

# Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 2021-2022	Data 2022-2023	Data 2023-2024
School name	St Margaret Mary's Catholic Junior School	St Margaret Mary's Catholic Junior School	St Margaret Mary's Catholic Junior School
Number of pupils in school	477	477	467
Proportion (%) of pupil premium eligible pupils	29.8% (142)	31.9% (143)	32.1% (150)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024	Reviewed 2022-23	2021-2024 Nov 2023 review
Date this statement was published	September 2021	September 2021	September 2021
Date on which it will be reviewed	September 2022	November 2023	November 2023
Statement authorised by	R Wilkinson & M Rawsthorne	R Wilkinson & M Rawsthorne	R Wilkinson & M Rawsthorne
Pupil premium lead	R Culley	R Culley	R Culley
Governor / Trustee lead	V Fillingham & S Boardman	V Fillingham & S Boardman	V Fillingham & S Boardman

## Funding overview

Detail	Amount 2021-22	Amount 2022-23	Amount 2023-2024
Pupil premium funding allocation this academic year	£188,230 ( <i>this includes Post LAC and 1 x service child</i> )	£214,275	£213,885.
Adopted from Care			£2,530
Service child			£1,790.
Recovery premium funding allocation this academic year	£20,010	£22,185	£21,315.

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£208,240	£236,460	£ 239,520



# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for our Pupil Premium children at St Margaret Mary's Catholic Junior School is that year on year, we raise their attainment. We strive to encourage them to become resilient and determined learners enabling them to become the best versions of themselves, equipping them with skills beyond the classroom.

This Pupil Premium strategy has been formulated from robust analysis of school data; internal standardised assessment data, attendance data, CPOMs behaviour logs, Read, Write Inc screening assessments, Pastoral Team meeting analysis as well as a review of what was and was not successful previously.

### **St Margaret Mary's Catholic Junior School's Pupil Premium Strategy aims to:**

- Ensure that all children receive high-quality teaching.
- Raise the attainment of all children eligible for Pupil Premium, ensure achievement is at least in line or even better than the national by the end of KS2.
- Provide high-quality, targeted academic support for those children identified as not making the expected progress and those who are currently below the expected standard in order to accelerate their progress.
- Ensure that those children eligible for Pupil Premium in Lower KS2 have a sound phonics knowledge.
- Reduce the PA figure for those children eligible for Pupil Premium.
- Develop systems and initiatives that will support our children's resilience, behaviours that challenge, wellbeing and mental health.
- Ensure that ALL our children have access to cultural capital activities to enhance their educational experiences.

### **The impact of the Pupil Premium Strategy will be monitored through:**

- Analysis of NFER standardised assessments in the Autumn and Summer term.
- Analysis of Spring term teacher assessments.
- Pupil Progress meetings/review of class action plans each term.
- Regular Pastoral Team meetings (four week cycle).
- Weekly Attendance meetings with a graduated response to children falling below 97% expectation - (weekly cycle).
- Reviews of individual children's progress within targeted intervention programmes.
- Triangulated monitoring of quality teaching across the school.
- Monitoring teaching of targeted intervention groups.
- Analysis of THRIVE data produced by online assessments with targeted children.
- Pupil voice questionnaires completed by Pupil Premium children during the summer term.
- Termly monitoring feedback, written by the headteacher, which is shared with all staff.
- Reviews of the School Improvement Plan on a termly basis.

### **The principles which underpin our plan are:-**

- That the pupil premium plan will align with all other school planning procedures
- That all staff will be made fully aware of the plan and how it relates to their roles and responsibilities

- That governors will be kept fully informed in line with their responsibilities
- That actions will be evidence based, closely monitored and evaluated in line with clearly defined robust methods of measurement.
- That parents will be encouraged and included to ensure a seamless programme of support.
- That flexibility will be built into planning in order to ensure swift responses to changes in the local and national context,

## Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p><b>Attainment &amp; Progress</b></p>	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics. Summer Standardised NFER 2021 data shows that although our Lower Key Stage 2 Pupil Premium children made progress, they are still currently not in line with their non-Pupil Premium peers.</p> <p>In Yr 5 &amp; 6 a small percentage of Pupil Premium children's attainment has dipped in writing and maths and although they have made progress in reading it is still not in line with non-Pupil Premium peers. (Whole School Pupil Premium Internal Data inserted on p18)</p> <p><b>2022-2023</b></p> <p>Summer Standardised NFER 2022 data demonstrated that writing for our PP children in Year 5 needed to be targeted and reading, writing, maths for our PP children in Year 4 needed to be targeted.</p> <p><b>2023-2024</b></p> <p>Summer Standardised NFER 2023 data demonstrated improving attainment throughout the school year in nine areas. In five areas there was improvement from Autumn 2022 to Spring 2023 but not from Summer 2022 to Spring 2023. The focus areas were reading in Year 3, writing in Year 5.</p>

<p>2</p> <p><b>Attendance &amp; Punctuality</b></p>	<p>Summer 2021 attendance data showed that punctuality and attendance of PP children had improved. The data showed an increase over the previous three years. However, there was an increase in the number of Pupil Premium children who reached PA status. (Pupil Premium Attendance Data inserted on p22)</p> <p><b>2022-2023</b></p> <p>In terms of persistent absence, the gap between PP children and non children increased in the last academic year, nevertheless the figures are better than those nationally and locally. (FFT)</p> <p><b>2023-2024</b></p> <p>Attendance and punctuality remain our biggest concern for our Pupil Premium children. Even with weekly meetings, Knowsley's graduated response, incentives, work with SAS, collecting children in the school minibus and Early Help assessments there is currently still a gap of 3.1% for our school, although this is slightly lower than the Fisher Family Trust national average of 3.2%. St Margaret Mary's are one of a group of Knowsley school's who will begin working with Marc Rowlands (Addressing Educational Disadvantage in School &amp; Colleges) to explore what more we can do as a school to improve the attendance of PP children.</p>
<p>3</p> <p><b>Resilience &amp; Conflict Resolution</b></p>	<p>Through weekly discussions in Pastoral Team meetings and analysis of CPOM logs, it has been highlighted that there are low levels of resilience for some of our eligible children, their lack of communication and conflict resolution skills.</p>
<p>4</p> <p><b>Behaviour</b></p>	<p>Through weekly discussions in Pastoral Team meetings and analysis of CPOM logs the poor emotional wellbeing and mental health of some of our most vulnerable children has been highlighted.</p>
<p>5</p> <p><b>Accessibility to Cultural Activities</b></p>	<p>The accessibility of cultural activities for our children. School would like to offer places on educational visits to our families who need financial support. With the impact of COVID and the support offered to families over the past 18 month period, as a school, we feel there will be an increasing number of families who will struggle to finance organised educational visits that will support the child's learning experience.</p>

