

Pupil premium strategy statement

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	St Oswald's Primary School
Number of pupils in school	586
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 <u>2022-2023</u> 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mary Walsh
Pupil premium lead	Donna Hay Kathryn Swift
Governor / Trustee lead	Anthony Hegarty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,725
Recovery premium funding allocation this academic year	£29,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£305,450

Part A: Pupil premium strategy plan

Statement of intent

Pupils at St Oswald's Primary School will achieve educational success, via high expectations that permeate through all that we do. They will make accelerated progress based on their starting points, across the curriculum, through quality first teaching. We aim for disadvantaged pupils to access targeted, in class support and high-quality interventions that are planned and lead by teachers, in collaboration with highly skilled Teaching Assistants.

At St Oswald's, as part of our catholic ethos and extended via Pupil Premium provisions, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils and will work with our Family Liaison Officers to ensure that children and their families are being supported as appropriate. Our aim is to ensure that we decrease the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to experience the full learning experience that St Oswald's has to offer, alongside the additional, targeted interventions put in place.

We will aim to offer a wide range of extracurricular activities both in and out of school to broaden the ambitions of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations for our children. In doing this, we aim to have a positive impact upon children's academic ability and their mental health and well-being. We identify the significant role that cultural capital has on the life chances for our children. We ensure a broad selection of trips and visits around our local city as well as extensive bought in, extra-curricular services that give our disadvantaged children the opportunity to experience a wealth of activities that would otherwise be unavailable to them.

All of this enrichment alongside all the factors mentioned above is to ensure our children leave St Oswald's with the skills, resilience and self-worth that they need to succeed in life. We want our children to aspire for greatness and achieve at least in line with their peers locally and nationally.

Challenges

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

Challenge number	Detail of challenge
1	An increasing academic gap between those entitled to PP and their non-PP peers which has been heightened by COVID
2	Communication and language skills low upon entry to school.
3	Attendance of children. PA Increasing in number post pandemic.
4	Emotional health and wellbeing (PSED) enhanced challenge due to the COVID pandemic
5	Deprivation in local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum – low cultural capital.
6	Parental involvement in their child's education

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>To raise attainment of Key Stage 1 and 2 PP children and close the gap between their non PP peers.</p> <p>Pupils' progress and attainment to be at least in line with national data</p>	<p>By end of Key Stages 1 and 2, PP children to achieve at least in line with non-PP peers locally and nationally.</p> <p>Focussed, targeted interventions evaluated as having added value and evidence of progression.</p> <p>High expectations of achievement made clear to children and parents.</p>
<p>Phonics and early reading skills to progress rapidly on entry and pupil progress and attainment to be at least in line with national data.</p>	<p>By the end of Year 1, children to perform at least in line with non-PP peers locally and nationally during the Phonics Screening Check.</p>

	<p>To implement a new phonics scheme that will improve outcomes in phonics and narrow the attainment gap between PP and non PP children.</p> <p>Parents engaged to support their children and increase their confidence in basic skills for early reading.</p>
<p>Early Learning Goals in EYFS to progress rapidly on entry and pupil progress and attainment to be at least in line with national data.</p>	<p>By the end of Reception, children to perform in line with non-PP peers locally and nationally throughout the Early Learning Goals</p> <p>EYFS curriculum targets for communication and language supported by 'Language box' in Nursery and 'NELI' in Reception</p> <p>Implementation of new phonics scheme that shows improved attainment by the end of Reception.</p>
<p>Attendance figures for PP children to be at least in line with national data</p> <p>A whole school approach to attendance, with specific strategies targeting PP.</p>	<p>Attendance of PP children to be in line with non PP peers in school, nationally and locally.</p> <p>Persistent absenteeism of PP children to be reduced in line with non PP peers in school, nationally and locally.</p>
<p>To provide enhanced learning opportunities in non-curriculum based areas to achieve a higher level of 'cultural capital' enrichment.</p>	<p>Children to have participated in a range of activities, supplementary to the curriculum. This includes extra-curricular clubs as well as year long curriculum enrichment to provide a stimulus for learning.</p> <p>Enhanced learning opportunities promoted and accessed.</p> <p>PP children given first offer of extra-curricular clubs.</p>
<p>To ensure we support the basic needs of our PP families including, but not exclusive to, food and clothing.</p>	<p>Uniform grants to be offered to families on successful new applications for PP.</p> <p>Uniform grants to be given when the family is identified as being particularly in need of uniform. Grants to be given via a school approved uniform shop.</p>

