

**Pupil Premium progress and impact statement Summer 23**

**Teacher Assessment showed the following at the end of Summer 2023**

**Pupil Premium Summer 2023**

RECEPTION	Reading	Writing	Maths
No of pupils <u>18 PP</u>	Achieved ELG	Achieved ELG	Achieved ELG
National 2019 (old EYFS curriculum National Other)	77%	74%	80%
Autumn 2022 (proportion on track for ELG)	0%	0%	0%
Summer 2023	50%	45%	45%

Year 1 PP	Reading		Writing		Maths	
25 pupils	On track ARE	On track GDS	On track ARE	On track GDS	On track ARE	On track GDS
Autumn 2 22	39%	0%	38%	0%	44%	0
July 23	48%	10%%	29%	5%	44%	0

Year 2 PP	Reading		Writing		Maths	
33 pupils	On track ARE	On track GDS	On track ARE	On track GDS	On track ARE	On track GDS

<b>National 2019</b>		<b>75%</b>	<b>25%</b>	<b>69%</b>	<b>15%</b>	<b>76%</b>	<b>22%</b>
	<b>January 2022</b>	<b>25%</b>	<b>11%</b>	<b>40%</b>	<b>0%</b>	<b>54%</b>	<b>0</b>
	<b>Summer 2023</b>	<b>50%</b>	<b>11%</b>	<b>33%</b>	<b>5%</b>	<b>58%</b>	<b>0</b>

<b>Year 3 PP</b>		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
<b>26 pupils</b>		<b>On track ARE</b>	<b>On track GDS</b>	<b>On track ARE</b>	<b>On track GDS</b>	<b>On track ARE</b>	<b>On track GDS</b>
	<b>Autumn 2021</b>	<b>56%</b>	<b>4%</b>	<b>20%</b>	<b>0%</b>	<b>38%</b>	<b>0</b>
	<b>Summer 2022</b>	<b>56%</b>	<b>4%</b>	<b>48%</b>	<b>0%</b>	<b>58%</b>	<b>0%</b>

<b>Year 4 PP</b>		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
<b>37 -pupils</b>		<b>On track ARE</b>	<b>On track GDS</b>	<b>On track ARE</b>	<b>On track GDS</b>	<b>On track ARE</b>	<b>On track GDS</b>
	<b>Autumn 2022</b>	<b>35%</b>	<b>0%</b>	<b>10%</b>	<b>0%</b>	<b>35%</b>	<b>0</b>
	<b>Summer 2023</b>	<b>38%</b>	<b>3%</b>	<b>27%</b>	<b>0%</b>	<b>38%</b>	<b>0</b>

<b>Year 5 PP</b>		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
<b>30 pupils</b>		<b>On track ARE</b>	<b>On track GDS</b>	<b>On track ARE</b>	<b>On track GDS</b>	<b>On track ARE</b>	<b>On track GDS</b>

	Autumn 2022	45%	7%	33%	0%	40%	0
	Summer 2023	48%	10%	42%	0%	48%	0

Year 6 PP	7	Reading		Writing		Maths	
		On track ARE	On track GDS	On track ARE	On track GDS	On track ARE	On track GDS
National (2019)		73%	27%	78%	20%	79%	27%
PP National 2019		62%	17%	68%	11%	67%	16%
Pupils 33	Autumn 22	43%	0%	50%	0%	30%	0
	Summer 2023	28%	15%	52%	0%	30%	6%

Impact of approach

### Teaching Strategies

- All teachers received training on reading comprehension, phonics (Letters and Sounds ), use of journaling and teaching for mastery in maths through the North West Maths Hub. They also received further training on writing through the Literacy Company.
- All teachers engaged in improving the quality of teaching and learning through the Learning without Limits programme and this was a school improvement priority .
  - Small steps of progress seen in each class .
  - School improvement associate Paul Tomkow (HMI) commented after an LA assurance visit that **“In key stage 1 and key stage 2 classes I saw consistency in the teaching of this subject.. There was clear evidence that pupils across the school are progressing well through the mathematics curriculum.”**
  - He recommended time is needed for progress in maths to embed and work through school.
  - Paul Tomkkow HMI also agreed with our SEF judgement of good in Quality of Education.
  - The % of pupils meeting expected and above increased to be closer to national in all core subjects at KS1 for both disadvantage and non disadvantaged pupils..
  - There was an increase of 8% in the number of disadvantaged pupils meeting expected standard in maths in Y6 and a 6% increase in those meeting higher standard (15% from 3% in 2022).
  - The progress score disadvantaged pupils made improved in reading, writing and maths from 2022
  - Progress and average scaled score for all pupils and disadvantaged pupils increased in Maths in 2023
  - Staff confidence in delivering phonics and guided reading across phases has grown and more staff are now upskilled in the approach although this needs further work. Y1 Screening test in June 2022 showed

phonics outcomes were in line with National at 76%. (2 dual registered pupils removed from cohort number)

- Weekly Arithmetic test scores across school showed an improvement in basic arithmetic skills in Y2-6 between September 22 to July 23.
- Despite a drop in overall outcomes in reading in Y6, we saw an increase in the % pupils (disadvantaged and other) who met Higher standard from 3% to 15%
- A whole school approach to handwriting raised the standard of handwriting in KS1 and 2.

