



Rock Ferry
Primary School

Pupil premium statement for Rock Ferry Primary School 2023-4

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that research led practice is used readily to support the teaching of PPG children
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.

- Ensuring that the PPG reaches the pupils who need it most.

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our development planning is rooted in self- evaluation , evidence informed practice; using robust evidence alongside professional expertise to make decisions.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our tiered approach

To prioritise spending, we use a tiered approach, to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. **Teaching** – ensuring high quality teaching for all pupils.
2. **Targeted Academic Support** – evidence informed interventions.
3. **Other Wider Strategies** – addressing non-academic barriers to learning

Achieving these objectives:

The range of provision for this group include :

Teaching Strategies

- Regular focus for training in staff meetings throughout the year on effective teaching and learning models through Learning without Limits programme
- Team teaching and coaching set up to reflect on good teaching models.
- Staff engagement in joint book looks for in house moderation and cluster moderation sessions.
- For all teachers to play active in role in the review and development of whole school, meaningful feedback policy based on the EEF guidance document - Teacher Feedback to Improve Pupil Learning
- DHT and AHT to attend English LA training group and cascade training to all staff focusing on what is good English teaching?
- To embed explicit self- regulation (zones of regulation), ATSS support systems and growth mindset strategies into all curriculum areas
- Staff training on improving mathematics curriculum using the EEF guidance documents.
- Joining of CAT and participation in networks and training for subject leaders
- Engagement in North West Maths Hub.
- Use of the Engagement Model to plan individual support for SEND children
- **Introduction of Maths Dictionary to embed maths vocabulary -training for staff from local school.**

Targeted Academic Support

- Training for TAs - for Number Stacks, Guided reading, phonics and maths dictionary
- Interventions planned and targeted according to barriers during termly PPMs.
- Monitoring of impact of targeted support.
- Continued implementation of Phonics scheme– up front training, follow on support, use of materials, coaching relationships with peers
- Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this
- Small group tuition focusing on development of maths and reading skills.
- Daily assessment for same day interventions and individual feedback for these pupils daily.
- Pupil voice to tweak approach used.
- Identified children to attend additional before and after school individual and small group sessions.
- Ongoing assessments to priorities next steps, with communication between mentor and teacher.
- Use of pre-teaching as part of tuition sessions.
- Small group pre-teach and booster sessions with HLTA for identified year 6 children
- Speech and language therapist employed for one day a week to work with identified children and develop staff training.
- 1:1 interventions and group interventions focusing on language development, use of language and social skills

- Daily basic skills intervention for identified pupils from SENDCO.

Wider Strategies

- Purposeful play timetabled as curriculum time for all pupils.
- Introduce Forest School as part of curriculum and after school club
- My Happy Mind pilot and Growth Mindset focus for all pupils.
- Play interventions /sensory circuits/ yoga for identified pupils weekly
- Bespoke provision to support children with SEMH needs (Jimmy Cross).
- Free breakfast for all pupils.
- Develop healthy eating habits and provide a healthy snack each day for all pupils.
- Trauma Informed Practice continued to be embedded in all classes .
- Mental health therapy sessions for identified children and parents through Brighter Horizons and MHST.
- ADHD therapy sessions for identified pupils.
- 2 In house nurture bases provide additional bespoke support for identified pupils focusing on self regulation and emotional support.
- ELSA Teaching Assistant who work on bespoke programmes of support for children as needs are identified
- Subsidised trips and residentials and cultural visits _ Theatre/ Rock Kidz
- Social supermarket runs daily to support families needs.
- Attendance and Early Help officer to support core families and improve school attendance
- Parental engagement TLR to work on family engagement and help improve attendance and outcomes.
- Daily after school clubs available with a focus on physical activity.

3 Year Plan 2022-2025

Three Year Plan

At RFPS, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects

Our priorities are to ensure that we do this are:

AIM 1: To close the gap in attainment between pupil premium children and our non-disadvantaged children.

AIM 2: To ensure that pupil premium children with SEND make good or better progress from starting points.

AIM 3: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers, with a focus on their social and emotional wellbeing.