	<p>Breakfast club places offered to families for both financial and family support. Targeted places given to children who are PA or whom have poor punctuality and parents need support or incentives to get their children to school and to school on time.</p> <p>Extra-curricular clubs offered on a half termly basis where PP children are given priority for spaces.</p> <p>Financial support for school related expenditures such as bus passes to get to school, Breakfast Club, uniforms, utility bill payment e.g. phone and internet.</p> <p>Subsidised activities should a fee be payable i.e. Science after school club, trips and visits once COVID safe.</p>
<p>To support the emotional wellbeing of our identified PP children in need of additional strategies, as a result of the COVID pandemic as well as underlying causes.</p>	<p>Targeted support via intervention for identified children.</p> <p>Programmes to include:</p> <ul style="list-style-type: none"> • DESTY • EQE – play therapy • LEGO therapy • Socially Speaking • Emotional Literacy • Talk About Me • Oakleaf – bereavement counselling

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: £135,725 + £29,725 (recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>“Recognising the importance of teacher quality exemplifies a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes” (EEF 2021)</p> <p>“quality of teaching is central to the quality of schools” (Sutton Trust 2021)</p>	1, 2, 4, 5
<p>CPD for all staff members to refresh/retrain in order to deliver interventions and quality first teaching via:</p> <ul style="list-style-type: none"> • Numbers Count • Maths Mastery Cycle 2 • RWI phonics scheme • Opening Worlds pedagogy – the 10 pillars of teaching 	<p>(EEF +4-6)</p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA’s (and their skills), leads to increases in attainment.</p> <p>Research shows that quality first teaching requires up to date CPD . according to the Sutton Trust, International studies have shown that the quality of teaching is central to the quality of schools. “So it is particularly important that primary schools are able to ensure that the best teachers are in the schools serving the poorest communities”. CPD is vital to ensuring we have the best teachers.</p>	1, 2

<p>Enhanced subject leadership and curriculum leadership, to improve quality first teaching.</p>	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>“Recognising the importance of teacher quality exemplifies a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes” (EEF 2021)</p>	<p>1, 2</p>
<p>The embedding of year 2 of RWI phonics scheme and ongoing whole school training to support this.</p>	<p>(EEF +5)</p> <p>In school research based on data analysis and observations show the need for a new phonics scheme. According to the EEF, the average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.</p> <p>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” (EEF 2021)</p> <p>“It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.” (EEF 2021)</p>	<p>1, 2</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up curriculum structured interventions	<p>(EEF +4-6)</p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a “strong positive benefit of between four and six additional months on average.” Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA’s (and their skills), leads to increases in attainment.</p> <p>EEF Teacher led – “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better.</p> <p>School based evidence - Engagement with the intervention is more closely matched to the learners’ needs as initial assessments/baselines are undertaken and the teacher led intervention is then based on these specific areas of need.</p>	1
NELI - The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching	<p>(EEF +4-6)</p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a “strong positive benefit of between four and six additional months on average”. Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA’s (and their skills), leads to increases in attainment.</p>	1, 2

sessions to around 3-6 pupils for 20-weeks	“Robust evaluations found NELI children made on average 3 months of additional progress in language”. (NELI 2021)	
Third Space Learning – 1:1 online tutoring in Maths. Years 5 and 6.	<p>(EEF +4-6)</p> <p>The EEF states that studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>“One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.” (EEF 2021)</p>	1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Liaison Officer to improve attendance, parental engagement and Social and Emotional Learning.	<p>(EEF +4)</p> <p>School based evidence – prior to and even more so during COVID, we have seen an increase in the number of families needing support. Our FLO provides a range of family and individual based interventions that focus on social and emotional aspects of</p>	3, 4, 6

