

Pupil Premium Plan Impact Report

In 2020/ 21 97 pupils were eligible for PP funding or counted as disadvantaged from Reception to Year 6. This equates to 49% of the school.

	Use	Impact	Next steps
1	Specialist Support Teacher and TA Knowsley Central School	Limited impact due to continuation of lockdown but the teacher was asked to work remotely alongside the SENCO to support the most vulnerable children during these times and to provide support in school. The teacher also led staff meetings to support staff with the teaching of reading and training TAs in the use of Well Comm materials in school.	Continued development of early language support materials.
2	Additional TA time to support interventions in class Target Group - Pupils working below ARE	Interventions show gains in progress for most pupils supported although attainment is not where we would like it to be, progress is improving and the gaps are being narrowed following the impact of COVID. Where expected progress has not been made teachers have reported on the barriers eg attendance, emotional, behavioural difficulties.	Continued focus for support with TAs – engage further with the MITA project to ensure most effective use of TAs in the classroom
		Phonics Y1 – Reaching Phonics Threshold 5/7 (83%)	Focus on phonic teaching to continue and to focus on disadvantaged children
3	Booster/Intervention groups (Additional teacher Y2/Y6) Target Group – Progress from Rec or KS1 Pupils off track	Teachers not engaged during lockdown and recovery curriculum delivered by TAs and teachers within class.	Continue support next year
4	Reading Recovery Teacher Target Group – Lower Ability Pupils Y1,2	All Pupils made some progress from lower starting points following extended absence from school due to COVID. Online learning was effective but children returned with gaps in learning. All improved Reading Ages, accuracy and confidence with 70% (Y1) and 79% (Y2) on track to reach expected levels in reading at the end of the year. All reading ages increased, book bands moved upwards, writing improved.	Continue with RR next year
5	Pastoral Support – Learning Mentor Target Group – All	The Learning Mentor supported children throughout lockdown through the Help at Home e mail and notice from teachers when children were not engaging in remote	Continue next year with a focus on healthy lifestyles and raising aspirations.

	abilities with barriers to learning	<p>learning. The Mentor distributed laptops with dongles to ensure engagement and also distributed food parcels when they were available.</p> <p>Behaviour is now a strength of the school and the Mentor is supporting disadvantaged pupils in trips outside of school to pursue interests eg World of Glass. This supports the cultural capital component of a successful curriculum. Impact of work is in improved behaviour and ability to access learning, reduction in anger outbursts, reduced number of incident logs. Improved sense of worth and happiness and ability to manage emotions</p>	
6	<p>Additional Nursery Nurse to support EYFS</p> <p>Target Group – Disadvantaged Pupils or those with baseline of 22-36months</p>	<p>Disruption to new starters and parents who chose not to send children to Nursery during COVID has made any meaningful use of data very difficult. Further lockdowns during the year has further compounded this.</p> <p>Reports to parents at the end of the year demonstrate that for those children in Nursery who attended and were supported in school made good progress and were ready for the next step in starting school for those that were of that age.</p>	Continue to fund Nursery Nurse as impact is evident.
7	<p>Uniform</p> <p>Uniform was provided for a small number of pupils who required PE kit, shirts, ties and footwear .</p> <p>Target Group – all eligible</p>	<p>Children attended school regularly</p> <p>Confidence and self esteem remained constant</p> <p>Pupils felt same as peers</p>	Continue where necessary
8	<p>Curriculum enhancements, visits and trips</p> <p>Target Group – class by class according to need</p>	<p>Children able to take part in all class trips – impact on learning and social connection. No one was prevented from attending</p> <p>Activities for school e.g anti bullying play – enjoyed by all but behaviour analysis demonstrates that pupils who appear on incident forms require additional teaching regarding behaviour</p> <p>Children able to access activities and opportunities that would not be available to them</p>	
9	<p>Other (e.g toast, snack, breakfast club)</p> <p>Target Group – TBD through year according to need</p>	<p>All pupils who needed snack and food able to access nutrition</p> <p>Improved concentration</p> <p>Improvements in behaviour for learning</p>	<p>Monitor closely</p> <p>Consider use of snack</p>