#### ● **Targeted Support**

- The staffing was deployed effectively during autumn and summer term across KS1 and Year 6 – data in year 6 showed an increase in attainment for all subjects in teacher assessment and met predicted targets in maths and writing.
- Year 5 additional support was used for the HLTA to target specific children in smaller groups in addition to the Maths and English lessons – this led to an increase in all subjects of children on track to be ARE by the end of summer term
- Academic mentor in year 2/3 worked with identified children in maths and English
- Academic mentor worked with pupils in Y2/3/4 on Numbers Stacks and 100% targeted pupils made progress from starting points.
- High quality small 1:1 and small group tuition for phonics in EYFS and KS1 - implemented across Reception and KS1 led to phonics outcomes in Y1 being in line with National meeting the standard. In Summer term phonics
- WELLCOMM intervention in F1 and F2 impacted on progress with EYFS children.
- Number Stacks was implemented with success - 100% of the children who use the NS programme made progress in from their baseline assessments.
- The use of IDL supported EAL/SEND PP learners within the school environment.
- Small group bespoke literacy and maths groups were set up in Y3/4 to support the small step progression of SEND children with targeted and specialist support from our SENDCO
- We increased the funding to employ SALT for 2 full days per week but their capacity to deliver this meant we had to reduce time. Additional TA training took place to ensure they have access to the most up to date training and increased sessions on the timetables across KS1 for identified children with SALT needs - the impact of this support has been more children receiving targeted interventions and some of the children have now been discharged with age appropriate skills or long term strategies for support within the classroom

#### ● **Wider Approaches**

- Children who returned to school showing signs of anxiety and have struggled to settle need additional mentoring support to ensure they can access their learning and re-establish relationships - Children were identified on an ongoing basis from CPOMS, Pupil progress meetings and observations within the classroom and on the playground. 1:1 sessions, small group sessions and whole class support were put in place. The children will continue to be supported by the pastoral team into Autumn 2022. The school also made 15 referrals to the MHST CAMHS for further additional specialist support and 13 children were offered appointments.
- The school continued to offer additional emotional support through in house nurture bases funded by LA IPFAs. One group for children on the ASC pathway and the other for 12 pupils in Y4 with additional SEMH needs. 2 of these pupils will be reintegrated into mainstream classes next year.
- The MHST team worked with a total of 50 pupils in whole class, small or 1:1 group sessions, 22 pupils received 1:1 counselling from AP2B and /or Brighter Horizons, 3 pupils received therapy from the ADHD foundation and 8 pupils received ELSA therapy. 74 children from KS2 regularly accessed A Place 2 Talk. Of the children receiving 1:1 counselling 67% staff and 61% parents said they saw an improvement in their mental health.
- 4 families engaged with the PIPTD parental programme through a P2B and
- 5 pupils attended the Crea8ing careers Better In Schools Programme with very positive outcomes.
- 4 identified F1 parents of children with attendance of under 90% attended a series of in-house attendance workshops led by our F1 teacher and LA attendance officer. The session focused on good routines and the importance of school. All 6 pupils had an increase in their attendance by July 22.
- Pupils from Y2-6 received emotional well being units of work from Thumbs Up education. Y6 received additional units of work focusing in Body Image, Self Esteem and Transition.
- The school was awarded our Attachment and Trauma Sensitive School Award at silver level by Dr Jennifer Nock and we continue to embed trauma informed practice. This significantly supported pupils with a history of ACES.

- Purposeful play was successfully introduced across the school as a curriculum focus and as part of our trauma informed practice. This saw a decrease in playtime behaviour incidents recorded between Autumn 21 and Summer term 23.
- After school PE clubs have been run and the school achieved the Wirral School Games award at Platinum level . The first school in our cluster to achieve this award. Pupils from Y2-6 attended 411 after school sports fixtures in the academic year 22-23.
- 57% of pupils on our SEN register attended at least one extra curricular event or competition.
- We have collaborated with agencies including The Hive, Tranmere Rovers FC in the Community, Liverpool FC Foundation, Everton FC in the Community, Sale Sharks Foundation, Birkenhead Rugby Club, Golf Foundation, Panathalon and Family Martial Arts who have helped improve the participation of pupils in physical activity through sessions and competitions in and out of school.
- Every year group from Y1 to Y6 experienced at least one school visit. Every year group in KS2 participated in a team building/ outdoor education day off site.
- The whole school (F2-Y6) attended a Christmas pantomime at a local theatre.
- Our family liaison worker offered Early Help to families in a range of ways including offering parental support sessions with the charity LEAF, signing posting families to the Wirral Toolbox and running our highly successful Social Supermarket.
- Around 18 (57%) parents attended the F1 “Little Explorers” workshops within the F1 class room each week. Workshops for parents were also delivered in phonics, Christmas crafts, SATS preparation and Zones of regulation. 95% parents said in our annual survey that they would recommend our school to another parent.
- Our School Assurance Professional visit report stated that: “The levels of care, guidance and support that I witnessed during this visit were of exceptional quality. Based on the evidence that I saw during this visit I suggest that leaders’ self-evaluation judgement for personal development would be better reflected in an outstanding judgement rather than good.”