## 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
<p><b>Challenge 1- Attendance &amp; Punctuality</b></p> <p>The attendance and punctuality of our Pupil Premium children will be in line with their non-Pupil Premium peers.</p>	<ul style="list-style-type: none"> <li>Weekly attendance meetings (Headteacher, Deputy Headteacher, Learning Mentor, Attendance Officer) will show</li> </ul>

<p>This will be measured by weekly attendance analysis.</p> <p><b>2023-2024</b> St Margaret Mary's are one of a group of Knowsley school's who will begin working with Marc Rowland (Addressing Educational Disadvantage in School &amp; Colleges) to explore what more we can do as a school to improve the attendance of PP children.</p>	<p>evidence of improved attendance of PP children and reduced numbers of PP children who are persistent absentees.</p> <ul style="list-style-type: none"> <li>● Regular (1-year group every four weeks) Pastoral Team meetings will show evidence of improved punctuality of PP children.</li> <li>● Using a graduated approach school will engage with our most vulnerable families to offer support and challenge, where necessary, to improve the attendance and punctuality of identified children.</li> </ul> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>● The % attendance of PP children will be in line with non PP children nationally.</li> <li>● The gap in attendance between PP children and non PP children will be less than the national gap.</li> </ul> <p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>● The attendance of advantaged and disadvantaged children will be above the national and local figure for all children.</li> <li>● The gap between advantaged and disadvantaged pupils will be smaller than the local and national figure</li> </ul>
<p><b>Challenge 2 - Attainment &amp; progress</b> The attainment of our Pupil Premium children will be in line with or better than their non-Pupil Premium peers.</p> <p>This will be measured by termly NFER assessments and pupil progress review meetings</p>	<ul style="list-style-type: none"> <li>● The percentage of PP children achieving ARE and above will have improved from Summer 2023 data.</li> <li>● Evidence of progress will be seen in the Pastoral Team meetings and termly assessments..</li> <li>● Evidence of progress will be seen in the Pastoral Team meetings and termly assessments.</li> </ul>

<p><b>2023-2024</b></p> <p>TAs will be deployed in a subject area of their strength to facilitate small group interventions such as; 1st Class @ Number, Read, Write Inc, Daily Reading, Pre teaching, misconceptions teaching, Fresh Start, booster sessions.</p> <p>During morning sessions, TAs will be deployed to provide in class support for English, Mathematics and Guided Reading.</p> <p>Identified children in Yr 3 &amp; 4 will be set for Read Write Inc phonic intervention.</p>	<ul style="list-style-type: none"> <li>• 6 weekly assessment checks will show that children are making progress through the different Read, Write Inc stages.</li> </ul> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>• The % of PP children in Yr 3 achieving ARE combined will be higher than 38%</li> <li>• The % of PP children in Yr 4 achieving ARE combined will be higher than 62%</li> <li>• The % of PP children in Yr 5 achieving ARE combined will be higher than 49%</li> <li>• The % of PP children in Yr 6 achieving ARE combined will be higher than 41%</li> </ul> <p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• The % of PP children in Yr 3 achieving ARE combined will be higher than 65%</li> <li>• The % of PP children in Yr 4 achieving ARE combined will be higher than 65%</li> <li>• The % of PP children in Yr 5 achieving ARE combined will be higher than 65%</li> <li>• The % of PP children in Yr 6 achieving ARE combined will be higher than 65%</li> </ul>
<p><b>Challenge 3- Resilience &amp; Conflict Resolution</b></p> <p>Children will be able to listen and respect each other. They will be clear thinkers and make responsible and deliberate judgements.</p> <p>This will be measured by CPOMs analysis and pupil progress reviews</p>	<ul style="list-style-type: none"> <li>• There will be a decrease in the number of aggressive and negative behaviour CPOM logs. These will be analysed at Pastoral Team meetings.</li> <li>• Philosophy for Children sessions in classes will see an increase in individuals participation.</li> <li>• Philosophy for Children sessions will show a growing ability of</li> </ul>

<p><b>Challenge 4- Behaviour</b> <b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• New Behaviour Contract &amp; Escalation procedure introduced across the whole school.</li> <li>• Jason Bangbala (Educational Consultant- conquering challenging behaviour) INSET for all staff</li> </ul>	<p>children to articulate their thoughts.</p> <ul style="list-style-type: none"> <li>• Philosophy for Children sessions will show an increased level of respect between children who have opposing ideas inside and outside of the classroom.</li> </ul> <p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• There will be a lower number of CPOM logs as a result of the new Behaviour Contract and Behaviour Escalation Procedure.</li> </ul>
<ul style="list-style-type: none"> <li>• Every child eligible for Pupil Premium will have the same access to educational visits that their non-Pupil Premium peers have.</li> <li>• The impact of this will be measured by pupil and parent feedback and pupil progress measures in the associated curriculum areas.</li> </ul> <p><b>Challenge 5- Accessibility to Cultural Activities</b> <b>2023-2024</b></p> <p>All staff are hosting an extra-curricular club throughout the school year to increase variety and number of opportunities for our children.</p>	<ul style="list-style-type: none"> <li>• A higher percentage of PP children will be able to access cultural / enrichment / extra curricular activities without placing financial pressure on families.</li> </ul> <p><b>2023 -2024</b></p> <ul style="list-style-type: none"> <li>• There will be an increase in the uptake of PP children who access extra curricular, cultural and enrichment activities.</li> <li>• ALL pupils will be able to access extra curricular and enrichment opportunities that need to be paid for.</li> </ul>
<p>A member of SLT will have completed the Leading Emotionally Healthy Primary School training.</p> <p>The Learning Mentor and Deputy Headteacher will have completed the Lead Practitioner training.</p> <p>All staff in school will have received initial Thrive induction training to raise awareness of the approach.</p>	<ul style="list-style-type: none"> <li>• Thrive data will demonstrate progress from the baseline screening tool.</li> </ul>

The most vulnerable children will have been identified and will have been assessed using Thrive online screening tool.

Thrive Reparative sessions will have begun for identified children needing this intervention.

September 2022- Staff will begin to use the Thrive assessment screening tool with their classes. This will generate a tailored action plan to address right-time emotional and social learning. This level of work will be incorporated into daily routines and structures.

