

PUPIL PREMIUM – 2019/20 Impact Statement

Following a National Lockdown the impact will be drawn across action taken and outcomes from 2019 Autumn 2 data and latest historical data.

INTERVENTION 2019/20	Average COST	IMPACT/OUTCOMES	RESULTING ACTIONS 2020/21 Total Cost: £291,485
<p>Funding additional staff in Reception, Key Stage 1 and Key Stage 2 to organise and deliver whole class intervention lessons, small group teaching and 1-1 after school tutoring for targeted pupils and Easter School.</p> <p>This also focused on post – teaching opportunities to address gaps in learning for disadvantaged pupils.</p>	<p>£253,294 inclusive of aspects below.</p>	<p>In The EYFS disadvantaged pupils continue to do better than other disadvantaged pupils both Nationally and within Local Authority. 64% of disadvantaged pupils reached a GLD, an improvement of 4% since 2017. There are also continued improvements in prime and specific areas of learning.</p> <p>In KS1 Pupil premium pupils make better than average progress in Reading, Writing and Maths however the number of pupils reaching expected is below National and Local Authority averages. The gap is greatest in Reading. The number of disadvantaged pupils reaching expected in RWM combined is higher than the National and Local Authority average for disadvantaged pupils. This is also higher than all pupils within the school. (see below for further details)</p> <p>In KS 2 Pupil Premium Pupils</p> <p>In writing disadvantaged pupils make significantly above national progress (+1.2). Compared to national Non –Disadvantage (+0.3)</p> <p>In Maths disadvantaged pupils make significantly above national progress (+3.7) compared to National Non- Disadvantaged (+0.4)) This has remained a three trend for progress in Maths.</p> <p>In Reading disadvantaged pupils make significantly above national progress (+3.7) compared to National Non- Disadvantaged (+0.3) This is an improving trend for progress in Reading.</p> <p><u>Resources purchased to enhance interventions and develop quality first teaching:</u></p> <p>Purchase of new Reading Books in all Key Stages to plug gaps in breadth of reading materials.</p> <p>Purchase of new phonics scheme.</p> <p>Power of Reading class sets of books purchased.</p> <p>Project Loan Books sourced through School Library traded service.</p> <p>Staff have received CPD on Teaching of Phonics including purchase for new resources.</p> <p>Staff member assigned to monitor and review pupils GPP across the school for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Closing the gap between our disadvantaged and non – disadvantaged continues to be a priority in particular in Literacy especially following National Lockdown. • Catch Up Funding approx. £36000 will be allocated in Autumn2 to support tutoring for those pupils. Focus will be in Reading. • Improving the rate of improvement in line with non – disadvantaged is also an area of focus. (see below for further details) • Targeted Disadvantage Boys Reading/Speech and Language (NELI) Interventions in EYFS, continued implementation of Power of Reading. Following COVID evaluation of impact this will continue to be an area of focus. • Steps to Reading will also be embedded across the school. • Continue to Review of Early Reading – further CPD. • Increased Parental Involvement across EYFS. Establishment of consistent use of online communication portal. £2000 • Building on Reception skills and knowledge in Year 1 through continuation of Continuous provision. Purchase of resources and NTP. £1000. • Reading and Phonics Focus room re-established following easing of Local restrictions and Gov Guidance • Further purchase of new home Reading books to develop further breadth and consolidation of