	<p>learning as well as support for parents with improving attendance.</p> <p>EEF – “Parental engagement has a positive impact on average of 4 months’ additional progress.”</p> <p>EEF – “Interventions which target social and emotional learning seek to improve pupils’ interaction with others (peers, teachers, family or community) and self-management of emotions, rather than focus directly on the academic or cognitive elements of learning.” Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year</p> <p>“Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.” DFE 2015.</p>	
<p>Enhanced learning opportunities in non-curriculum based areas to achieve a higher level of ‘cultural capital’ enrichment.</p> <ul style="list-style-type: none"> • Bought in sports/dance services • Wider Opps music lessons • Trips and visits (once COVID secure) • Residential trip • Earthworks • Extra-curricular clubs 	<p>(EEF +3)</p> <p>“Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF 2021)</p> <p>OFSTED found it to be a “double unfairness” when disadvantaged pupils may not have access to cultural capital”.</p>	<p>4, 5, 6</p>

	OFSTED judge the quality of education by the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.	
<p>Educational materials pupils have access to in and outside school to support progress and encourage parental involvement in their child's education.</p> <ul style="list-style-type: none"> • TT Rockstars • Oxford Owl Reading • Book loan library 	<p>(EEF +4)</p> <p>“Using technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with, on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.” (EEF 2021)</p> <p>“Parental engagement has a positive impact on average of 4 months' additional progress.” (EEF 2021)</p>	1, 2, 6

Total budgeted cost: £305,450

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.

Teaching

Adaptive Teaching Staff Meeting – 01.03.23

Key points:

- **Teacher demonstration** – present new material in small steps, modelled examples, questioning- connect new material to prior learning, stem sentences
- **Guided practice** – assist children as they practise/apply this skill. Limit misconceptions. Check understanding. Model and practise each step.
- **Independent practice**-apply their new knowledge to another example, different context, target support
- **Flexible grouping** - Pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met – formative assessment changes groups.
- **Pre-teaching**
- **Daily keep-up intervention**
- **Use of TA's to support a depth of understanding via all of the above.**

Phonics

- All staff have received CPD, with TAs from all year groups benefiting from additional workshops, practice time, coaching and mentoring from the reading leader.
- Teaching staff are supported with individual aspects of the lessons through face to face and virtual training ensuring the best quality teaching for our children.
- Resources and detailed planning for all aspects of the programme are readily available in school to ensure no teaching steps are missed and children get the most out of their phonics lessons.
- Fast track tutoring is delivered by TAs on a daily basis keeping with the 'keep up not catch up' mantra of the programme. Staff leading these interventions have received separate training on a one to one or group basis and utilise both face to face and virtual classroom strategies to deliver additional support to identified children.

Pupil Premium Y1 Phonics pass

- RWI phonics scheme is improving outcomes in phonics and has closed the attainment gap between PP and non-PP children. In 2023, pupil premium children out performed non-pupil premium children and all discrete groups in the Y1 phonics screening test. Pupil premium children in St. Oswald's, out performed both PP and non-PP children locally and nationally. As a result of this, fewer children in KS2 require phonics lessons or intervention.

	<u>2019</u>		<u>2022</u>		<u>2023</u>	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
School	89.1%	73.7%	81.1%	56.5%	81.7%	85.2%
National	84.3%	70.8%	79.0%	62.4%	82.1%	66.7%
Local	81.3%	68.7%	77.6%	63.4%	80.5%	70.6%

Maths Mastery

- We completed our second year of our NW Maths Hub programme– ‘Embedding Teaching for Mastery’ and strategies and approaches endorsed by our mastery teaching are cited in the EEF report on Maths as effective ways to close the mathematics gap. As stated in the EEF Pupil Premium Report, ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ and during this year Maths monitoring and CPD has focused on supporting teachers embed the mastery approach in classrooms. Using assessment to build on pupils’ existing knowledge and understanding, the use of manipulatives and representations in our maths teaching, using tasks and resources to challenge and support pupils’ mathematics, implementing keep-up interventions and developing pupil’s independence and motivation have all contributed to pupil premium children achieving well in Maths. In 2023, PP children at the end of KS2, performed better than PP children locally and nationally and improved from 2022.
- We will continue to build upon this next academic year, as we move into the sustaining phase of mastery teaching.

Pupil Premium Maths attainment KS2 - % achieving EXS+

	<u>2019</u>	<u>2022</u>	<u>2023</u>
	PP	PP	PP
School	88.9%	54.1%	60.4%
National	67.6%	56.7%	59.3%
Local	67.3%	54.5%	56.5%

Fresh Start

- Last year during an INSET day, training was delivered to staff in UKS2 regarding Fresh Start. Mentoring and further training continued throughout the year. The purpose of this was to ensure new staff were confident in delivering the Fresh Start reading intervention to ensure that children in KS2 who were not teacher assessed at the expected level had the opportunity to ‘keep up’ with their peers.
- CPD for Fresh Start consisted of the Fresh Start Lead meeting with the English Lead and Phonics Lead in conjunction with three face to face development days with the RWI consultant.
- Subject release time was covered on a cycle every term. During this time, coaching and monitoring of staff and providing constructive feedback to develop staff skills of teaching Fresh Start. This time was also used to assess children and monitor progress.

