Pupil premium strategy statement 2021-22

Prescot Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Prescot Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	
Pupil premium lead	Steve George
Governor / Trustee lead	Glenys Hurst Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,000
Recovery premium funding allocation this academic year	£16,000
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	£162,000

Part A: Pupil premium strategy plan
Statement of intent

At Prescot Primary we strive to provide an equitable curriculum for all. Our tiered approach is grounded on a universal offer of Quality First Teaching (Keep up Not Catch Up) supported by Targeted Academic Support and Wider Strategies. Pupil Premium funding is used to support all groups of pupils at risk of underachievement not just those at socio-economic disadvantage.

- "Good teaching for all pupils has a particular benefit for disadvantaged pupils. " EEF Jan 2018

- "Catch up is difficult: we should aim to get it right first time round for all children. " EEF Jan 2018

We focus on learning, how we learn and how to produce better learners. Our pastoral support enables the school to identify pupils who are at risk of not engaging fully in school life and how we may best support them.

All our pupils are supported to achieve their potential in all areas of school life. By focussing on language acquisition and language comprehension we enable our pupils to acquire the building blocks of learning. A focus on oracy fosters better self esteem, attention and confidence; this is our gateway to producing better learners.

All good things come from reading and reading is everywhere at Prescot Primary. RWI starts our pupils reading journey and

The technology gap is addressed at Prescot Primary by providing 1:1 24hour access to an internet connected device for all pupils, year 2 and above. Connected pupils strengthens our equity of provision and creates a sense of belonging through an extensive range of collaborative resources.

We assess pupils regularly and frequent low stakes testing is a key component of our QFT model. Pupil access to technology is a key catalyst in this model allowing easy access to tests while ensuring teacher workload is kept at a minimum.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oracy -
2	Reading -
3	Writing - Particularly boys and particularly GD
4	Maths Mastery
5	Home Learning and Communication
6	Remembering more
7	Better learners

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
Attainment in English and mathematics: to improve the outcomes for PP children in English and mathematics.	The % of pupils working at ARE in Reading, Writing and Maths will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close.
Language: to provide early language intervention and support for PP children in Foundation Stage and Key Stage 1.	The % of pupils in receipt of the Pupil Premium achieving ARE in Communication and Language at the end of EYFS will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close.
Engagement: to improve curriculum engagement and academic achievement for PP and LAC children.	The % of pupils working above ARE in Reading, Writing and Maths will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close.
To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities.	All pupils are socially equal within school and enjoy a variety of additional, inspirational first-hand experiences.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff induction and refresh training for kay strategies. RWI, Lit and Lang, Inspire Maths. *Subject Development Days*	Early Career Support programme used to inform the delivery of the Early Careers Framework.	2,3,4
Research led CPD focussing retrieval practice. *Frequent low stakes testing.*	**Learning By Questions and EEF:** **https://www.lbq.org/Evidence** Does research on 'retrieval practice' translate into classroom practice? *(Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.)* EEF Teacher Choices Trial - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-choices/	6

Home learning and communication.	Using digital technology to improve learning. https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=tech **EEF publishes findings from 'Big Lockdown-Learning Parent Survey'** https://education-endowmentfoundation.org.uk/news/eef-publishes-findings-from-big-lock-down-learning-parent-survey/?utm_-source=site&utm_medium=search&utm_campaign=site_search&search_term=home%20learning	5
Continued development of Maths Mastery Approach. North West Leaning Hub 3	EEF - Mastery Learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=maths%20mastery	4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastering Number- *This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.*	NCETM https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	4
Talk Boost	https://ican.org.uk/about-us/our-evidence/	1

RWI Groups - Small group delivery by highly trained teachers and TAs.	EEF Project. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=read%20write#search	2
High EYFS adult to pupil ratio to increase positive, purposeful interactions between staff and children.	EEF - Early Years https://educationendowmentfoundation.org.uk/school-themes/early-years/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=language%20interactions	1
Pastoral Staff and small group / 1:1 support. *-Counselling* *-Play Therapy*	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. - EEF	7
Abracadabra	EEF - Promising Project. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/abracadabra-abra-pilot/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=abracadabra	2
Reciprocal Reading	EEF - Promising Project https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=reciprocal	2
Indirect Dyslexia Learning	https://idlsgroup.com/case-studies	2,3,4,7

Recovery Premium.- Year 6 small group/ tuition support for raising outcomes in writing and maths. 4x£4000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group	3,4
Fonetti	https://www.fonetti.com/fonetti-wins-department-of-education-accreditation/	2

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

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Keep up not catch up approach.	*- "Good teaching for all pupils has a particular benefit for disadvantaged pupils. " EEF Jan 2018* *- "Catch up is difficult: we should aim to get it right first time round for all children. " EEF Jan 2018*	7
Early Doors - All pupils can arrive in class 20 mins early. Pupils are ready to learn on time.	EEF - Extending school time. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=extended	7
1:1 access to technology.	EEF - Digital technology toolkit. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=technology Big Lockdown Survey https://educationendowmentfoundation.org.uk/news/eef-publishes-emerging-findings-from-big-lockdown-learning-parent-survey/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=lockdown	5,7
Accelerated Reader	EEF Promising Project https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=accelerated%20reader	2
MyOn - 6000 digital books available to all pupils.	Evidence Base - ESSA https://doc.renlearn.com/KMNet/R62045.pdf	2

VOICE 21 - Whole school focus on language acquisition.	EEF - Regrant https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=voice%2021	1,7
Maths Meetings	Does research on 'retrieval practice' translate into classroom practice? *(Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.)* EEF Teacher Choices Trial - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-choices/	4,6
Same Day Interventions.	EEF Project https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=same%20day	3,4

Total budgeted cost: £146,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Actions	Assessment
Subsidised residential trips.	All pupils supported in attending residential activities as Covid restrictions allowed.
Improved reading opportunities, online and at home through ICT provision and digital platforms.	All pupils from R - Y6 provided with access to digital library of 6000 books.
Support with ICT at home so children can access home learning.	All children who required ICT software, hardware, data, or technical support were catered for. All pp children accessed online lessons.
To support parents in going back to work.	Breakfast and after school clubs available to all key worker children and PP.
Emergency food parcels/vouchers.	All vulnerable families were supported with additional food subsidies when needed.

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
Accelerated Reader	Renaissance Learning

MyOn	Renaissance Learning
Voice 21	Voice 21
Talk Boost	I CAN
RWI	OUP
Lit and Lang	OUP
Inspire Maths	OUP