

## Pupil premium strategy statement 2020/21

1. Summary information					
School	Prescot Primary School				
Academic Year	2020/21	Total PP allocation	Approx. £154,000	Date of most recent internal PP Review	July 2019
Total number of pupils	386 R-Y6	Number of pupils eligible for PP	103	Date for next internal PP review	June 2021

### Outcomes 2018/19

<b>ATTAINMENT (2019 )</b>	<i>Disadvantaged pupils (school)</i>	<i>Disadvantaged pupils (nationally)</i>	<i>Other pupils (school)</i>	<i>Other pupils (nationally)</i>	<i>Gap vs 'Other' pupils in school</i>	<i>Gap vs 'Other' pupils nationally</i>	<i>Gap vs disadvantaged pupils nationally</i>
% meeting RWM3 standard at end of KS2	42.9%	51.4%	80.6%	71.5%	-37.7	-28.6	-8.5
% meeting expected standard at end of KS2 in reading	61.9%	62.2%	90.3%	78.9%	-28.4	-17	-0.3
% meeting expected standard at end of KS2 in writing	52.4%	67.8%	87.1%	83.8%	-34.7	-31.4	-15.4
% meeting expected standard at end of KS2 in maths	71.4%	67.3%	87.1%	84.3%	-15.7	-12.9	"+4.1"
Progress score for end of KS2 pupils - reading	0.17	-0.62	1.28	0.32	-1.11	-0.15	"+0.79"
Progress score for end of KS2 pupils – writing	-2.63	0.27	1.14	0.27	-3.77	-2.89	-2.89
Progress score for end of KS2 pupils - maths	-0.81	-0.71	-1.02	0.37	-0.21	-1.18	-0.1
% exceeding RWM3 standard at end of KS2	0%	4.7%	6.5	13.3	-6.5	-13.3	-4.7
% exceeding expected standard at end of KS2 in reading	20%	16.8%	31%	32%	-11	-12	"+3.2"
% exceeding expected standard at end of KS2 in writing	10%	11%	22%	24%	-12	-14	-1
% exceeding expected standard at end of KS2 in mathematics	5%	15.5%	13%	31%	-8	-26	-15
% meeting expected RWM3 standard at end of KS1	42%	49.8%	72%	69%	-30	-27	-7.8
% meeting expected standard at end of KS1 in reading	58.3%	62%	78.7%	78.6%	-20.4	-20.3	-3.7
% meeting expected standard at end of KS1 in writing	50%	55%	72.3	73.2	-22.3	-27.3	-5
% meeting expected standard at end of KS1 in mathematics	50%	62.5%	78.7%	79.3%	-28.7	-29.3	-12.5
% exceeding RWM3 standard at end of KS1	0%	5%	9%	13%	-9	-13	-5%
% exceeding expected standard at end of KS1 in reading	16.7%	13.8%	21.3%	28.1%	-4.6	-11.4	"+2.9"

% exceeding expected standard at end of KS1 in writing	0%	7.2%	10.6%	16.8%	-10.6	-16.8	-7.2
% exceeding expected standard at end of KS1 in mathematics	25%	11.8%	17%	24.4	+8	+0.6	+13.2
% passing phonics screening check in Year 1	100%	70.6%	88.4%	84.7%	+11.6	+14.3	+29.4
% attaining GLD at end of EYFS	57.1%	56.6%	79%	74.4%	-21.9	-17.3	+0.5

<b>2</b>	<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
<b>A.</b>	Low level of basic skills on entry to school – phonics, early reading, writing, maths - holding pupils back from attaining and making progress as expected, also preventing them engaging fully with the wider curriculum.
<b>B.</b>	We have a large proportion of pupil premium children in school but they are not spread evenly across year-groups; their needs are not the same, nor are those needs static over time. For this reason, we need to be responsive and dynamic in our addressing of pupil premium needs – hence our Wave intervention model including the dynamic allocation of staff as needed.
<b>C.</b>	Speech & language skills for pupils entering our Nursery and Reception classes are significantly lower for pupils eligible for PP than for other pupils. These skills are the foundation for learning in all subjects e.g. poor oracy slows reading progress in subsequent years and impacts on standards and progress in writing.
<b>D.</b>	Some pupils across the ability range do not benefit from the everyday immersion in high-quality language and vocabulary which enables others to engage effectively with the school curriculum and attain a high standard in their reading and writing.
<b>E.</b>	Attendance rates for pupils eligible for PP last year were 94.43% (overall school attendance 95.6%). In particular, persistent absentees (greater than 10% absences) were disproportionately pupil premium children. If children are not in school regularly, they do not benefit from our quality first teaching approach or the other interventions offered to them.
<b>F.</b>	Pupils with specific emotional needs, mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes & attendance in school. These pupils tend to come disproportionately from vulnerable groups including those eligible for pupil premium.
<b>G.</b>	Non-equitable access to technology/internet, books and literacy.