		<p>New home reading reward scheme developed and resourced with Bronze, Silver and Gold badges.</p> <p>Phonics support room developed and resourced with key staff and additional resources.</p> <p>MITA project completed including release of staff costs.</p> <p>Staff CPD supply costs for Literacy and Numeracy £6397.</p> <p>Online resources purchased to enhance spelling within school and at home – Spelling Shed and Literacy Shed.</p>	<p>phase 3 and 4 £2000</p> <ul style="list-style-type: none"> Oxford reading Tree Online Reading and diagnostic tool for remote learning £750 GPP developed for Pupil Premium and pupil premium higher attainers to ensure they are challenged and reach/ exceed their full potential. Member of staff assigned role to monitor application of actions and impact. Home Reading Rewards and Incentives (£1,000) bronze, silver, gold badges) Library Traded Service – full package to include authors. 																																																																																																																																	
<p>Further increase Teaching Assistant provision in Early Years to provide rich language programmes for the development of Literacy, Physical Development and Phonics.</p>	<p>£23,000</p>	<p>EYFS Pupil Premium compared to LA and National Pupil premium and other pupils.</p> <p style="text-align: center;">Prime Areas</p> <table border="1" data-bbox="887 592 1541 783"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>85%</td> <td>77%</td> <td>76.3%</td> <td>89%</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>79.2</td> <td>78.1</td> <td>67.9</td> <td>79.6</td> <td>67.7</td> <td>81.5</td> </tr> <tr> <td>2019</td> <td>88%</td> <td>87.5</td> <td>67.1%</td> <td>80.3</td> <td>66.7%</td> <td>81.4</td> </tr> </tbody> </table> <p style="text-align: center;">Specific Areas.</p> <table border="1" data-bbox="887 826 1550 1018"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>60%</td> <td>67%</td> <td>52.6%</td> <td>70.6%</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>62.5</td> <td>68.8</td> <td>57.5%</td> <td>72</td> <td>56.3%</td> <td>73.5</td> </tr> <tr> <td>2019</td> <td>64%</td> <td>75</td> <td>53.7%</td> <td>71.8</td> <td>55.7%</td> <td>74</td> </tr> </tbody> </table> <table border="1" data-bbox="887 1070 1550 1238"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>72%</td> <td>64%</td> <td>76%</td> <td></td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>72%</td> <td>60%</td> <td>73%</td> <td></td> <td>76%</td> </tr> <tr> <td>Number</td> <td>83%</td> <td>81%</td> <td>68%</td> <td>79%</td> <td></td> <td>82%</td> </tr> <tr> <td>Shape</td> <td>83%</td> <td>78%</td> <td>71%</td> <td>82%</td> <td></td> <td>84%</td> </tr> </tbody> </table> <p style="text-align: center;">GLD</p> <table border="1" data-bbox="887 1299 1541 1378"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	2017	85%	77%	76.3%	89%			2018	79.2	78.1	67.9	79.6	67.7	81.5	2019	88%	87.5	67.1%	80.3	66.7%	81.4		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	2017	60%	67%	52.6%	70.6%			2018	62.5	68.8	57.5%	72	56.3%	73.5	2019	64%	75	53.7%	71.8	55.7%	74		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Reading	67%	72%	64%	76%		79%	Writing	63%	72%	60%	73%		76%	Number	83%	81%	68%	79%		82%	Shape	83%	78%	71%	82%		84%		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils								<ul style="list-style-type: none"> Continue to close in school gap for Specific areas of learning for pupils in receipt of Pupil Premium Funding in particular Language where the gap is widest following COVID restrictions. Further evaluate and review teaching of Phonics and Early Reading. Introduce NELI to support lack of speech as a result of National Lockdown. (Catch Up Funding and supply costs) Maximising the outdoor provision to further develop every opportunity to enhance learning particularly for disadvantage boys. <p>EYFS Greatest Gaps 2019</p> <p>Listening and Attention Making Relationships Moving and Handling Being imaginative Reading. Writing.</p> <ul style="list-style-type: none"> Increase TA provision in Year 1 to plug these gaps in 2020-21 year as key areas of gaps.
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<p>Curriculum enrichment developing wider opportunities for our pupils within and beyond their community.</p> <p>To assist with parental contributions for residential, extra-curricular activities and enrichment opportunities. This is one of our identified Curriculum Drivers and Kirkby Collaborative Learning Charter.</p>	<p>£8000</p>	<p>Chester Zoo. Imagine That. Indian Cultural Experience – Year 2. Altru Drama – Online safety West End in School – Bringing Books to Life. Liverpool Museum – Egyptians etc. Liverpool World Museum. Tate and Kirkby Gallery. London Eye and surrounding areas. Barnstondale Residential Year 5. York – Viking Experience. Chester – Roman Investigation. Lake District – Ambleside x 4. Kingswood Residential – Year 6. Carmill Lake – Fire and Rescue. Tatton Park. Plaza Cinema. Windmill Farm. Catalyst Museum. M&S Arena. St Martins Church. Calderstones Park. Great Fire of London Workshop. Knowsley Safari Park. Prime VR day x 2</p> <p>Full/Partial funding to enhance curriculum – transport costs and pupil premium support.</p>	<p>Continue to develop cultural capital opportunities for disadvantaged pupils.</p> <p>Further enhance Quality of Education by further embedding and applying knowledge and skills in the classroom.</p> <p>Early Years focus (knowledge and understanding of the world)</p> <p>Enhance and evaluate extra -curricular opportunities linked to school curriculum drivers and Intent. Continue to review following National Guidance.</p> <p>Review ways to enhance pupils experiences through Pandemic.</p> <p>Reading and Vocabulary whole school focus. Curriculum review to enhance intent to include focus on developing vocabulary across the curriculum.</p>																					
<p>Release our Deputy Headteacher to undertake family, individual and SEND pupil programmes of support within the Inclusion Team.</p>	<p>£253, 294 inclusive of all additional adults.</p>	<p>Review of SEND provision including those for behaviour support. Evidence of good practice recorded by external providers. SEND progress Reading (+0.1), Writing (+1.5), Maths (+6.2) Good practice shared and recognised. – ASC strategies, PSP,PPP, GPP etc. PPP regularly reviewed and strong whole school monitoring. Communication between school sectors to ensure best outcomes for our vulnerable pupils in receipt of pupil premium funding. Evidence of good practice recorded by external providers.</p> <p>2 year provision and Nursery now includes early intervention and communication. Evidence collated for whole school mental health quality mark. Awaiting outcome.</p>	<ul style="list-style-type: none"> • Further development to include mental health strategies and resilience. • New Mental Health position developed to support SEMH pupils and nurture groups. • DESTY implemented across school for targeted pupils. • Purchase and implementation of Jigsaw resilience tool kit. Embed as an intervention. • Achieve mental health quality mark. 																					