- The current year 6 cohort began Fresh Start in year 5 and there were initially 19 children on the programme. 13 of these 19 children were PP children.
- Last year's Year 6 cohort consisted of 19 children on the Fresh Start programme. By the end of Year 6, only 3 remained on the programme. However, these children had still made progress.
- Out of the 19 children who started the programme 15 were PP. Out of the 3 remaining on the programme by the end of year 6, 2 out of 3 were PP.

HEP Science

- The HEP Science scheme is a project that is ongoing with Years 3 and 4 accessing the scheme. This is the second year that Year 3 have taught using the scheme with year 4 joining Sept 22.
- The scheme provides a continuous cycle of training in subject knowledge and pedagogy with frequent subject network meetings to track progress of the scheme's implementation within school. Training has been provided for all staff teaching within these year groups, with follow up sessions to address any queries and to identify next steps. These sessions have been delivered via Zoom and cover has been provided to ensure all relevant staff have access to this training.
- The Year 3 and 4 cohorts are beginning to see the connections between the three disciplines of science - Chemistry, Biology and Physics and are becoming aware of some of the big ideas underpinning scientific knowledge and understanding. Careful progression and sequencing of substantive and disciplinary knowledge over time, supports the ability to link like topics to build on prior knowledge and enable the children to retain and access new learning more effectively as is evident in end of unit assessments.
 - Year 3 - 36/89 are eligible for Pupil Premium
 - Year 4 - 33/89 are eligible for Pupil Premium

Opening Worlds

- The Opening Worlds (OW) scheme is a project that is ongoing with Years 3 and 4 accessing the scheme. This is the second year that Year 3 have taught using the scheme with year 4 joining Sept 22. Although years 1, 2, 5 and 6 do not follow the programme, they use the pedagogy of OW to ensure consistency throughout the whole school. The project will progress to year 5 starting Sept 23.
- During an INSET day, training was delivered to all staff regarding the Opening Worlds programme. Monitoring and further training continued throughout the year. The purpose of this was to ensure new staff were confident in using the 10 teaching strategies created by Opening Worlds and also to introduce synoptic tasks and multiple-choice quizzes to all year groups.
- CPD for Opening Worlds consisted of all staff following the programme completing the required amount of training, then communicating any concerns or feedback to the Opening Worlds Lead. It also includes the Opening Worlds subject leads attending the OW subject briefings for both History and Geography, facilitated by School Improvement Liverpool.
- Subject release time was covered on a cycle every term. During this time, monitoring of books, learning environments and pupil voice has been carried out.
- Staff new to OW have also observed subject leads to develop their confidence teaching the programme and to ensure QTF with high leverage activities.
- The 2022 cohort of year 4's were the first year group to engage in the Opening Worlds programme, starting in Year 3. Clear progress in understanding and use of vocabulary is evident within this cohort.
- Moderation of books, assessments and planning have been carried out across the Lower Key Stage 1 phase, as well as across different Liverpool based schools who are also part of the programme.
 - Year 3 - 36/89 are eligible for Pupil Premium
 - Year 4 - 33/89 are eligible for Pupil Premium

MFL

- All PP children in all year groups throughout the school, alongside their non-PP peers have benefited from the consistency and expertise brought in by Marina, our native speaking Spanish teacher. Our MFL coordinator has found that across the school children's pronunciation in Spanish has improved.
- Their exposure to people and cultures that are unfamiliar to them has developed their inter-cultural understanding and respect for people who are different to them.
- The children have a sense of achievement when seeing an improvement in their language skills and when they are able to communicate in a different language. This has been a whole school benefit not only on language development skills, but also on self-confidence.
- All PP children alongside their peers have benefited from this service, as well as the lessons taught by our fluent MFL coordinator who has been released from class to teach Spanish

Computing with specialist teacher Mr Keegan MGL

- Year 3 – 6 accessed specialist teaching in computing via the MGL service. All children in each class were fully engaged and enjoyed the challenges that the topics taught. Within Year 3, 36 children are on the PP register. Within year 4, 33 children are on the PP register. Within Year 5, there are 33 children on the PP register. 100% of these children on the PP register were able to access a half term of high-quality computing teaching from a specialist teacher. All children present showed progress in computing skills as evident in the post unit assessments that were used to help inform teacher assessment in each of the classes within the year groups above.