3. Desired outcomes in improving future attainment (for pupils eligible for PP, including high ability)			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Allocated Spend</i>
A.	Diminish the difference between PP and other children in the following key measures: <ul style="list-style-type: none"> <li>· 2019 phonics check</li> <li>· percentage meeting the expected standard in reading, writing and mathematics at the end of KS1</li> <li>· percentage meeting the RWM measure in KS2</li> <li>· percentage of pupils attaining greater depth in reading, writing &amp; mathematics at the end of KS1 and KS2</li> </ul>	Reduction of the difference between PP and other children in the key measures. <i>Progress on these measures reviewed half-termly.</i>	£86,500
B.	Pupil premium gaps are rapidly identified, prioritised for action and diminish using the Menu model of intervention. In particular give additional support to groups in Reading @ Y1 and Y2.	In-school year-group PP gaps reviewed on a half-termly basis (STAR) with evidence of gaps closing. <i>Progress on these measures reviewed half-termly.</i>	
C.	Continue to run our highly-regarded communication & language provision, including early identification of pupils with communication & language difficulties; continue the trend of an increase in percentage of all pupils meeting age-related expectations for communication & language by the end of Reception, particularly for PP pupils. TALK BOOST.	Maintain the very high percentage of PP and non-PP pupils meeting age-related expectations in C&L by end of Reception (95% for both in 2017). <i>Progress on these measures reviewed termly.</i>	£16,000
D.	Strong oracy provision throughout the school to give disadvantaged children the experience and confidence in using high-quality language and vocabulary which is the essential underpinning of high attainment in reading and writing.	Successful completion of the first year of the 3-year Knowsley Voice 21 project to improve pupils' oral language skills. Assessment criteria for oracy introduced to allow us to track standards and progression. Evidence from this that any 'oracy' gap between PP and non-PP pupils is being narrowed. <i>Progress on these measures reviewed termly.</i>	£5,000
E.	Improve attendance rates and reduce the number of persistent absentees for disadvantaged pupils.	Reduce the number of persistent absentees among pupils eligible for PP to match or be better than the number of PAs among their peers. Remove the attendance gap between PP and other pupils. <i>Progress on this measure reviewed half-termly.</i>	£8,000
F.	Give effective ad-hoc support to disadvantaged pupils, pupil groups & families.	Case by case basis, including improvement in attainment/attendance or other measures for targeted pupils. <i>Impact reviewed and recorded on a case by case basis as appropriate.</i>	£10,000
G.	1:1 access to iPads in KS2 and KS1 Subscription to MyOn digital library, currently 6000 titles.	Provide access to an equitable curriculum and a range of high quality texts and resources. Enable home learning for all  Equitable Home/Lockdown Learning	£30,000
			<b>£154,000</b>

We have a large proportion of pupil premium children in school but they are not spread evenly across year-groups; their needs are not the same, nor are those needs static over time. Some of them also have additional vulnerabilities e.g. SEN or persistent absenteeism. We also have pupils who whilst not in receipt of pupil premium we class as vulnerable and in need of additional support. For all these reasons, we need to be responsive and dynamic in our addressing of pupil premium needs – hence our Wave intervention model including the dynamic allocation of staff as needed.

Menu 1.1 – quality first teaching

Menu 1.2 – teacher directed interventions

Menu 2 – SLT directed interventions with dynamic allocation of staff across the school

Menu 3 – additional provision by external agencies and interventions e.g. Family

Learning, Play Therapy, Talk Boost.