September 2023 - Additional Lead Practitioners will be trained to build on capacity to deliver the THRIVE approach.

Thrive screening data along with attainment and progress data will demonstrate an improvement in the targeted children's emotional wellbeing alongside their academic progress.

**2023-2024**

- Yr 6 TA completing Thrive Lead Practitioner training
- 1 more TA to complete Thrive Lead Practitioner training
- Staff continue to complete 3 Thrive screenings with their class a year

**2023-2024**

- There will be an increased number of children who will be able to access 1 to 1 or small group reparative work due to increased number of trained staff.
- The scores for children working 1 to 1 or in small groups will increase throughout the year.

## 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: £88,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supply teacher 2 days a week to further reduce attainment gaps in eligible Year 5 pupils. (2021-22)</p> <p>For two mornings a week the 4 classes in Yr 5 will become 5 classes. These classes will be set according to ability and children will focus on basic skills in Maths and grammar skills in English. There will be a specific focus on eligible pupils. (2021-22)</p> <p>For the two afternoon sessions. The supply teacher will release Yr 5 staff to deliver intervention sessions to targeted children. (2021-22)</p> <p><b>2022- 2023</b> In school tutor to target Yr 6 pupils and daily dictation (small group of targeted PP children).</p> <p><b>2023-2024</b></p>	<p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’.</i></p> <p><i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</i> (EEF Guide to The Pupil Premium p5).</p>	<p>1- Attainment &amp; Progress</p>

<p>SENCo released from class this academic year to support SEND children figure for SEND and PP</p>		
<p>Metacognitive strategies and self regulated learning have informed our school curriculum. The Curriculum lead has allocated time to each subject lead to ensure these strategies thread through our school curriculum. Development of; communication, creativity, independent thinking, questioning, reflection, transferring skills, working together, shared language of learning along with Growth mindset are also threaded through. This year allocated time will be set to monitor the impact of these learning skills against attainment and progress.</p> <p><b>2023-2024</b></p> <p><b>2023 2024</b> The Assistant Headteacher is allocated release time to work with subject leaders to ensure the school has the best curriculum for the children. This year</p>	<p><i>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks. (Metacognition and Self-Regulated Learning -EEF)</i></p>	<p>1- Attainment &amp; Progress</p> <p>3- Resilience and Conflict Resolution</p> <p>4- Behaviour</p>

<p>every foundation subject is introducing BRIGHT into each lesson (Big Question, Recap and Retrieval, Information Gathering, Go through an example, Have a go, Time to reflect).</p> <p>Curriculum leads are allocated release time to shape their subject and then monitor its implementation across the school.</p> <p>A Curriculum Health check will be carried out with School Improvement Liverpool</p> <p>This year allocated time will be set to monitor the impact of these learning skills against attainment and progress.</p> <p>PRG (Peer Review Groups) have been introduced this year to enable staff to share good practice and have professional and reflective conversations around their teaching with their peers.</p>		
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<p>Support for Early career teachers Ongoing training and support for 1 member of staff.</p> <p><b>2023-2024</b> 2 x ECT teachers are mentored by 2 experienced members of staff. ECT attend training off site and are also released to meet with their allocated mentor.</p>	<p><i>‘The ECF represents the opportunity to incorporate the best available research evidence into the support offered to the teaching profession and to develop mentoring and coaching practices in schools. It aims to support teaching quality by further developing the core knowledge and professional skills early career teachers need in five core areas of teaching practice: assessment, curriculum, behaviour management, pedagogy, and professional behaviours.’ (Early Career Framework – three key insights for school leaders to help support their newest teachers. Shelby Roberts 2021)</i></p> <p><i>It is hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. (EEF Effective Professional Development. Three recommendations for designing and selecting effective professional development 2021)</i></p>	<p>1- Attainment &amp; Progress</p>
<p>School is a member of the Central Area Collaborative of</p>	<p><i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us</i></p>	<p>1- Attainment &amp; Progress</p>

<p>schools in Knowsley which provides a wide range of effective CPD. Staff will be released to attend relevant training sessions. (curriculum, teaching and learning, pedagogy and assessment) They will then be given allocated time enabling them to prepare and disseminate the learning to school staff.</p>	<p><i>that high quality teaching can narrow the disadvantage gap. (EEF Effective Professional Development. Three recommendations for designing and selecting effective professional development 2021)</i></p> <p><i>The two factors with the strongest evidence of improving pupil attainment are:</i></p> <ul style="list-style-type: none"> <li>•<i>teachers’ content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</i></li> <li>•<i>quality of instruction, which includes using strategies like effective questioning and the use of assessment</i></li> </ul> <p>(What makes Great Teaching- Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major 2014)</p>	
<p>1 x teaching staff, Headteacher &amp; Assistant Headteacher will receive Read Write Inc induction session. 1 x teaching staff will access all relevant online training and disseminate the training to all relevant LK2 staff. Appropriate resources will be purchased to fully support the programme. All Yr 3 children will be assessed, those who require phonics intervention will be set into the relevant staged groups. They will receive 5 sessions of intervention a week. Those Yr 4 children who have fallen behind in other year</p>	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns.</i></p> <p>(EEF -Phonics)</p>	<p>1- Attainment &amp; Progress</p>

<p>groups will be screened and placed into appropriate staged groups to receive intervention.</p> <p><b>2022-2023</b> Read, Write Inc will continue across school this year, although, the numbers of children who will access the intervention is reduced due to its positive impact 2021-2022</p> <p><b>2023-2024</b> Read, Write Inc continues across the school and continues to be successful. 53 PP children will be receiving RWI intervention.</p> <p>As of September there are 8 RWI groups in Yr 3, 5 RWI groups in Yr 4 and ( Fresh Start groups in UKS2. These groups take place 4-5 times a week.</p> <p>All staff will continue to receive the relevant training depending on their role within the RWI programme.</p>		
<p>The release time of The Assistant Headteacher to monitor the quality of teaching and learning alongside the Headteacher. This process involves a triangulated approach of; observing lessons, looking at children's books and reviewing</p>	<p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.</i> (EEF Guide to The Pupil Premium p5).</p>	<p>1- Attainment &amp; progress</p>

