

## School overview

<b>Metric</b>	<b>Data</b>
School name	Parish C.E. Primary School
Pupils in school	203
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£101,430
2020 -2021 Catch-up fund allocation	£16,320
Academic year or years covered by statement	2020-23
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mrs Jennifer Young
Pupil premium lead	Mrs Claire Beechey
Governor lead	Mr Chris Melling

## Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	0.73
Writing	-0.40
Maths	1.54

## Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2 (RWM Combined)	54%
Achieving high standard at KS2 (RWM Combined)	0%

## Strategy aims for disadvantaged pupils

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
EYFS	Proportion of disadvantaged pupils achieving GLD is broadly in line with the national average	June 21
Phonics	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average	June 21
Meeting expected standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving the RWM combined will be in line that of 'all' pupils.	May 21
Achieving high standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving the high standard in RWM combined is broadly in line with the national average	May 21
Meeting expected standard at KS2 (RWM Combined)	Proportion of disadvantaged pupils achieving the RWM combined will be closer to the national average.	May 21
Achieving high standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving RWM combined at the high standard improves to be closer to the national average.	May 21
Progress in Reading KS2	Achieve above national average progress scores in KS2 reading. (0)	May 21
Progress in Writing KS2	Achieve above national average progress scores in KS2 writing. (0)	May 21
Progress in Mathematics KS2	Achieve above national average progress scores in KS2 maths. (0)	May 21
Other	Improve attendance of disadvantaged pupils towards the Trust target (97%)	July 21

## Teaching priorities for current academic year

Measure	Activity
To improve outcomes in reading.	<p>Supply costs to release staff to develop 'Read and Shine' weekly sessions in order to develop the direct instruction of content domains.</p> <p>Reading Leader to work 5 days for Autumn Term to develop the reading element of the 5 day cycle for Read, Write, Inc.</p> <p>Buy and embed the use of the 'Reading Spine' books across foundation subjects to promote reading across the curriculum.</p>
To improve outcomes in writing	<p>Supply costs to release staff to develop 'Write and Shine' weekly sessions in order to develop fluency and independence in written work. This session will allow for targeted feedback and development at word and sentence level for all children.</p> <p>To embed 'Talk for Writing' across Phase 1, including Talk for Writing training for Y1 teacher.</p> <p>Supply costs associated with releasing phase leaders from class to support teaching of writing at all phases.</p> <p>To buy and embed the use of the 'Letter-Join' handwriting scheme.</p>
Ensure all pupils have a high-quality oracy education.	<p>All staff to be Level 1 trained in Philosophy 4 Children through Sapere accredited trainer.</p> <p>P4C to become key component of our 'Speak Its' which will form part of our teaching and learning offer.</p> <p>Develop the Teaching and Learning policy in line with the Voice 21 Benchmarks for developing a high-quality oracy education.</p>
To ensure the planning and infrastructure is in place to support remote learning in a highly effective manner.	<p>Invest in training to ensure that all stakeholders are fully informed and trained in order to deliver learning remotely in an effective manner.</p> <p>Invest in online learning platform to support remote education/home study.</p> <p>Supply costs to release subject leader to train staff on high quality remote teaching and learning (using 'Teaching Walkthrus.')</p>
Barriers to learning these priorities address	<p>Lack of home support with reading and lack of promotion of reading for pleasure</p> <p>Poor oral language skills</p> <p>Parental engagement</p>
<b>Projected spending</b>	<b>£11,412</b>

## Targeted academic support for current academic year

Measure	Activity
Accelerate the progress of disadvantaged pupils in reading.	<p>Additional teacher support in Y2 &amp; Y6 to support phonic/ writing development and to help children 'catch up'.</p> <p>Additional support in Y1 to allow for targeted phonic interventions.</p> <p>Fund small group (and 1:1) reading interventions for disadvantaged pupils not making accelerated progress based on baseline assessments.</p>
Accelerate the progress of disadvantaged pupils in writing.	Fund small group writing interventions for disadvantaged pupils not making accelerated progress based on baseline assessments.
Accelerate the progress of disadvantaged pupils in maths.	Fund small group maths interventions for disadvantaged pupils not making accelerated progress based on baseline assessments.
Barriers to learning these priorities address	<p>Lost learning due to school closure.</p> <p>Addresses historic downward trend in maths.</p> <p>Lack of positive learning behaviours amongst pupils.</p> <p>Additional needs for pupils.</p>
<b>Projected spending</b>	<b>£56,988</b>