<p>Appointment of Attendance Officer to track and target attendance. Additional responsibilities include support in Early Help and Nurture support for our vulnerable pupils. Resources to reward attendance.</p>	<p>£253, 294 inclusive of all additional adults.</p> <p>£1950 attendance traded service.</p>	<p>This remains a key area for the school. Monitoring and involvement of LA officers to address PA of some pupils. Attendance of Pupil premium Pupils remains a key focus.</p> <p>Absence of pupil premium pupils 2018 = 5.1% compared to others 3.5% Persistent Absentee = 17.9% compared to others 8.2%. Absence of pupil premium pupils 2019 = 5.0% compared to others 3.3% Persistent Absentee = 15.2% compared to others 6.1%. This has improved overall from 2018 but remains a priority. Absence of pupil premium pupils March 2020 = 7.2% compared to others 4.8%</p>	<ul style="list-style-type: none"> • Work with LA on further support and challenge for pupil premium pupils who have low attendance/PA. • Continue to purchase attendance rewards and incentives. • Review of support offered to pupil premium parents not returned school. • Purchase School Improvement Liverpool traded service. • Further analyse pupil premium pupils who are mobile and their impact on data.
<p>To provide enrichment activities to boost the development of Mathematics and English (Reading will remain a school priority), (develop opportunities to extend vocabulary)</p>	<p>£10,000</p>	<p>Power of Reading further extended to all classes to enhance targeted areas of Reading. Spelling Journals and Spelling Shed embedded across school – monitoring focus. Pupils engaged and improvements in Spelling ages. Timetables Rockstars embedded across school and pupils engaged in positive challenge and competition. Increased focus on vocab with Vocab walls established in all classes. Weekly Mathletics champions celebrated in assembly. Increased use of Mathletics at home. Library SLA – Author visits etc. Including HA focus group Reading Club, book loan.</p> <p>Lesson observations/Walks and pupil voice shows an increase in pupil's enjoyment of whole class spelling sessions.</p> <p>Pupils show and interest in books read in class and talk with enthusiasm.</p>	<ul style="list-style-type: none"> • Spelling Shed online homework support. • Rockstar superstar online homework support. • Vocabulary planned across the curriculum. Vocab walls extended to other curriculum areas. • Author visits. • Mathletics/Rockstar and Spelling Shed leader board established. • Library links and book loans. • Parent Reading sessions focus on comprehension and discussion. • Review and evaluate Early Reading and Phonic support across the school. • Interventions for pupils lacking home reading support using TA and NTP.
<p>To further develop The Mentoring Programme to improve pupils understanding of what and how they need to improve and their involvement in target setting and their own learning.</p>	<p>£3000</p>	<p>Pupil Profile Sheets further developed. NFER tests purchased to further develop identification of gaps in learning.</p> <p>All pupils have scaled scores to identify progress, enhancing Target tracker.</p>	<ul style="list-style-type: none"> • Purchase of Year 1 standardised tests in-line with whole school (NFER gap) (£600) • Review of marking and feedback policy for all subjects. • Review of feedback during remote learning including assessment of work. • Review of Assessment procedures under New Framework and remote

