

Pupil Premium Plan Impact Report

In 2018/19 94 pupils were eligible for PP funding or counted as disadvantaged from Reception to Year 6. This equates to 46% of the school.

	Use	Impact	Next steps																																			
1	Specialist teacher and TA from Knowsley Central Support to support pupils through assessments and teaching Target Group - SEN Pupils Y2,3,4,5 7/10 pupils who received support were eligible for PP funding= 70% of cohort	KCSS Report demonstrates progress of key pupils. Reading Age/ Comprehension- All made positive progress 4 made significant progress and reached age related. Maths - 4 children were supported with maths and made some progress; 2 reaching age related.	Review of service from CAST has been carried out – likely that some intervention work will carry on with one member of staff and further work to carry out individual assesments in the new year.																																			
2	Additional TA time to support interventions in class Target Group - Pupils working below ARE	Interventions show gains in progress for most pupils supported – percentages making <i>at least</i> expected progress with the regular support of TAs through a range of strategies <table><tr><td></td><td>Number</td><td>Read</td><td>Write</td><td>Maths</td></tr><tr><td>Nursery</td><td>2</td><td>100</td><td>100</td><td>100</td></tr><tr><td>Rec</td><td>15</td><td>93</td><td>87</td><td>87</td></tr><tr><td>1</td><td>7</td><td>86</td><td>86</td><td>86</td></tr><tr><td>3</td><td>13</td><td>100</td><td>92</td><td>92</td></tr><tr><td>4</td><td>13</td><td>77</td><td>62</td><td>85</td></tr><tr><td>5</td><td>18</td><td>94</td><td>94</td><td>94</td></tr></table> Where expected progress has not been made teachers have reported on the barriers eg attendance, emotional, behavioural difficulties.		Number	Read	Write	Maths	Nursery	2	100	100	100	Rec	15	93	87	87	1	7	86	86	86	3	13	100	92	92	4	13	77	62	85	5	18	94	94	94	Continued focus for support with TAs – engage further with the MITA project to ensure most effective use of TAs in the classroom
			Number	Read	Write	Maths																																
Nursery	2	100	100	100																																		
Rec	15	93	87	87																																		
1	7	86	86	86																																		
3	13	100	92	92																																		
4	13	77	62	85																																		
5	18	94	94	94																																		
Phonics Y1 – Points 32.4 (Exp32) Reaching Phonics Threshold 5/7 (71%)	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	Y2 (11) nearly all children identified as disadvantaged made at least good progress in Reading, Writing and Maths. One child did not and is making progress with extra support but has not closed the gap sufficiently. End of key stage data for attainment shows that this group remain below Expected (2) Reading 1.9 Writing 1.6 maths 1.8 Y6 (20) progress was good in Reading +0.4, Writing +0.2 and level in Maths 0 for this disadvantaged group. Attainment was positive in all three areas Reading 102.1,	Continue support next year																																			

		Maths 102.5 and GPS 103.5	
4	<p>Reading Recovery /Grow Teacher</p> <p>Target Group – Lower Ability Pupils Y1,2 (12 pupils)&3 (6 pupils)</p> <p>Reading Recovery 11/12 (92%) PP</p> <p>Grow4/6 (67%) PP</p>	<p>All Pupils made progress moving from book levels 1-5 to 12-22</p> <p>All improved Reading Ages, accuracy and confidence</p> <p>In Grow All reading ages increased, book bands moved upwards, writing improved. 3/6 stayed working just below ARE in Reading and 4/6 in Writing but the in level progress was observable</p>	Continue with RR and Grow next year
5	<p>Pastoral Support – Aromatherapy and Learning Mentor</p> <p>Target Group – All abilities with behaviour difficulties</p>	<p>Of the 57 pupils who accessed the services 32 (56%) were eligible for Pupil Premium Funding. Assessments before and after show that pupils improved in attention, self soothing , ability to talk and express feelings, are more relaxed, confident and assertive. All assessments demonstrate improved outcomes following a massage programme.</p> <p>80% of pupils who access 1:1 or small group work with the Learning Mentor were eligible for Pupil Premium. 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>	Both interventions will continue next year
6	<p>Additional Nursery Nurse to support EYFS</p> <p>Target Group – Disadvantaged Pupils or those with baseline of 22-36months</p>	All pupils left Nursery at 30-50 months in Reading, Writing and Number. From the starting point on entry – progress was judged as good. Although not yet identified all pupils who are eligible, staff were able to work with small groups and put in language and number interventions following training	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 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>

End of Key Stage Data

Reception 2019 (15/30 Pupils 43%)

(30)	All	Disad	Other
GLD	60%	53%	71%

The Reception Class had made good progress from starting points but remain low in attainment. There are a significant number of children in this group that are disadvantaged and remain a priority for the school to ensure that appropriate support is put into place.

Year 1 Phonics (7/30 Pupils 23%)

(30)	All	Disad	Other
WA	82%	71%	91%

5/7 children met the standard and were supported by TA and teacher. Further support will follow those children who did not meet the standard so that they will achieve this in Y2.

KS1 Year 2 Key Stage Results (11/30 37%)

(30)	Read	Write	Maths	RWM
School	83%	73%	80%	73%
Disad	82%	64%	73%	64%
Nat	75%	69%	76%	65%

At KS1 all scores were in line with the National Average for disadvantaged pupils. School results overall were above national averages.

KS2 Year 6 Key Stage Results (20/30 67%)

(30)	Read	Write	Maths	RWM	GPS
School	69%	76%	76%	69%	72%
Disad	65%	70%	70%	65%	70%
Nat	73%	78%	79%	65%	78%

Disadvantaged children attained in line with other children in the school and attained slightly less than national but matched the combined national scores.

Progress in each of the areas from KS1 was positive in reading and writing (+0.4, +0.2) and was level in maths (0.0).