<p>planning with the specific subject lead.</p>		
<p>The continued purchase of Power Maths resources to raise attainment and accelerate progress in Maths.</p> <p><b>2022- 2023</b> Yr 3 children access First Class at Number intervention</p> <p>Yr 4 children receive targeted Maths intervention</p> <p>Yr 5 children access Success at Arithmetic intervention</p> <p>Yr 6 children have access to in school tutor</p> <p><b>2023-2024</b> Intervention programme is now mapped out across the whole school.</p>	<p><i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. (Mastery Learning EEF)</i></p>	<p>1- Attainment &amp; progress</p>
<p>The continued subscription with iTrack will enable staff to; record standardised assessment data in Autumn and Summer and TA assessment in Spring, analyse progress/attainment, monitor the impact of targeted intervention and review the needs of every child.</p>	<p><i>Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it provides. Common reasons for using assessment include:</i></p> <p><i>Tracking of pupil progress to inform school-level decision-making.</i></p> <p><i>Identifying ideas and concepts which might need revisiting or re-teaching by the class teacher.</i></p> <p><i>Highlighting pupils whose misunderstandings or misconceptions</i></p>	<p>1- Attainment &amp; progress</p>

	<i>require targeted individual support through intervention or tutoring. (High-quality teaching- EEF)</i>	
<p>The Accelerated Reader programme will continue to be used across the whole school.</p> <p>Children will regularly be assessed on the book they select (class free reading library books are coded. Children can clearly see what book they should select according to their progress.)</p> <p><b>2023-2024</b></p> <p>School no longer uses Accelerated Reader due to the success of Read Write Inc and the introduction of the Steps to Read programme which supports the teaching of reading</p>	<p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i></p> <p>(Reading Comprehension Strategies EEF)</p>	1- Attainment & progress

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

Budgeted cost: £60,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver and monitor targeted academic support (1 to 1 groups, small group intervention, classroom teaching)	<i>'Evidence consistently shows the positive impact that targeted academic support can have, when they are used carefully, including for those pupils who are not making</i>	1- Attainment & progress  2- Attendance

<p>and in-class support)- Specific TAs used for specific intervention, where a strength has been observed by SLT.</p> <p><b>2022-2023</b> In school tutor targeting Yr 6 children in Literacy and Numeracy.</p> <p>SENCo targeting PP SEND children across the core subjects in Yr 3.</p> <p><b>2023-2024</b> TAs continue to support in class English, Guided Read and Maths lessons in the morning. TA staff deliver small group interventions across the whole school in the afternoons. The interventions are dependent on the specific skills of TA staff</p>	<p><i>good progress across the spectrum of achievement.’ (EEF 2021)</i></p> <p><i>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. (High-quality one to one and small group tuition EEF)</i></p>	<p>3- Resilience &amp; Conflict Resolution</p> <p>4- Behaviour</p> <p>5- Accessibility to Cultural Activities</p>
<p>Ensure that the appropriate support staff receive training to deliver Read, Write Inc</p> <p><b>2023-2024</b> Read Write Inc training is continuous throughout the year and staff will receive Fast Track &amp; Fresh Start training.</p>		
<p>All TA staff will support reading, writing and mathematics within the classroom every morning. They will be</p>		

<p>deployed by the class teacher supporting and challenging identified children.</p>		
<p>Academic Mentors deployed to support the academic progress of targeted PP children in Yr 3 &amp; Yr4 (2021-22)</p>		
<p>32 (22.5%) of children who are Pupil Premium and SEND will receive specialist teaching support from Knowsley's Central Primary Support School. (SpLD)</p> <p><b>2022-2023</b> 31 of our children who are eligible for PP and are also SEND have/will be assessed by a specialist teaching support from Knowsley's Central Primary Support School (SpLD) or an Educational Psychologist</p> <p><b>2023-2024</b> School no longer buys in the support of Knowsley Central Primary Support; instead the school's SENCo is released from a full-time teaching commitment to provide full time SEND support across the school.</p>	<p><i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</i></p> <p><i>The intensity of intervention (from universal to targeted to specialist) should increase with need.</i></p> <p><i>Interventions should be carefully targeted through identification and assessment of need. (Special Educational Needs in Mainstream Schools -EEF)</i></p>	

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

Budgeted cost: £58,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance and punctuality of disadvantaged children through strategic intervention and monitoring of impact within Pastoral Team Meetings.</p> <p>Weekly Attendance meetings will be held with Headteacher, Deputy Headteacher, Learning Mentor and Attendance Officer to analyse attendance data, identify specific children and determine actions.</p> <p>Provide a 'pick-up' service using the school minibus for families who may need particular support; pastoral, attendance, punctuality, COVID isolation.</p>	<p><i>'Evidence shows that securing excellent attendance at school is key to ensure positive outcomes for children and young people. Missing lessons leaves students vulnerable to falling behind, creating gaps in their learning, and diminishing their self-confidence'.(Knowsley Attendance Handbook pg3 2021-2024)</i></p> <p><i>There's a clear link between poor attendance and lower academic achievement:</i></p> <ul style="list-style-type: none"> <li>● <i>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</i></li> <li>● <i>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</i></li> </ul> <p><i>(DfE research statistics 2012)</i>  <i>Pupils with persistent absence are less likely to stay in education. The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. (Research into how attendance can impact attainment (The Key for School Leaders 2019)</i></p>	<p>3 - Resilience &amp; Conflict Resolution</p>

<p><b>2023-2024</b></p> <p>School will be working with Marc Rowland to improve the attendance of PP children.</p>		
<p>Regular Pastoral Team meetings will enable SLT, along with year groups, to monitor our disadvantaged children (attainment, attendance, behaviour, pastoral etc) These meetings will continue to take place every four weeks, focussing on a specific year group each week.</p>	<p><i>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</i> (Wider Strategies- EEF)</p>	<p>1- Attainment &amp; progress</p> <p>2- Attendance</p> <p>3- Resilience &amp; Conflict Resolution</p> <p>4- Behaviour</p> <p>5- Accessibility to Cultural Activities</p>
<p>Ensure that teaching and level 3 support staff receive training to deliver Philosophy for Children (P4C)</p>	<p><i>‘P4C, is an approach to teaching and learning, in which children take part in philosophical enquiry. It enhances thinking and communication skills, boosts confidence and self-esteem, and improves behaviour and well-being.’</i> (Sapere P4C)</p> <p>A large-scale study was carried out in 2001 in which children experienced one P4C session a week. The research showed that pupils <i>achieved significant gains in verbal and non-verbal reasoning, as well as improvements in listening, communication, behaviour, questioning, reading and understanding. It also showed a statistically significant increase in children's IQ scores over a period of a year, compared with no increase in the scores of the control group.’</i> (2001, Professor Keith Topping of Dundee University and educational psychologist Steve Trickey)</p>	<p>4- Behaviour</p> <p>5- Accessibility to Cultural Activities</p>
<p>Introduce the Thrive model to monitor and</p>	<p><i>‘Thrive is a DfE quality assured provider of Senior Mental Health Lead training for schools and</i></p>	<p>4- Behaviour</p>