Intervention KS1 and KS2 to deliver intervention programmes to individual and small groups of children who need a boost to their learning in particular Maths, Phonics, Reading and GPS without detriment to a broad and balanced curriculum.

TA 3 to provide post teaching to plug any gaps in Reading, Phonics and HA Maths in KS1.

£253, 294 inclusive of all additional adults.

£15,000 supply and CPD costs.

Phonics Year 1

	School		Local Authority		National	
	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils
2017	70.4%	94%	67.4%	84%	68%	83%
2018	86%	82%	67.4%	85%	71.8%	85%
2019	56%	60%	70%	85%		

KS 1 Summary

		School		Local Authority		National	
		PP	Other	PP	Other	PP	Other
2017	Reading	54.3%	79.4%	61.2%	75%	61%	78%
2018		56.9%	71%	60.5%	77.7%	62.5%	78.9%
2019		58.6%	71%	58.2%	78.6%	61.8%	78.4%
2017	Writing	55.9%	79.4%	52.9%	67%	52%	71%
2018		56.9%	68%	54.1%	70%	55.4%	74%
2019		58.6%	69%	50.1%	72.6%	54.7%	73.1%
2017	Maths	61.8%	85.3%	61.1%	76%	60%	78%
2018		60%	74.2%	61.5%	77.8%	62.8%	79.8%
2019		69%	71%	58.7%	78.8%	62.2%	79.2%
2017	RWM	48.6%	76.5%	47.7%	63.1%	52%	65.6%
2018		56%	54.8%	50%	67.9%	50.3%	70%
2019		55.2%		45.8%	69.1%	49.8%	68.9%

KS 2 Summary

	School		Local Authority		National 2019	
	PP	Other	PP	Other	PP	Other
Reading	76.2%	94.1%	68.4%	80.7%	62%	78.1
Maths	81%	94.1%	70.2%	82.2%	67.3%	83.7
Writing	66.7%	94.1%	66.7%	83.3%	67.7%	83.2
RWM	64%	88.2%	54%	72%	51.3%	71%
RWM HA	19%			12%		13%

KS 2 Scaled Score Summary

	School		Local Authority		National 2019	
	PP	Other	PP	Other	PP	Other
Reading	105	107.5	102.6	106	101.9	105
Maths	106	108	102.9	106	102.5	106

KS 2 Disadvantaged Progress.