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Maintain high levels of attendance	Ensure attendance of disadvantaged pupils is above 96%

School overview

Detail	Data
School name	Rock Ferry Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	65%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sara Radley
Pupil premium lead	Sara Radley/ Andrea Lavender
Governor / Trustee lead	Mark Easdown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,330 estimate for 22-23,
Recovery premium funding allocation this academic year	£29,000 22-23 allocation split into 4 payments, 2 this financial year 2 next
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Challenges

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

Challenge number	Detail of challenge
1	Fewer enriching life experiences (as a stimulus for other learning, and making links in learning)- limited experiences which impact on children reaching ARE.
2	Narrowing the attainment gap across Reading, Writing and Maths

3	Weaker basic skills on entry into school – communication Low Language levels (SALT ,) .This is also impacted on by the effects of the national lockdown and lack of access to technology and resources to support learning at home
4	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers
5	Socio –economic disadvantages- i.e poverty / housing issues
6	Lack of aspirations and parental involvement – lack of value placed in education
7	High level of ACES in families and children.
8	Overcoming the significant impact of COVID 19 on children who did not attend school
9	Lack of value placed on education - Higher levels of absenteeism amongst disadvantaged pupils.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Writing - to implement a clear writing cycle in KS2 to create and develop enthused and confident writers- Use of LA training group and Lit co materials • Reading – continue LA training group with Megan Dixon about models of reading and a balanced, high quality reading programme cascaded to staff focus on reading assessment. • Team teaching and buddy support for staff for self-reflection.using Learning without Limits prgramme to embed mastery teaching. • Engagement in year group clusters and moderations with the LA • Internal book looks and moderation • Regular focus of staff training throughout the year about good teaching and learning models 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. As a result we will moderate and train all of our staff to ensure consistency off judgment</p> <p>EEF- Literacy (+5 months) - Literacy</p> <p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p> <p>EEF Reading comprehension Strategies (+6 months progress)</p> <p>EEF Phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</p>	1, 2, 3 and 6

<ul style="list-style-type: none"> ● Training for TAs – for new phonics scheme, miscue analysis and guided reading. ● Relaunch use of library and review timetabling to allow reading for pleasure ● Ensure staff use AR reports weekly to teach skills in reading sessions. ● Spelling- carry out whole school audit and implement approach through KS2 	<p>development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	
<ul style="list-style-type: none"> ● Maths - staff training for all staff on improving mathematics using the EEF guidance documents. ● Engagement with buddy partner for team teaching/reflection ● 1:1 planning and coaching with Maths Lead /Buddy teacher Engagement with North West maths hub for support. ● Direct teaching and paired teaching across all phases ● Lead teachers in F2 and Y2 to ensure that the NCETM Mastering Number Maths Project is effective in securing children's number sense and will engage with the NW maths hub. ● Regular monitoring and review through PP meetings and staff meetings. ● Raise profile of use of manipulatives and concrete apparatus across the school. ● Introduce Maths Star termly assessment to give standardised scores and next steps. ● Introduce Maths Dictionary to develop maths vocabulary . 	<p>EEF- Maths .- Improving Mathematics in the Early Years and Key Stage 1</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in orders.</p> <p>EEF Planning Guidance 2022-23</p> <p>Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice</p> <p>EEF toolkit- Mastery teaching</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	1, 2, 3 and 6

<ul style="list-style-type: none"> For all teachers to play active in role in the development of whole school, meaningful feedback policy based on the EEF guidance document - Teacher Feedback to Improve Pupil Learning Continue with CAT Learning without limits programme to develop quality of teaching and learning through the “Expert Teachers” research by John Hattie. All staff to have CPD about expert teaching/ metacognition. Support from SLT/Buddy teachers to build strategies for developing expert teaching into planning. Team teaching opportunities to build consistency. Pupil voice and feedback about how this is impacting and then to tweak. 	<p>EEF (+6 Months) – Feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes (+6). Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF - (+7 Months) Metacognition</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1, 2, 3,7
<ul style="list-style-type: none"> CPD - focus on the development of the schools approach to the Engagement Model for specific children Further training in bespoke assessments for SEND children <p>Support for staff on use of TAS in classrooms .</p> <p>Training for TAS through MITA programme (CAT)</p> <p>Looking at ensuring lowest 20% pupils have same LO but adaptive teaching</p>	<p>EEF - Special Educational Needs in Mainstream Schools</p> <p>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	1, 2, 3, 4 and 6

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

Budgeted cost: £ 220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Individual intervention programmes for targeted children for phonics and early reading skills. 	<p>EEF (+4 Months)- Small Group Tuition</p>	1, 2, 3, 4, 5 and 6