<p>improve behaviour and resilience</p> <p>Analyse Thrive and CPOMs data to measure the impact of Thrive programme for those identified children.</p> <p><b>2023-2024</b> Train a fourth member of staff as a Thrive Lead Practitioner.</p>	<p><i>colleges looking to embed a whole-setting approach to emotional health and wellbeing for all children and young people. The model is an established neuroscience, child development and attachment theory.’ (Thrive)</i></p> <p><i>‘Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.’</i></p> <p>(McGuire-Snieckus et al 2015)</p> <p><i>Attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes. (Life skills and enrichment. Improving the teaching and learning of life skills and enrichment -EEF)</i></p>	<p>5- Accessibility to Cultural Activities</p>
<p>Financial support to enable PP children to access cultural experiences that enrich the school’s curriculum.</p> <ul style="list-style-type: none"> <li>● Residential trips in Yr 5 &amp; 6</li> <li>● Curriculum enrichment activities</li> </ul>	<p><i>‘In the US, the richest families now spend 7 times more on ‘out of school enrichment’ than the poorest families, a much bigger gap than 40 years ago. All the data point to a similar gap in the UK. Therefore, the role of schools as places of cultural and social as well as academic learning have become even more critical. The Trust recommends that schools’ pupil premium money could be used for enrichment to offer</i></p>	<p>1- Attainment &amp; Progress</p> <p>4- Behaviour</p> <p>5- Accessibility to Cultural Activities</p>

<ul style="list-style-type: none"> <li>• Extra curricular, paid activities (external providers)</li> </ul> <p>Provide Breakfast and After School Club free of charge for those families who require support financially or with attendance and punctuality.</p>	<p><i>middle class experiences to those who actually need them most.’ (Creating Cultural Capital-Lee Elliot Major 2015 The Sutton Trust)</i></p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as “<u>arts for arts’ sake</u>”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment. (Life skills and enrichment. Improving the teaching and learning of life skills and enrichment -EEF)</i></p>	
<p>The school’s learning Mentor and SENCo will continue to provide Lunch Club 3 x week. This provision enables some of our most vulnerable children to access a supportive and nurturing environment during (what can be for them) the busy lunch times.</p> <p>The school’s Learning Mentor will continue to support specific children identified for 1 to 1 sessions. These children will be reviewed and monitored on a regular basis to monitor the impact and develop emotional literacy.</p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (Social and Emotional Learning EEF)</i></p>	<p>3- Resilience &amp; Conflict Resolution</p> <p>4- Behaviour</p>

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**Total budgeted cost: £239,520**

## 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 2022 to 2023 academic year.

**Objective 1:** The attainment of our Pupil Premium children will be in line with or better than their non-Pupil Premium peers.

Pupil Premium Attainment Data - 2022-2023

	Reading				Writing				Maths							
KS1	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	27%	68%	59%	55%	12%	56%	44%	50%	30%	70%	56%	48%				
Non pp	67%	71%	84%	76%	49%	66%	69%	69%	70%	71%	73%	60%				
Gap	40%	3%	25%	21%	37%	10%	25%	19%	40%	1%	17%	12%				
	Reading				Writing				Maths				Combined			
Summer 2022	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	27%	53%	66%	66%	12%	40%	62%	49%	30%	58%	69%	61%	12%	38%	62%	49%
Non pp	67%	75%	78%	82%	49%	59%	70%	69%	70%	72%	76%	78%	48%	56%	65%	68%
Gap	40%	22%	12%	16%	37%	19%	8%	20%	40%	14%	7%	17%	36%	18%	3%	19%
Autumn 2022	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	30%	54%	57%	64%	15%	44%	43%	40%	15%	52%	57%	38%	9%	38%	39%	33%
Non pp	56%	66%	68%	76%	41%	61%	61%	68%	46%	68%	63%	60%	34%	54%	54%	53%
Gap	26%	12%	11%	12%	26%	17%	18%	28%	31%	16%	6%	22%	23%	16%	15%	20%
Spring 2023	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	27%	61%	62%	74%	18%	53%	45%	64%	24%	63%	59%	67%	12%	49%	45%	60%
Non pp	64%	66%	68%	87%	46%	60%	59%	75%	57%	68%	69%	71%	41%	56%	53%	62%
Gap	37%	5%	6%	13%	28%	7%	14%	11%	33%	5%	10%	4%	29%	7%	8%	2%
Summer 2023	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	30%	55%	62%	71%	27%	49%	45%	69%	27%	55%	62%	74%	21%	45%	45%	62%
Non pp	71%	76%	70%	86%	52%	68%	59%	87%	66%	74%	72%	86%	50%	63%	57%	78%
Gap	41%	21%	12%	15%	25%	19%	14%	18%	39%	19%	10%	12%	29%	18%	12%	16%

The data shows improving attainment throughout the school year (green) in nine areas. In five areas there is improvement from Autumn 2022 to Spring 2023 but not from Summer 2022 to Spring 2023 (amber). The focus areas (red) are reading in Year 3, writing in Year 5.

St Margaret Mary's Catholic Junior School

Pupil Premium Data 2022-2023

		Year 3	Year 4	Year 5	Year 6
Reading	% of PP At or + KS1	27%	68%	59%	55%
	% of PP At or + Summer 2022	27%	53%	66%	66%
	% of PP At or + Summer 2023	30%	55%	62%	71%
Writing	% of PP At or + KS1	12%	56%	44%	50%
	% of PP At or + Summer 2022	12%	40%	62%	49%
	% of PP At or + Summer 2023	27%	49%	45%	69%
Maths	% of PP At or + KS1	30%	70%	56%	48%
	% of PP At or + Summer 2022	30%	58%	69%	61%
	% of PP At or + Summer 2023	27%	55%	62%	74%
Combined	% of PP At or + Summer 2022	12%	38%	62%	49%
	% of PP At or + Summer 2023	21%	45%	45%	62%

- The data above shows the progress of our PP children from the end of Key Stage 1 to Summer 2023 and the progress from Summer 2022 to Summer 2023. Improved progress is evident from KS1 to Summer 2023 in 8 of the areas (green), small improvements in progress in 5 areas (yellow), albeit not accelerated progress and lack of progress (red) Maths in Yr 3 and Yr 4 and combined in Yr 5. These will be areas of focus in the academic year 2023-2024
- Every PP child received intervention determined by their individual needs. This may have been:
  - \*Small groups sessions
  - \*1 to 1 support
  - \* In class support
  - \* Read Write Inc
  - \* First Class @ Number
  - \* IDL- Bespoke support SEND/PP children
  - \* Additional Reading / Writing / Maths intervention.
  - \*Thrive 1 to 1 sessions
- As a result of these interventions, the attainment data above shows the gap has decreased in reading across years 4,5 & 6, in writing in Year 3, 4 & 6 and in maths across the school.
- The table below compares combined ARE of PP children over the last 3 years. The data highlights an improving trend in Yr 6.