	School		Local Authority		National 2019	
	PP	Other	PP	Other	PP	Other
Reading	3.7	3.96	0.56	1.2	-0.6	0.3
Writing	1.2	2.38	-0.68	0.5	-0.5	0.3
Maths	3.7	3.85	0.05	0.9	-0.7	0.4

learning.

- Continue to review Early Reading procedures and strategies.
- Phonics CPD. On helping pupils to catch up. SIL Catch up interventions.
- Phonic Support groups at Year 2 and 1.
- NTP Reading support across the school.
- Continue Audit and review of Reading and Phonic provision.
- Monitor impact of Reading and Phonic interventions through pupil progress meetings.
- Phonics Pupil Premium and in particular Boys in Year 1.
- Target of Year 5 and 6 for TA 4 and additional teacher interventions/ small group teaching.
- Target Year 3 and 4 TA 1-1 Reading support.

<p>Fund additional resources in Reading to provide greater variety in teaching methods, engagement/motivation of pupils and develop skills for the future.</p> <p>Access to Library Resources to support Reading engagement e.g. Junior Librarian.</p>	<p>£8,000</p>	<p>Library Books reviewed and additional books purchased. Additional Early Reading Books purchased for Reception with improved outcomes in Reading at EYFS. 84% on track to achieve phonics based on Spring assessments prior to lockdown. Power of Reading class novels purchased for year groups. Home Reading Challenge established and monitored.</p>	<p>Further purchase of Home Reading Books at KS 2.</p> <p>Purchase of books to plug gaps in resources.</p> <p>Ensure clear progression in Reading from Star Fish to Year 6. Develop clear overview and monitor delivery.</p>
<p>Provide specialised resources (Kids in MIND counselling) for individuals and groups of pupils as recommended by specific agencies or identified through pupil progress meeting or end of year tests as a targeted area for pupils in receipt of Pupil Premium.</p> <p>Additional Educational Psychologist Services.</p>	<p>£10,000</p> <p>£1,150</p>	<p>CASE STUDY 4 <u>Pupil A =</u> 2018-19 September – January (Incidents of behaviour x 15) January – April (Incidents of behaviour x 6) April – July (Incidents of behaviour x 6)</p> <p>2019 -20 September – March (Incidents of behaviour x 1)</p>	<p>Further enhance use of additional Educational Psychologist support across the school.</p> <p>Review online counselling provision through KIDS in MIND.</p> <p>Appoint TA3 to provide nurture across the school for targeted pupils. Gofs approval Nov 2020.</p>
<p>Provide daily snack for all pupils.</p>	<p>£2000</p>	<p>All pupils receive toast and fruit daily mid- morning to boost learning and concentration.</p>	<p>Continue to provide daily snacks for all pupils.</p>
<p>Purchase PE equipment/uniform for pupils in order to participate in Sport within and after school.</p>	<p>£500</p>	<p>Pupil participation in PE has increased with pupils having access to kit. In particular pupils who would otherwise avoid PE are now engaging.</p>	<p>Review of PE uniform stock.</p> <p>Continue to monitor participation.</p>
<p>Provision of Breakfast club as required.</p>	<p>£1000</p>	<p>CASE STUDY <u>Pupil A =</u> Persistent absentee 88% 17-18 Accessed free breakfast club 18-19 Absence continues to improve 2019-20 96%</p> <p><u>Pupil B =</u> Persistent absentee 85% 17-18 Accessed free breakfast club 18-19 Absence continues to improve 2019-20 98%</p>	<p>Continue to provide breakfast club to improve pupil welfare and attendance.</p> <p>Targeted pupils only during Pandemic.</p> <p>Review in Feb 2021.</p>