Monitoring

- Book looks, lesson observations and environment walks have formed the basis of monitoring teaching and learning. These alongside Pupil voice have identified areas for celebration with regards to PP and their non-PP peers and then areas for development.
- These areas have been shared via subject specific feedback as well as whole school feedback.
- All feedback has then been incorporated into planning and assessment to ensure the gaps between PP and non-PP are identified and actions taken to reduce these gaps including; changing planning, targeted interventions, further staff training, implementation of new policies and a renewed focus on closing the gaps.

Targeted Academic Support

NELI 22/23

- This intervention took place in Reception after all children were screened for their language skills. Fourteen children were identified as working in the lowest 20% Nationally; half of these working within the lowest 10%.
- By the end of the intervention, the majority of children had demonstrated clear progress in their standardised scores. As a rough guide, a change in a child's Language Screen Standard Score of 5 points or more indicates that there has probably been a meaningful change in their language skills. Only 1 child did not reach this criterion. At the end of the intervention, 57% of the children were assessed as working at the expected level, compared to 0% at the start.
- Six children were identified as still needing further support and they will be the target group for Early Talk Boost in Year 1.
- Six PP children took part in the intervention. At the start, 3 were rated 'red' ('definitely needing support in developing their language skills') and 3 were 'amber' ('showing they would benefit from additional support'). At the end of the intervention, 3 were 'amber' and

3 had moved to 'green' highlighting that their language skills were no longer a cause for concern.

Numbers Count 22/23

- Eleven children within Year 2 took part in the Numbers Count Intervention. At the start of the intervention, they were all assessed and specific gaps in their learning were identified. All children were working below their age-related expectations, ranging between six months behind to twenty-four months behind. By the end of the year, there was a clear reduction in the age-related gaps for all children and, for 63% of the children there was no longer a gap between their actual age and their age linked to assessment score.
- Three of the children were PP.

	Gap between age on entry and test score age	Gap between age on exit and test score age
Child A	-20 months	-7 months
Child B	-11 months	-7 months
Child C	-6 months	+ 3 months

Third Space Maths Tutoring 2022-2023

- Autumn 2022 Cohort of Third Space, focused on Y6 children who were EXPH, in order to develop their reasoning and problem-solving skills. 55% of the Third Space cohort were Pupil Premium. 55% of the Pupil Premium children attending Third Space achieved Greater Depth in their SATS Maths test.
- Spring 2023 Cohort of Third Space, focused on Y6 children who were WT standard in order to fill in gaps, reinforce key concepts and support them to achieve expected standard in their SATS Maths test. 70% of the Third Space cohort were Pupil Premium. 71% of the Pupil Premium children attending Third Space achieved Expected standard in their SATS Maths test.
- Summer term 2 2023 Cohort of Third Space, focused on Y5 children who were WT standard in order to fill in gaps, reinforce key concepts, to support them being Y6 ready. 50% of the Third Space cohort were Pupil Premium. From the Third Space Reports collected, 90% of the Pupil Premium children attending Third Space were secure in 80% + of the objectives taught during the sessions, with 50% of the pupil premium children secure in 88% + of the objectives taught.

Wider Strategies

Support via Family Liaison Officers

- Both Mrs Finch and Mrs Mahone offer support to our PP families in many different forms. Below details what was put in place during the Spring and Summer terms.

Family Support:

- 67 children on the PP register and their families have received family support. This includes social and emotional support to improve the educational experience for these children and families, including a focus on improving attendance. This also at times, included support with CIN, LAC, Child Protection, EHAT meetings and then subsequent follow ups. This support has been invaluable to our families and in turn has contributed to improved educational experiences for these children and acted as sign posts to further support.

1:1 Child Support

- 42 children on the PP register have received 1:1 support for emotional and wellbeing support. This involves having sessions with our FLO's to help them regulate emotions and learn strategies to help them cope in future situations of upset. Some of the support includes building self-esteem/self-worth, separation anxiety and home worries to name just a few. Regular follow ups with these children show positive results via ratings on the ROAR rainbow, via 1:1 chats and from conversations with teachers.