Combined Data	Yr 3	Yr 4	Yr 5	Yr 6
2020-2021	54.8%	43.9%	42.9%	38.7%
2021-2022	37.8%	62.1%	48.8%	41.5%
2022-2023	21%	45%	45%	62%

- 28 PP children started Read Write Inc intervention in September 2022. Of these 12 children completed the programme in July 2023 and no longer require Read, Write Inc intervention. 10 children progressed 1 or more groups and 6 children, with additional needs, made progress with sounds but maintained their group. Those still receiving the intervention will continue to be supported this academic year.

#### Next steps 2022-2023:

- Year 3-5 PP children need to be targeted for Maths
- To increase the % of pupils reaching ARE expectation in all three areas in Year 3- 5.
- PP children will continue to be targeted and monitored through the four weekly Pastoral Team meetings during this academic year.
- Read, Write Inc will continue in school this academic year following its powerful impact since its introduction in school.
- Re-timetabling of TA staff in the afternoons for intervention, delivering interventions in their areas of strength.

## 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
Thrive Online	Thrive Approach
Read Write Inc	Ruth Miskin
P4C	School Improvement Liverpool
Power Maths	Pearson
Rockband	?????

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Child A received in class support from the class TA in Maths and received Daily Reading intervention on a 1 to 1 basis. L Mentor support was also available at lunch time if the child required it.

	Child A also accessed each school trip throughout the school year without any charge to the family.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Child A needed the Maths support less and less as the year progressed and became a more independent and confident learner in this subject.</p> <p>Child A was not disadvantaged from attending any of the planned educational and cultural trips.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

**Objective 2:** Children will be able to listen and respect each other. They will be clear thinkers and make responsible and deliberate judgements

- Pastoral Team meetings continue to be a strength and are now embedded into the school's calendar. Staff contribute to the document before each meeting and children are identified in a timely manner for intervention.
- Behaviour for Learning in Classes was identified as excellent during a Challenge Partners Review and our most recent RE inspection.
- Relationship with the Behaviour Improvement Team to support those children whose behaviour is challenging who require an action plan.
- The P4C scheme is mapped across the whole school with links to the following:
  - Core Subjects
  - Foundation subjects
  - Gospel Values
  - British Values
  - Themed weeks
  - Responsive enquiries
- All teachers have either had a refresher/ introduction session into P4C sessions.
- Teachers given examples as to how enquiries can be adapted to allow for shorter sessions

**Thrive Impact Data:**

**Class Data Screened at Skills & Structure (right time development)**

Class	Autumn SMMJ	Spring SMMJ	Summer SMMJ
3ME	55%	83%	59%
3ST	70%	64%	66%
3CF	50%	53%	53%
3GT	49%	51%	56%
4SC	59%	71%	73%
4HW	58%	59%	60%
4CD	72%	75%	75%
4PS	64%	83%	81%
5M W	72%	75%	76%
5AH	89%	90%	91%
5JP	78%	82%	84%
5KN	73%	80%	84%
6SA	81%	84%	84%
6LT	68%	74%	82%
6AC	78%	92%	89%
6JK	50%	48%	67%

	Autumn	Spring	Summer
<b>Year 3 Average</b>	56%	62.75%	58.5% *
<b>Year 4 Average</b>	63.25%	72%	72.25%
<b>Year 5 Average</b>	78%	81.75%	83.75%
<b>Year 6 Average</b>	69.25%	74.5%	80.5%

\*This figure has decreased due to one class where their results dipped significantly in the Summer Term. This class will be monitored more closely in Autumn term 2023.

**Reparative Data**

Class	Autumn SMMJ	Spring SMMJ	Summer SMMJ
Child A	38%		
Child B	42%	78%	67% (improved attendance) *
Child C-	6%	6%	24%
Child D-	9%	24%	38% (not delivered by Lead Practitioner)
Child E-	6%	2%	2% (not delivered by Lead Practitioner) **
Child F-	9%	6%	24%
Child G (group)	13%	9%	35%
Child H (group)	13%	2%	35%
Child I	42%	49%	57%

- Children were screened 3 times during the school year to create a class action plan for right time development strategies to be used at class level. This identified the children above who were then supported with 1 to 1 or small group reparative intervention work.  
\* For Child A, although the summer data showed a dip in the screening toolkit score, their year 6 attendance was the best they had achieved in the junior school  
\*\* Child E received 1 to 1 reparative work from their 1 to 1 TA due to capacity. This academic year the intervention will take place with a Lead Practitioner.

**NEXT STEPS 2023-2024:**

- Further scrutinise the P4C resources and ensure that they are inclusive
- Parents to observe a P4C session
- Plan and host a P4C parent workshop
- Create opportunities for children to have discussions with peers/family members on a more frequent basis.
- Conduct pupil voice
- P4C Refresher Training to be organised
- Third Lead Practitioner to be begin training

**Objective 3:** The attendance and punctuality of our Pupil Premium children will be in line with their non-Pupil Premium peers.]

- Overall school attendance is 0.7% above the borough average. All year groups continue to perform above the borough average.
- School have consistently performed above the borough average.
- The attendance of our disadvantaged pupils is 1.3% higher than the National figure for disadvantaged pupils and 1% higher than the Disadvantaged percentage for the North West of England (the gap between disadvantaged and non-disadvantaged is 0.3% less than the National Gap and is in line with the regional gap.
- Our school ranks in the top 10% schools in Knowsley for attendance and in the top 25% similar schools nationally (based on Fischer Family Trust)
- Breakfast Club and lifts to school were utilised by 7 families at various times in the school year.