#### Menu 1 – Quality First Teaching (1.1) including teacher-directed interventions (1.2)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<b>Accelerate progress of disadvantaged pupils behind age-related expectations in writing OR those who have the potential to reach greater depth (A/B)</b>	Class teacher to identify target pupils, prioritising disadvantaged, & provide regular, tailored verbal feedback sessions working to year-group writing progress targets.	The class teacher is the person best placed to set year-group writing targets and provide appropriate feedback; research has shown that effective feedback is one of the most powerful ways to accelerate pupil progress.	Review of writing outcomes & progress for these target pupils half-termly by English Lead	S Curtis - Writing J Gemmell - Lit and Lang	Half-termly
<b>Whole phase approach to classroom organisation &amp; staffing support aimed at closing the gap for disadvantaged pupils (A/B)</b>	Phase leaders/class teachers review classroom and resourcing organisation as required across their phase and beyond, using additional staffing to create smaller, more focused pupil groups e.g. Phonics sets across EYFS/KS1; maths sets in Y6; EYFS/KS1 lead released from class.  Senior leadership allocate staff as appropriate across the school to give priority to those who need the greatest support.	Planning & resourcing across a phase and year groups including allocating the best trained staff to pupils with the greatest need and the use of additional staffing, will allow us to have smaller groups/sets. Evidence shows that high-quality teacher/support staff subject knowledge and smaller groupings are both effective ways to accelerate progress.	Termly assessment & review of pupil outcomes and progress	Phase leaders – E George, N Jones and S Curtis	Half-termly
<b>Deliver higher outcomes/accelerated progress in phonics for all pupils and close the gap for PP (A/B)</b>	Continuation of successful phonics programme to deliver higher outcomes for all pupils and accelerated progress for disadvantaged pupils	EYFS/KS1 phonics programme delivered improved outcomes last year for all pupils and significantly accelerated progress for disadvantaged pupils.	Half-termly assessment & review of pupil progress	Phonics RWI Lead – J Ewing	Half-termly
<b>Improved quality &amp; quantity of oral language exchanges/improved oracy skills/increased pupil confidence &amp; well-being (A/B)</b>	Participate in 3-year Knowsley Voice 21 project to develop expert oracy classroom practitioners with in-school activities prioritising disadvantaged pupils.	The charity Voice 21 has a proven track-record of delivering successful outcomes in oral language learning through their city-wide Voice projects.	Checkpoints as determined once the project is underway.	Sendco– J Hewitson	TBD
<b>Improve maths basic skills of disadvantaged pupils (A/B)</b>	Implementation of new Maths scheme. INSPIRE.	EEF evidence is that improved basic skills have a significant positive impact on pupil progress	Work with Pathways school to ensure EYFS transition is of high quality.	Maths Lead - C Scott, L. Beeley, B. Campbell Syers (eyfs)	Half-termly
<b>Improve reading &amp; comprehension skills of disadvantaged pupils (A/B)</b>	Focussed Reading comprehension quizzes as provided by Accelerated Reader and Myon.	EEF evidence is that improved reading comprehension skills have a significant positive impact on pupil progress	Monitoring of frequency of reading for PP pupils by AR  Monitoring of use of STAR assessments including Early Literacy.	Neil Jones.	Half-termly