Friendship support

- 38 children on our PP register have received specific friendship support via our FLOs. As above, they are offered social and emotional support to develop and strengthen strategies to enable them to form appropriate friendships. Regular follow ups with these children show positive results. This is a marked increase from the Autumn Term. As a result, a meeting will be booked for early September between myself, the FLO's and our Wellbeing Lead to discuss possible supportive measures that can be disseminated throughout the whole school to encourage healthy friendships with a focus on positive mental health strategies and ways in which the children can access early friendship support to avoid escalation.

Pick up:

- 1 child on the PP register has needed support to get into school on multiple occasions. This child was collected from home and brought into school when they would have inevitably ended up staying off school for one reason or another in relation to family life.

Attendance

- Persistently absent PP - This year to date, 72 of the children who are Persistently Absent (PA) are on the PP register. This is 48.65% of the 148 PA from the whole cohort. Whilst this is slightly less than their non PP peers (-1.35%) and compared to nationally, is again slightly less with whole school PA sitting at 17.9% and national PA sitting at 19.5%, this demonstrates that PA is a key area for development in the next academic year both whole school and from a PP perspective. Meetings will be booked in with PP Lead and FLO's in Sept to discuss possible strategies to improve this moving forward.

Wider Opps

- Year 3 had the opportunity to learn to play the ukulele throughout the year. Each class has a lesson for 1 hour, with the lessons on a rotation so each class accesses a lesson once every three weeks.
- The children have learnt about the different musical notes, how to hold the instrument correctly, how to play a number of chords and how to play several songs.
- This provision allows for 100% of the children on the PP register in year 3, to access high quality lessons, taught by a specialist music teacher, enabling them to learn to play an instrument which may not be accessible outside of school. That's 36 PP children alongside the rest of their cohort, that have this opportunity due to PP funding.

Extra-Curricular Clubs

- Over the academic year 22-23, 18 clubs were available during Autumn terms, 17 clubs during Spring term and 37 clubs during the Summer terms for all children to access. Out of the 824 places that were allocated, 29.39% were taken up by children on the PP register.
 - **Autumn** – 71 out of a possible 260 slots were taken up by PP children
 - **Spring** – 84 out of a possible 230 slots were taken up by PP children
 - **Summer** – 128 out of a possible 471 slots were taken up by PP children.
- A greater emphasis over the spring half term was placed on Pupil Voice to discover the types of clubs that would be of interest to those PP children who did not access a club previously. As a result, clubs were set up with the emphasis of encouraging these children to participate. Promoting after school clubs and encouraging children on the PP register to

take up these places will continue to be a focus for all school staff. The Pupil Voice also revealed that whilst many of our PP children were interested in joining clubs, refusal to engage by parents meant that some children missed out. As a result, parental engagement with clubs will also be a focus for Sept 23.

Earthworks

- Throughout the year, all cohorts have had the opportunity to work with Kev the gardener to improve our outdoor environment. 100% of our PP children (attendance dependant) throughout the school have benefitted from these sessions.
- These sessions have helped to develop the children's understanding of the natural world and helped to promote a sense of pride in their outdoor educational settings. As well as this, fine and gross motor skills such as digging, filling and pouring have been enhanced.
- Other areas of learning were also developed such as Communication and Language and People and Communities in EYFS and further development of key skills and understanding of topics taught in Key Stage 1 and 2 including Local Environment, Agriculture, Seasons, Plants and Bees.

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
Read Write Inc	Ruth Miskin Training
White Rose Maths	Trinity Mat
Times Tables Rockstars	Maths Circle LTD
Opening Worlds	Haringey Education Partnership
HEP Science curriculum	Haringey Education Partnership
NELI	Nuffield Early Language Intervention
ROAR	Merseyside Youth Association
Wellcomm	GL Assessment
Third Space Learning	Third Space Learning
LLSP (Sport Services)	Liverpool School Partner
Earthworks	Kevin Curran
Wider Opps	Resonate

Further information (optional)

Pupil Premium children will be discussed first at regular progress review meetings, highlighting the need to ensure that our most vulnerable are being catered for. Staff will attend CPD at how best to support the learning of pupils with aims to close the gap.