil premium strategy plan

Statement of intent

We convened a meeting between LA, governors, Local councillors, SLT and we discussed supporting disadvantage within the community. As a result, we are prioritising the following objectives / areas within school for our 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.
- Enable children to develop a deeper understanding of the links within each subject of the curriculum and across the curriculum.
- For school to be the hub of the community by 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 with a specific focus on persistent absence.
- To provide aspiration and wellbeing support to all disadvantaged pupils.

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 fluent in number and have 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. (Hart and Risley, 2003:9) Children enter school with extremely limited vocabulary in EYFS. |
| 2 | High mobility rates (currently in the highest quintile – (85% 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. 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 and low self-esteem of pupils. |
| 7. | Ability to retain information that is taught – focus on ‘sticky knowledge’ through retrieval practice. |
| 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 |
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| Increased vocabulary awareness and understanding from pupils across all year groups. | Evidence of wider use of vocabulary in children’s writing. Wider use of extensive vocabulary in children’s conversation and use of language. Vocabulary questions on assessments answered with greater accuracy. Improving strategies for working out what the meaning of an unknown word is. Greater accuracy with both spelling and handwriting when using the vocabulary. |
| Improve the punctuality and attendance of pupils 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. Number of persistent absentees to reduce. Attendance figures across the school to improve – greater number above 96%. 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. Increase in the love that children have for books and the texts that are read. Children bringing books in from home and discussing them in school. Wider range of authors being read in school and at home. Improvement in reading assessment results. Promote that we are a ‘Reading School’. Wider range of texts that the children have access to including greater diversity, equity and justice. |
| Develop the ability to recognise phonics during the stages of early reading. To be able to blend these sounds to form | Desire for children to read at an earlier time of their life. |

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| <p>words. For children to learn to read through the use of the RWI programme.</p> | <p>To develop the skills to blend sounds to create understanding of words. To read words and sentences confidently – deepening understanding of a range of texts. Targeted teaching based on accurate assessment and tracking of pupils using RWI programme.</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. 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. 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. Retrieval practise programme introduced by curriculum lead – regular reviews across subjects and wider curriculum.</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, Formby, Crosby, Liverpool, Widnes, Kirkby 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. Develop links with Shakespeare North Theatre in Prescott. Children to be involved in projects for outside companies – Shakespeare, Liverpool Cathedral, Fire Brigade, Prescott Town Council, Kirkby library</p> |

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| <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 including St Helen’s College and Knowsley Community College.</p> <p>To see an increasing number of children (in years to come) going on the A levels, university and having employment</p> <p>National pilot Aspirations project – Start Small: Dream Big.</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> <p>Pupil and Parent voice – to track engagement.</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: £ 64,123.37

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| School have continued with 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. Training will be both available for staff to take independently and also allocated as part of staff development | 1 7 11 |
| Participate in the Knowsley Central / Southern Collaborative Area of Schools partnership at Silver level – 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 School leadership support forums to share and advise new developments in a subject to aid school improvement Examine / receive and advise on subject knowledge development to gain best practice and support pupils of all abilities to make additional progress | 1 7 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 40 minutes of phonics teaching each day by fully trained staff. Ongoing weekly review training for all staff delivering RWI programme | 1 7 11 |

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| <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 5 7</p> |
| <p>Focused teaching of reading through directed 1:1 work with every pupil, every week throughout the school.</p> | <p>Focused teaching of reading skills, vocabulary development, fluency, recall, inference and deduction for all PP children. Lowest 20% of readers to be listened to daily.</p> | <p>1 5 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>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 of 40 minutes for all pupils in ability appropriate groups (allows for smaller groups across the school)</p> | <p>1 5 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> |

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

Budgeted cost: £48,200.22

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| <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 writing and maths skills for the individuals that they are working on. Interventions 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>Greater focus on sticky knowledge with support staff reinforcing concepts taught to children each morning through retrieval practice.</p> <p>Support for children accessing additional programs (TT rock Stars, SATs Companion,)</p> | <p>1 5 7 8 9 12</p> |
| <p>Afternoon sessions included targeted reading (curriculum based) and mathematics and writing catch up support.</p> | <p>Intervention groups during afternoons for pupils with misconceptions / who have struggled during morning sessions. 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>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. 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>1 11 12</p> |

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| | Specific intervention strategies to be provided to staff and parents to aid them in supporting children with speech development | |
| Begin to implement a strategy looking at how children take ownership of their learning – target setting and independent study. | <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> | 1 4 5 7 9 10 |

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

Budgeted cost: £54,985.45

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Employing Learning Mentor.</p> <p>Support for pupils who are having mental health, behavioural, emotional or social difficulties.</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>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</p> <p>LM to speak to children when Operation Encompass / Social Worker / MASH request – support with emotional concerns / worries that the children have</p> <p>LM to support with friendship issues within class – both from inside and outside of school</p> <p>Emotional / social support for children who find non-structured time a challenge – break and lunchtimes</p> | 3 6 10 |