<ul style="list-style-type: none"> • Individual programmes of reading support for identified children – IDL, Rapid Phonics, fluency, additional guided reading in small groups. • Small group tuition focusing on development of reading skills. • Y3 and Y2 additional booster sessions with HLTA. • Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this from October half term • Effectively identify the gaps in pupil knowledge through individual assessments, WR assessments, TTRS assessments , Star reports and data analysis - this will be discussed at PPM's • Small group TA/teacher interventions in maths and English in year 1-6 • Teacher led interventions to focus on misconceptions from the taught sessions • Small group TA intervention for identified pupils: Number Stacks, phonics in Y2, TTRS,IDL • Daily Basic Skills group led by SENDCO for identified pupils . 	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (*4 months) Teaching Assistant Interventions -</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has on average a +4 month progress impact</p>	
<ul style="list-style-type: none"> • Identified children to attend additional before and after school individual and small group sessions led by AM or class teachers. • Ongoing assessments to priorities next steps, with communication between tutor and teacher. • Use of pre-teaching as part of tuition Sessions or by TAs . MATHs of the day delivered to identified pupils to make learning active. 	<p>EEF (+4 Months)- Small Group Tuition</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition will focus on the children in year 2, 3, 5 and 6 throughout Autumn Term</p>	1, 2, 3, 4, 5 and 6
<ul style="list-style-type: none"> • Speech and language therapist employed for one day a week to work with identified children and develop staff training. • Individual and group speech and language interventions in place across school 	<p>EEF - Special Educational Needs in Mainstream Schools</p> <p>In addition to good teaching for all pupils, some pupils will need specialist intervention, often delivered by a trained professional. The SEND Code of Practice advises that when 'a pupil continues to make less than expected progress, despite evidence-based support</p>	2, 3 and 4

<p>including - Lego Therapy, Ginger's Time to talk plus delivery of programmes designed by Speech therapist.</p> <ul style="list-style-type: none"> • EAL support from MEAS Practitioners offers weekly targeted sessions for EAL pupils. • Maths of the day delivered to identified pupils to make targeted learning active. 	<p>and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.</p> <p>EEF - Using Digital Technology to Improve Learning</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Family support for vulnerable children and families across school, including parenting and supporting SEMH • Attendance officer to support core families and improve school attendance • Weekly meetings of pastoral team and regular panel meetings from LA attendance officer to track attendance patterns, • Use of FFT to help above • TLR for family engagement to work with families identifying areas they would like further support on. • The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support. <ul style="list-style-type: none"> ○ Coffee Mornings ○ Volunteer parent readers ○ PEEP workshops in EYFS ○ Attendance support group ○ Social supermarket ○ Zones of regulation sessions ○ ADHD and MHST team support ○ Termly/weekly workshops on areas such as maths and phonics held in school and with children. • All children who are eligible for the pupil premium will be supported to engage in a 	<p>EEF (+3 Months) – Parental Engagement</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading • the involvement of parents in their children's learning activities; • more intensive programmes for families in crisis. 	<p>1, 4, 5 6 and 7</p>

<p>wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> <ul style="list-style-type: none"> • Subsidized trips and residentials. • Subsidized cultural activities- eg whole school Theatre trip and the visit from the Pops project X3 per year • Free breakfast offered to all pupils. • Use of specialist PE coaches/teacher to run focus groups and cross curricular after school sports activities and competitions during the year. 		
<ul style="list-style-type: none"> • Forest school days and half days with identified children from across school. • 2 Hubs to support SEMH needs set up as Therapeutic classrooms and focus on PSHE work. • Sensory circuits weekly with PE apprentice for identified pupils. • SEMH support through Place 2 Be, Jimmy Cross and behaviour lead. • 1:1 therapy sessions through ELSA, P2B, ADHD foundation and MHST team • Class and small group SEMH interventions - bespoke and focusing on CBT, Self-esteem and Resilience, bereavement, anxiety and worries with Thumbs UP. • Mental Health First Aiders available for pupils • Parental support offered through PIPTD project (A Place 2Be) , LEAF, Leapfrog. • Family support available through school home/liaison officer and DHT. • Whole school to embark on My Happy Mind Pilot. • Continue to work towards ATTSA gold level by embedding trauma informed practice. • Work on restorative practice with Jenny Nock. • Continue to build resilience and social skills through purposeful play. • Extend opportunities for genuine pupil voice 	<p>EF (+4 Months) - Social and Emotional Learning</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1, 4, 5 and 6</p>

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| <ul style="list-style-type: none">• Support from Jenny Nock and Jimmy Cross to ensure pupils in nurture hubs are catered for with a range of support mechanisms and have opportunities to develop resilience and self-regulation skills. | | |
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Total budgeted cost: £ 300,000

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 2022 academic year.

Teacher Assessment showed the following at the end of Summer 2022

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

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

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

Year 5 PP		Reading		Writing		Maths	
30 pupils		On track ARE	On track GDS	On track ARE	On track GDS	On track ARE	On track GDS
	Autumn 2022	45%	7%	33%	0%	40%	0
	Summer 2023	48%	10%	42%	0%	48%	0

Year 6 PP		Reading	Writing	Maths
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		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 both non disadvantaged and disadvantaged pupils improved 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 Creating 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.

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
Pathways to Read and Write Pivotal Behaviour training Pivotal	The Literacy Company
Number Stacks	
IDL	IDS group
WELLCOMM	GL Education
Place 2 Be mental health charity	Place 2 Be mental health charity
Learning by Questions Lbq.org	Learning by Questions Lbq.org
Accelerated Reading	Renaissance learning

