

Pupil Premium Plan Impact Report

In 2019/20 93 pupils were eligible for PP funding or counted as disadvantaged from Reception to Year 6. This equates to 40% of the school.

Use	Impact	Next steps																																																																																										
1 Specialist teacher Knowsley Central Support to support pupils through assessments and teaching Target Group – SEN/ Pupil Premium Pupils Y1 and 2	Review of progress at the end of the Spring Term prior to CV Lockdown: Y1 Reading, Writing and Maths all good progress for PP with Phonics outstanding progress – See Achievement Book 19/20 Spring. Y2 Reading, Writing and Maths all good progress for PP	Further development of Well Comm Materials to support development of vocabulary in a structured way – develop use of TAs and teachers trained.																																																																																										
2 Additional TA time to support interventions in class Target Group - Pupils working below ARE	Interventions show gains in progress for PP pupils supported – percentages making <i>at least</i> expected progress with the regular support of TAs through a range of strategies <table border="1" data-bbox="550 1003 1125 1321"> <thead> <tr> <th></th> <th>Number</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr><td>Nursery</td><td>9</td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td>9</td><td></td><td></td><td></td></tr> <tr><td>1</td><td>13</td><td></td><td></td><td></td></tr> <tr><td>2</td><td>7</td><td></td><td></td><td></td></tr> <tr><td>3</td><td>10</td><td></td><td></td><td></td></tr> <tr><td>4</td><td>12</td><td></td><td></td><td></td></tr> <tr><td>5</td><td>14</td><td></td><td></td><td></td></tr> <tr><td>6</td><td>19</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Where expected progress has not been made teachers have reported on the barriers eg attendance, emotional, behavioural difficulties.</p> <p>Attainment for the PP cohort</p> <table border="1" data-bbox="550 1489 1125 1807"> <thead> <tr> <th></th> <th>Number</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr><td>Nursery</td><td>9</td><td></td><td></td><td></td></tr> <tr><td>Rec</td><td>9</td><td></td><td></td><td></td></tr> <tr><td>1</td><td>13</td><td></td><td></td><td></td></tr> <tr><td>2</td><td>7</td><td></td><td></td><td></td></tr> <tr><td>3</td><td>10</td><td></td><td></td><td></td></tr> <tr><td>4</td><td>12</td><td></td><td></td><td></td></tr> <tr><td>5</td><td>14</td><td></td><td></td><td></td></tr> <tr><td>6</td><td>19</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Attainment for the group at the end of the Spring term is clearly not in line but with further teaching for a term, it would be likely that this attainment gap would have closed without the difficulty of Covid.</p>		Number	Read	Write	Maths	Nursery	9				Rec	9				1	13				2	7				3	10				4	12				5	14				6	19					Number	Read	Write	Maths	Nursery	9				Rec	9				1	13				2	7				3	10				4	12				5	14				6	19				Continued focus for support with TAs – engage further with the MITA project to ensure most effective use of TAs in the classroom
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	Phonics Y1 – At the end of the Spring Term 67% of children had reached the expected level (National Average 83% by the end of the year)	Focus on phonic teaching to continue and to focus on disadvantaged children																																																																																										

3	<p>Booster/Intervention groups (Additional teacher Y2/Y6) Target Group – Progress from Rec or KS1 Pupils off track</p>	<p>See tables above. Progress for PP groups was measured as at least good in nearly all classes for all subjects. Y2 and Y6 had support from Christmas but were interrupted in their studies. Progress in Y2 and Y6 were both good with use of appropriate support from teachers.</p>	<p>Continue support next year</p>
4	<p>Reading Recovery /Grow Teacher Target Group – Lower Ability Pupils Y1,2 (20 pupils)&3 (10 pupils)</p>	<p>All Pupils made progress moving from book levels 1-5 to 12-22 All improved Reading Ages, accuracy and confidence In Grow All reading ages increased, book bands moved upwards, writing improved.</p>	<p>Continue with RR and Grow next year</p>
5	<p>Pastoral Support – Aromatherapy and Learning Mentor Target Group – All abilities with behaviour difficulties/ emotional well being/ support</p>	<p>Of the 23 pupils who accessed the services 18 (78%) 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. Most 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>	<p>Further development of Learning Mentor to offer counselling. Aromatherapy teacher decided to stop working during Covid. It is not something we will be continuing.</p>
6	<p>Additional Nursery Nurse to support EYFS Target Group – Disadvantaged Pupils or those with baseline of 22-36months</p>	<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</p>	<p>Continue to fund Nursery Nurse as impact is evident.</p>
7	<p>Uniform Uniform was provided for a small number of pupils who required PE kit, shirts, ties and footwear . Target Group – all eligible</p>	<p>Children attended school regularly Confidence and self esteem remained constant Pupils felt same as peers</p>	<p>Continue where necessary</p>
8	<p>Curriculum enhancements, visits and trips 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 Children able to access activities and opportunities that would not be available to them</p>	
9	<p>Other (e.g toast, snack, breakfast club) Target Group – TBD through year according to need</p>	<p>All pupils who needed snack and food able to access nutrition Improved concentration Improvements in behaviour for learning</p>	<p>Monitor closely Consider use of snack</p>

End of Key Stage Data

No data submitted due to Covid restrictions/SATs tests.