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| | <p>Mental health support for pupils across the school.</p> <p>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>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>Children / Families who have 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.</p> <p>Correct agencies contacted to provide support for both adults and children.</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>2</p> <p>3</p> <p>4</p> <p>6</p> <p>9</p> <p>10</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.</p> <p>The aim is to develop emotional resilience to cope with the challenge that they will face in all aspects of life.</p> | <p>3</p> <p>6</p> <p>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.</p> <p>Have a deeper understanding of the Prescott area and its heritage and history.</p> <p>Visit places outside of Prescott – Blackpool, Southport, Chester, Liverpool, Widnes etc to gain a knowledge of the north west.</p> <p>Residential for Year 6.</p> | <p>1</p> <p>3</p> <p>4</p> <p>7</p> <p>8</p> <p>9</p> |

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| | <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, Gangsman,</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>Develop career related learning throughout the school through the Start Small: Dream Big pilot.</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 including St Helen’s College Knowsley Community College.</p> <p>Build links through the pilot scheme with local employers.</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> |
| <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.</p> <p>Bag of food is provided for a small admin cost each week.</p> <p>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.</p> <p>Counselling supports children with needs that are not able to be accessed via Listening Ear (from Knowsley LA).</p> <p>Targeted support for pupils to enable them to be engage with learning and learn to manage their concerns and fears in life.</p> <p>ACEs agenda and setting out and covering gaps in in support model from the LA.</p> | <p>6 10</p> |

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| 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 guidance on how best to enable pupils to make progress. | 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. 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. | 3 6 7 10 11 |

Total budgeted cost: £ 167,309.05

Carried over to 24-25 - £0

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 2023 to 2024 academic year.

Teaching and targeted academic support for current academic year for disadvantaged pupils

| Measure | Activity | Impact |
|---------------------|--|--|
| Additional staffing | <p>Increased 1:1 support / group support from teachers and support staff to target specific needs of pupils.</p> <p>Interventions during morning sessions provided a more targeted approach to the levels of ability of the children which looked to move them on in knowledge and understanding in each lesson through effective teaching and questioning.</p> <p>Afternoon sessions included targeted reading and mathematics and writing catch up support.</p> <p>Additional teacher in Y6 to support children.</p> | <p>Additional adults in every classroom.</p> <p>Immediate impact on pupils at the 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>RWI sessions taught to small groups including reading and writing development.</p> <p><u>EYFS</u></p> <p>Children who receive pupil premium funding achieved equal to or exceeding the overall total for the class in a number of areas with the exception of the English and Maths areas, which are below but indicate progress for entry into Early years.</p> |

Phonics (Year 1)

54% of children who receive pupil premium funding achieved a pass. 100% of non-pupil premium pupils achieved a pass.

Phonics (Year 2)

79% of children who receive pupil premium funding achieved a pass. 92% of non-pupil premium pupils achieved a pass.

End of KS2 - Reading

Overall figures for children receiving pupil premium were 24% behind the overall figures with 69% achieving the expected level and with 19% achieving greater depth. However, progress in Key Stage 2 for pupil premium was 14.3 which was 0.5 less than non-pupil premium pupils but is above the expected (12) for Year 6.

End of KS2 - Writing

Overall figures for children receiving pupil premium were 31% behind the overall figures with 56% achieving the expected level with 13% achieving greater depth. However, progress in Key Stage 2 for pupil premium was 13.3 which was 1 point less than non-pupil premium pupils but is above the expected (12) for Year 6.

End of KS2 - Maths

Overall figures for children receiving pupil premium were 37% behind the overall figures with 63% achieving the expected level. However, progress in Key Stage 2 for pupil premium was 13.5 which was 3.5 points less than non-pupil premium pupils but is above the expected (12) for Year 6.

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| <p>Strengthen reading development in KS2.</p> | <p>Develop and implement a KS2 reading strategy to continue to raise the achievement in reading.</p> | <p>Whole school reading strategy implemented and embedded. Focused reading strategy used in classes including reciprocal reading / vocabulary walls / reading for pleasure / 1:1 reading for all pupils weekly. 1:1 reading for limited number of pupils on a daily basis. Children engaged with a wider range of books and authors including author visits online and in person. Links from RWI – phonic knowledge to independent and whole class reading – aim for children to have a greater understanding of texts and reading comprehension See above data for reading Progress (in year) Year 3 – PP 2.9, overall 4.5 Year 4 – PP 2.9, overall 3 Year 5 – PP 3.4, overall 3.4 Year 6 – PP 3.7, overall 3.8</p> |
| <p>Interventions</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 – 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> |
| <p>Phonics development</p> | <p>Continued to develop the Read Write Inc Phonics programme across the school. Continued with aim of all children to be off the programme by the end of KS1 through close monitoring of progress by the Phonics Lead. Daily lessons lasted 40 minutes.</p> | <p>Smaller RWI focused groups – targeting in on specific levels – smaller steps of progress over shorter periods of time before assessment and progress to next group. <u>Phonics (Year 1)</u> 54% of children who receive pupil premium funding achieved a pass. 100% of non-pupil premium pupils achieved a pass.</p> |

