

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.

PP Progress Attainment 2022-2023

	Reading				Writing				Maths							
KPI	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%	52%	49%	30%	58%	69%	61%	12%	38%	62%	49%
Non-pp	67%	75%	78%	82%	49%	56%	70%	69%	70%	72%	76%	78%	48%	58%	65%	69%
Gap	40%	22%	12%	16%	37%	16%	18%	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%	66%	46%	68%	63%	60%	34%	54%	54%	53%
Gap	26%	12%	11%	12%	26%	17%	18%	26%	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%	67%	74%	18%	53%	45%	64%	24%	63%	59%	67%	12%	49%	49%	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%	49%	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.

PP Progress 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	Rocksteady

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?	<p>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.</p> <p>Child A also accessed each school trip throughout the school year without any charge to the family.</p>
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:

Whole 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%
5MW	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
Year 3 Average	56%	62.75%	58.5% *
Year 4 Average	63.25%	72%	72.25%

Year 5 Average	78%	81.75%	83.75%
Year 6 Average	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.

1 to 1 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	% Persistently Absent
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 minibuss 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:

- Deputy Headteacher has no teaching commitment for the year 2023-2024 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.

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.