**Attendance data:**

- Whole school attendance 2022-23- 94.7%
- PP attendance 2022-23- 90.43%

**PA data:**

- 2022-2023 Whole school figure for children who reached PA status- 71 (42 of whom were PP)

	Attendance ( All Pupils)	Attendance Non Disadvantaged pupils	Attendance Disadvantaged pupils	Gap between Non Disadvantaged and Disadvantaged	Attendance Non SEND	Attendance SEND	Gap between non SEND and Non SEND	% Persistant Absentees
School	94.7%	95.7%	92.6%	3.1%	95.1%	92.7%	2.4%	14.6%
National	93.8%	94.7%	91.3%	3.4%	94.3%	91.9%	2.4%	19%
Regional (North West)	93.8%	94.8%	91.6%	3.2%	94.3%	90%	4.3%	19%

### **Next Steps 2023 -2024:**

Attendance and punctuality remain our biggest concern for our Pupil Premium children. Even with weekly meetings, Knowsley's graduated response, incentives, work with SAS, collecting children in the school minibus and Early Help assessments. Data from FFT above shows a 3.1% gap between our PP children and non PP children. School will be implementing a range of strategies this academic year including:

- Introduction of Attendance Panels with the headteacher and School Attendance Service
- In a bid to reduce this, we are due to commence a project with a Pupil Premium consultant (Mark Rowland). Our first meeting with Mark will take place during the Autumn Term and the Project will roll out during the new academic year.
- To amend the school policy in line with Keeping Children Safe in Education September 2023
- Review of Policy(if required) and Attendance section of the website
- Attendance Posters for outside school (like Roby Park)
- 2025 Cohort to be targeted
- Pictorial Graduated Response for Attendance to be shared with parents
- Attendance Rewards to be finalised with the help of our Attendance Ambassadors
- Mini Bus Rota (if required)
- Continue to make use of the texting service to praise attendance and improving attendance.
- Increase the number of home visits when required
- Set attendance targets during TAF/TAC meetings and set a review date with parents.
- Purchase attendance postcards to be sent home for improved attendance, 100% etc

**Objective 4:** Our most vulnerable children will have an improved wellbeing and mental health.

- Power of Parenting sessions began again this year, supporting 8 families across the infant and junior schools. Once again feedback from parents was positive.
- The Deputy Headteacher has completed the Thrive Lead Practitioner training. All children were screened three times throughout the school year. 5 PP children received 1 to 1 reparative Thrive sessions.
- Approximately 25-30 children attended lunch club three times a week. The pupils voiced that this had made their lunch times more enjoyable.
- At the end of the school year the SLT received numerous messages of thanks for the support of their child/ children.
- 5 of our PP children have been referred to Listening Ear and received 1 hour 1 to 1 session for a period of 6 weeks. The feedback from both the parents and children have been really positive.

### **Next Steps 2022-2023:**

- Introduction of Attendance Panels with the headteacher and School Attendance Service
- In a bid to reduce this, we are due to commence a project with a Pupil Premium consultant (Mark Rowland). Our first meeting with Mark will take place during the Autumn Term and the Project will roll out during the new academic year.
- To amend the school policy in line with Keeping Children Safe in Education September 2023
- Review of Policy(if required) and Attendance section of the website
- Attendance Posters for outside school (like Roby Park)
- 2025 Cohort to be targeted
- Pictorial Graduated Response for Attendance to be shared with parents

- Attendance Rewards to be finalised with the help of our Attendance Ambassadors
- Mini Bus Rota (if required)
- Continue to make use of the texting service to praise attendance and improving attendance.
- Increase the number of home visits when required
- Set attendance targets during TAF/TAC meetings and set a review date with parents.
- Purchase attendance postcards to be sent home for improved attendance, 100% etc

**Objective 5:** Every child eligible for Pupil Premium will have the same access to educational visits that their non-Pupil Premium peers have.

- With PP funding the school was able to support 7 families.





## 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.

**Objective 1:** The attainment of our Pupil Premium children will be in line with or better than their non-Pupil Premium peers.

#### Pupil Premium Attainment - 2020/2021

	Reading				Writing				Maths				Combined			
Summer 2021	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>At or above:</b>	68%	59%	55%	68%	56%	44%	50%	48%	70%	56%	48%	55%	26%	53%	45%	43%
Non pp	71%	84%	76%	86%	66%	69%	69%	75%	71%	73%	60%	79%		61%	64%	59%
Gap	3%	25%	21%	18%	10%	25%	19%	27%	1%	17%	12%	24%		8%	19%	25%
Autumn 2021	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>At or above:</b>	36%	59%	53%	67%	27%	54%	43%	40%	25%	62%	40%	29%	23%	50%	30%	21%
Non pp	56%	72%	70%	78%	49%	67%	61%	59%	56%	73%	62%	54%	47%	60%	56%	46%
Gap	20%	13%	17%	11%	22%	13%	18%	19%	31%	11%	22%	25%	24%	10%	26%	25%
Spring 2022	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>At or above:</b>	33%	66%	55%	62%	30%	59%	43%	50%	43%	66%	50%	45%	24%	55%	38%	38%
Non pp	60%	69%	71%	83%	58%	66%	64%	69%	69%	74%	60%	66%	51%	61%	54%	60%
Gap	27%	3%	16%	21%	28%	7%	21%	19%	26%	8%	10%	21%	27%	6%	16%	22%
Summer 2022	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
<b>At or above:</b>	53%	66%	66%	68%	40%	62%	49%	56%	58%	69%	61%	56%	38%	62%	49%	41%
Non pp	75%	78%	82%	90%	59%	70%	69%	77%	72%	76%	78%	76%	56%	65%	68%	69%
Gap	22%	12%	16%	22%	19%	8%	20%	21%	14%	7%	17%	20%	18%	3%	19%	28%

- There are notable improvements in % of PP pupils reaching the ARE in the following areas: Reading for PP children in Yr 4 & 5, Writing in Yr 4 & Yr 6, and Maths in Yr4, Yr 5 & 6.
- Every PP child received intervention determined by their individual needs. This may have been:
  - small groups sessions
  - \*1 to 1 support
  - \* In class support
  - \* Rock Band
  - \* Academic Mentoring,
  - \* Read Write Inc
  - \* First Class @ Number
  - \* IDL- Bespoke support SEND/PP children
  - \* Additional Reading / Writing / Maths intervention.

As a result of this, the attainment data above shows the gap has decreased in reading across all year groups, in writing in Year 3 and 6 and maths in Year 3.

- The table below compares combined ARE of PP children in 2019-2020 and 2020-2021. The data highlights an improvement for Yr 4, 5 & 6 PP pupils reaching ARE in all three areas.