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| | | <p><u>Phonics (Year 2)</u></p> <p>79% of children who receive pupil premium funding achieved a pass. 92% of non-pupil premium pupils achieved a pass.</p> |
| Speech and Language / Oracy development | <p>Training provided on development of oracy throughout the school.</p> <p>Speech and Language consultant worked with pupils to support language development.</p> | <p>Lessons are using oracy techniques such as sentence stems and language for challenging and building other pupil's ideas.</p> <p>The Speech and Language consultant has worked with 27 pupils on 1:1 basis in the last year including ongoing support in Early Years and Stepping Stones. This has supported the successful application of seven EHCPs and two EHCP Yr6 transition reviews.</p> |
| 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, maths and oracy development. 6. Limited access to IT equipment / internet outside of school. | |

Wider strategies for current academic year

| Measure | Activity | Impact |
|--|--|---|
| <p>Emotional support for pupils and families</p> | <p>Supported pupils who were having mental health, behavioural, emotional or social difficulties. The Learning Mentor and Family Support Worker and members of SLT did this through:</p> <p>Providing individual support to build self-esteem / to allow children time to share thoughts and feelings.</p> <p>Providing small groups support when outside during break and lunch time.</p> <p>Supporting children who are involved in Early Help / Social Care.</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 were able to join in with activities to support mental health / concerns – This took place throughout the whole day and often involved pupils completing tasks to support the whole school (snack / council).</p> <p>Learning mentor greeted all children every morning. In doing this, any concerns and issues were immediately dealt with so that children could go to class having spoken to someone or know that this will happen at some point in the morning.</p> <p>Through small group lunchtime clubs, children with emotional / social needs were supported each day. This enabled them to come to class more settled each afternoon</p> <p>FSW worked with families with 17 Early help cases over the year. They supported families in gaining the additional support they needed 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> |

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| Improving attendance | Family Support worker focussed on school attendance / working with School Attendance Service to encourage children / parents of the importance of being in school. | Links with School Attendance Service. Attendance in 23-24 overall was 90.7% compared to 90.3% in 22-23. |
| Building aspirations and widening understanding of the world around us. | <p>Cultural Capital programme was set up for each class – the offer being a minimum of 3 experiences throughout the year linked to topics that are being studied. These experiences may be visits, trips, visitors or activities in school.</p> <p>Continued to raise aspirations across Year 5 and Year 6 in identifying career pathways and considerations being provided for a future working life through Positive Footprints.</p> <p>The school held their 'World of Work' week which promoted the wide range of career pathways.</p> | <p>All classes participated in the experiences including trips to Knowsley Safari Park, Martin Mere and Ormeside and visit from The B Tales and Forward Futures.</p> <p>Children received regular online interviews with professionals to discuss career pathways e.g. Tiktok creator and lorry driver / manufacturing manager.</p> |
| Food poverty | <p>To provide 'Magic Breakfast' for pupils to have a nutritious start to the day.</p> <p>To provide quality food to families through the Fareshare programme.</p> | <p>Magic breakfast was provided for children in school which enable the children to settle to work.</p> <p>12 families were supported weekly supported with Fareshare bags on a Friday morning.</p> |
| Barriers to learning these priorities address | <ol style="list-style-type: none"> 1. Life experiences of the pupils outside of school – life beyond Prescott 2. Supporting children with emotional issues – behaviour and attitude to learning 3. Punctuality and attendance of pupils | |

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| | <ul style="list-style-type: none"> 4. Children who do not have breakfast prior to coming to school 5. Aspirations of pupils and parents 6. Supporting children with emotional issues – behaviour and attitude to learning 7. Difficulties in engaging parents / carers |
|--|--|

Finance for 2023-24

| | |
|--|-------------|
| Teaching (for example, CPD, recruitment and retention) | £64,123.37 |
| Targeted academic support (for example, tutoring, one-to-one support structured interventions) | £48,200.22 |
| Wider strategies (for example, related to attendance, behaviour, wellbeing) | £54,985.45 |
| Total | £167,309.05 |

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>DHT working am in Year 6 class</p> <p>Support staff delivering RWI programme to smaller groups</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 - Ensure time and space are given within school for Teaching Assistants to support and develop pupils' learning</p> | <p>Time for Teaching Assistants and teachers to discuss planning and formative assessments of pupils.</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> |

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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>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 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>Awareness of opportunities for pupils to develop wider understanding of the world /</p> | <p>Training opportunities to be identified by LA / SLT / staff - time allowed for staff to attend training</p> <p>Use of school minibus to take children out</p> <p>Staff to have money / budget line allocated to cultural capital to take children on educational visits</p> <p>Adapt use of space for the start of the day</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 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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| | areas outside of Prescot (when permitted) Engaging the families who are facing the most challenges Magic Breakfast / Fareshare support for children and families. | | |
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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 |
| TT Rock Stars | TT Rock Stars |
| Nessy | |
| Wellcomm Speech and Language | |
| Charanga | |
| CLPE Power of Reading | |
| SATS companion | |

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 |