Menu 2 – directed interventions planned by SLT					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<b>Rapid intervention improves speech &amp; language for pupils entering Nursery and Reception below age-related expectations (C/D)</b>	Highly-trained staff in Nursery and our speech & language LSA assess children on entry, identify children requiring intervention to address speech & language needs and deliver bespoke programmes to ensure they rapidly make progress in our Early Years provision. Talk Boost.	The school has a track record of successful intervention using this approach, leading to rapid improvement in speech & language skills.	LSA baselines children's speech & language skills at the start and end of the programme as well as carrying out termly interim assessments. SENCO will monitor the quality and effectiveness of the interventions.	EYFS Sendco – E George	Termly
<b>Improved outcomes for PP eligible pupils to diminish the difference in English and Maths (A/B)</b>	Staffing allocated to provide specific interventions for disadvantaged pupils to provide additional 'push for progress'.  Internal/External training for new support staff – reading, over-learning, precision tracking, maths, focused writing feedback	Appropriately tailored interventions for specific periods of time with clear outcomes, delivered by well-trained staff are shown to accelerate learning for pupils.	Monitoring of quality and impact of these interventions by SENCO (with input from lead TA)	Sendco - J Hewitson	Half-termly
<b>Accelerated progress of targeted PP eligible pupil groups (A/B)</b>	Menu 2 meetings used to review progress & identify the best use of resources/ strategies e.g. providing resources to allow the release of classroom teachers to work with PP groups identified as requiring accelerated progress – this could be from any group e.g. those working below age-related expectations/those who are identified as more able or with potential to be in this group.	Teacher release - evidence shows that a well-qualified teacher is the person best placed to rapidly accelerate the progress of children behind age-related expectations – learning support staff can be used to release the class teacher to work more frequently with targeted pupils 1:1 or in smaller groups.	Review by headteacher & deputy headteacher of where such resourcing should be placed & its impact – reviewed through Menu 2 meetings	Headteacher - S George and Deputy Headteacher L Seddon	Half-termly
<b>Improve reading &amp; comprehension skills of disadvantaged pupils (A/B)</b>	Focussed Reading comprehension quizzes as provided by Accelerated Reader and Myon.	EEF evidence is that improved reading comprehension skills have a significant positive impact on pupil progress	Monitoring of frequency of reading for PP pupils by AR  Monitoring of use of STAR assessments including Early Literacy.	Neil Jones.	Half-termly
Other interventions including Menu 3 (provision by external providers)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<b>Improved mental-health and well-being of our disadvantaged pupils,</b>	Our counselling and play therapy services provide counselling and support for all pupils. 1:1 counselling.	Research indicates the benefit of counselling in improving attitudes to school and learning.	Review of progress of referred pupils with regard to emotional health,	Learning Mentor - F Collis Lisa and Wendy.	Termly

<b>leading to enhanced engagement with their learning, better attendance &amp; improved behaviour (G)</b>	places are prioritised for our disadvantaged pupils.  Pastoral lead provides in-house support for pupils with emotional well-being needs, with PP children prioritised.	learning/behaviour/attendance and ultimately academic outcomes.	attitudes, behaviour, attendance and academic outcomes. Pupil & parent voice giving feedback on the impact of pastoral interventions including counselling.		
<b>Reduced PA rates for PP eligible pupils (E)</b>	Use of additional EWO time focused on PP eligible pupils/attendance rewards/ discounts on school residential trip for good attendance	Regular attendance is one of the cornerstones of PP eligible pupils benefiting from the range of other interventions we offer and making accelerated progress.	Review of attendance rates & measures with EWO & attendance governor.	Learning Mentor - R Moffatt Headteacher – S George	Half-termly
<b>Increased enthusiasm for and competence in reading for PP pupils. Encouragement for enthusiastic higher-ability PP readers in KS2 (A/B)</b>	KS2 Reading Revolutionaries trained to work with Year 3/4 PP pupils who do not read at home/Chatterbooks after-school clubs	Peer tutoring/support as offered through Reading Revolutionaries is known to improve pupil engagement. Higher-ability PP readers in KS2 should be encouraged and supported to ensure they sustain their enthusiasm.	Termly review of timetabling/ attendance & reading attainment/ progress of targeted pupils; survey of pupil engagement & enjoyment	AR Lead - D. Molloy	Termly
<b>PP families more engaged with school &amp; child's learning (F)</b>	Parental engagement lead has specific responsibility for engaging disadvantaged families; offerings such as in-school workshops/support offered for parents of disadvantaged pupils.	Where parents are more engaged with the school, we are able to communicate with them more effectively with regard to their child's progress & learning	Monitoring of parental engagement with workshops/support; parental voice surveys –gather views on how to engage families more with their child's learning. Family Learning.	Family Learning E George - EYFS Lead Learning Mentors - R. Moffatt and F. Collis	Termly
<b>Provision of ad-hoc support as required for PP groups, pupils &amp; their families (H)</b>	Respond to ad-hoc needs or opportunities which arise to support children, pupil groups and families as required.	Ad-hoc/bespoke support can be very effective in targeted instances to support our PP pupils and families.  Asdan, Mini Motors, Time to Talk.	Review of such instances & their impact with PP governor	Headteacher- S. George and Learning Mentors - R. Moffatt and F. Coillis	Termly