Combined Data	Yr 3	Yr 4	Yr 5	Yr 6
2020-2021	54.8%%	43.9%	42.9%	38.7%
2021-2022	37.8%	62.1%	48.8%	41.5%

- 56 PP children started Read Write Inc intervention in September 2021. Of these 32 successfully completed the intervention in July 2022. Those still receiving the intervention have made progress through the scheme and will continue to be supported this academic year.

**Next steps 2022-2023:**

- Moving forward the current Year 4 PP children need to be targeted for Reading, Writing and Maths, and combined.
- Year 5 PP children need to be targeted for Writing.
- PP children will be targeted and monitored through the four weekly Pastoral Team meetings during this academic year.
- Read, Write Inc will continue in school this academic year following its powerful impact in 2021-2022

## 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
Thrive Online	Thrive Approach
Read Write Inc	Ruth Miskin
P4C	School Improvement Liverpool
Accelerated Reader	Renaissance Learning
Power Maths	Pearsons
DESTY Programme	Education Desty

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Child A received in class support from the class TA in Maths and received Daily Reading intervention on a 1 to 1 basis. L Mentor support was also available at lunch time if the child required it.

What was the impact of that spending on service pupil premium eligible pupils?	Child A needed the Maths support less and less as the year progressed and became a more independent and confident learner in this subject.
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

**Objective 2:** Children will be able to listen and respect each other. They will be clear thinkers and make responsible and deliberate judgements

- Pastoral Team meetings continue to be a strength and are now embedded into the school's calendar. Staff contribute to the document before each meeting and children are identified in a timely manner for intervention.
- P4C lessons continue to be embedded into the curriculum. Children report that they enjoy these lessons and contribute well to discussions within them.
- There was a decline in aggressive and physical incidents as the year progressed. When our most vulnerable children are calm, they can articulate the support network in place for them should they require it.

NEXT STEPS:

- Continue to embed P4C consistently across the whole school
- Continue to monitor CPOMs and Reflection Logs consistently.

**Objective 3:** The attendance and punctuality of our Pupil Premium children will be in line with their non-Pupil Premium peers.

**Punctuality data:**

Late Marks for 2019-20 – 985

Late Marks for 2020-21- 367

Late Marks for 2021-22- 618

**Attendance data:**

Whole school attendance 2019-20 – 95.9%

PP attendance 2019-20- 94.8%

Whole school attendance 2020-21-96.5%

PP attendance 2020-21- 96.5%

Whole school attendance 2021-22- 94.7%

PP attendance 2021-22- 91.02%

**PA data:**

2019-2020- Whole school figure for children who reached PA status - 44 (19 of which were PP)

2020-2021 Whole school figure for children who reached PA status- 45 (24 of which were PP)

2021-2022 Whole school figure for children who reached PA status- 64 (36 of which were PP)

- Early on in 2021-2022 school was still seeing absence due to COVID cases.
- Although our school data from 2020-2021 shows a 1.8% decline, SMMJ was in the top 5 schools in Knowsley for attendance in the last academic year.
- PA data for the whole school year is at its highest in 3 years with 36 of these children being eligible for PP. However, of these 36 PA children, 14 showed an improvement based on their previous year's figure.
- Due to weekly attendance meetings, school know our vulnerable children well and their barriers to attending.
- School has adopted Knowsley's Attendance Handbook and the graduated response.
- Last academic year school continued to prioritise building relationships with our vulnerable families who are at PA status. This resulted in some specific individual success stories.
- Breakfast club and lifts to school were utilised by 3 families at various times in the school year.

#### **Next Steps 2022 -2023:**

- The Attendance Team will continue to meet weekly to identify those children whose attendance needs to improve. We will continue to adopt Knowsley's graduated response to challenge PA.
- Make use of the texting service to praise attendance and improving attendance.
- Login to FFT – Attendance to aid weekly attendance meetings, gain a greater understanding of our school data and report to governors in greater depth.
- Increase the number of home visits when required
- Set attendance targets during TAF/TAC meetings and set a review date with parents.
- Purchase attendance postcards to be sent home for improved attendance, 100% etc
- Consider termly 100%, 97% attendance pens, 3 different colours for children to collect the set of 3

**Objective 4:** Our most vulnerable children will have an improved wellbeing and mental health.

- Power of Parenting sessions began again this year, supporting 8 families across the infant and junior schools. Once again feedback from parents was positive.
- The Deputy Headteacher has completed the Emotionally Healthy Primary School Thrive training and staff have received an introduction to Thrive. As a result, Yr3,4 & 5 children were screened in Summer Term 2, 2022. This enabled staff to formulate an action plan for teachers to address in Autumn Term 1, 2022. This level of work is considered to be 'right time development'.

- The Learning Mentor has completed Thrive Lead Practitioner Training
- Approximately 40 children attended lunch club three times a week. The pupils voiced that this had made their lunch times more enjoyable.
- At the end of the school year the SLT received numerous messages of thanks for the support of their child/ children. This has continued in September following a serious incident for the school in August 2022.
- 15 of our PP children have been referred to Listening Ear and received 1 hour 1 to 1 session for a period of 6 weeks. The feedback from both the parents and children have been really positive.
- There is a reduction in the number of Negative behaviour CPOM logs.
- School recently took part in a National Wellbeing Survey. Between the baseline and the final survey data, the wellbeing assessment score of PP children increased by 0.17 whilst our non-PP children decreased by 0.05.
- In the same survey, the baseline and final survey data, the anxiety assessment score of our PP children decreased by 0.09.

**Next Steps 2022-2023:**

- Deputy Headteacher has no teaching commitment for the year 2022-2023 to ensure behaviour, wellbeing related incidents can be dealt with during the school day and the relevant support be provided for those children who require it.
- The Learning Mentor has completed Thrive Lead Practitioner Training and will identify specific children to work with at a 'reparative level'
- The staff will complete a second Thrive screening in Autumn Term 2 2022.
- Deputy Headteacher to complete Thrive Lead Practitioner Training to support children on 1 to 1 basis.
- In a recent National Wellbeing Survey that our children completed, our PP children's wellbeing was 0.18% lower than our non-PP children. In the same survey our PP children's anxiety was 0.26% higher than our non-PP children. Although this is in-line with the National Average there is still a gap to strive to diminish. This can be supported by implementing class-based action plans and 1 to 1 support.

**Objective 5:** Every child eligible for Pupil Premium will have the same access to educational visits that their non-Pupil Premium peers have.

- With PP funding school was able to support 17 families.