## Wider strategies for current academic year

Measure	Activity
Emotional Wellbeing	Health and Wellbeing champion to support the wellbeing of pupils. Trainee children's councillor to work with pupils to support emotional wellbeing.
Assisting Pupil Premium pupils in reinstating learning behaviours.	Partially fund a mentor from the National Mentoring Program to enable us to support PPG children with engagement and general well-being. Work with Imagine 4 Schools to provide training for staff on meta-cognition and work with pupils on this. Review Behaviour Policy to develop STAR approach for learning behaviours.
Support disadvantaged pupils with additional needs.	Continue to run an effective Nurture Group facility. Invest in a screening tool for dyslexia to ensure pupils with dyslexic tendencies are identified and supported effectively.
Supporting families to overcome individual barriers to learning.	Safeguarding Manager to support families with attendance and other acute needs. EWS service to support families with school attendance.
Develop a range of strategies to support disadvantaged pupils' engagement with the 7 Rainbow promises.	Complete the 'Learning to Work program' from St Helens Council with Year 6. Purchase resources to 'nurture curiosity' of pupils. Hold 'Learning Street' for KS1 pupils to influence aspirations.
Enable families to access remote education.	Invest in electronic devices to lend to families to support remote learning. Resources purchased to support learning at home – Read Write Inc (KS1), Times Tables (Y3, Y4 & Y5) & Maths Revision (Y6).
Promote reading for pleasure at home	Purchase a copy of a 'beloved book' for each pupil in Phase 1. Purchase a copy a book studied across the year for each pupil across Phase 2 & 3.
Barriers to learning these priorities address	Parental Engagement Social and Emotional Behavioural Difficulties Economic Adversity
<b>Projected spending</b>	<b>£49,350</b>

## Monitoring and Implementation

Area	Challenges	Mitigating actions and monitoring
Teaching	<p>Ensure staff are clear in the structure and delivery of the 'Write and Shine' and 'Read and Shine' sessions.</p> <p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Ensure that all staff have planned for online/remote learning in order to engage disadvantaged children.</p> <p>Ensure the successful delivery of a consistent approach to the teaching of reading across the school.</p> <p>Ensure the 'reading spine' books are accessed by pupils and staff are confident in using these to support teaching.</p> <p>Ensure teachers are aware of the importance of developing oracy in pupils and the long-term nature of strategies to support this.</p>	<p>Additional cover for monitoring provided by senior leaders.</p> <p>Regular monitoring of teaching and learning in English by English lead/Phase leaders.</p> <p>Regular monitoring of SeeSaw accounts by Senior Leadership Team to ensure remote learning in place and that pupils are engaging.</p> <p>Opportunities to add links to reading spine into Foundation subject planning.</p> <p>Support from Voice 21 on developing Oracy.</p>
Targeted support	<p>Ensure enough time for monitoring the impact of interventions/mentoring to support small groups.</p> <p>That groups for targeted intervention do not mix year groups (following Covid19 risk assessments.)</p> <p>That the curriculum is not narrowed for those children receiving additional support.</p> <p>Ensure that support received is high quality and has an impact</p>	<p>Using pupil progress meetings to closely monitor effectiveness of interventions and tutoring.</p> <p>English and Maths Leaders to monitor effectiveness and quality assure provision. Senior Leaders to monitor curriculum coverage for pupils in receipt of 1:1 and small group intervention.</p> <p>Regular training and staff support on the new Behaviour Policy.</p>

	<p>on learning. That class teacher have an awareness of and impact upon the intervention provided.</p> <p>That pupils are supported to use strategies taught through intervention to support learning in the classroom.</p> <p>Staff to be encouraged to promote Behaviour for Learning strategies as part of interactions with pupils.</p>	
Wider strategies	<p>Engaging the families facing the most challenges.</p> <p>Giving disadvantaged pupils access to remote learning.</p>	<p>Staff to continue to develop relationships with families with the most challenging whilst following Covid 19 risk assessments.</p> <p>Staff to identify disadvantaged pupils who may need to borrow school devices and/or have internet access provided by the school. Staff connecting daily with pupils teaching and supporting pupils when needed.</p>

## Review: last year's aims and outcomes

Aim	Outcome
To improve outcomes in reading for disadvantaged pupils.	Due to school closure, we cannot gauge the progress toward this aim, therefore this will remain a priority for this coming year.
To develop the oral language skills of disadvantaged and vulnerable pupils across school.	Strategies to develop oral language were developed. Vocabulary teaching was improved with key 'topic-based' vocabulary mapped out across the school. Talk 4 Writing was introduced across Phase 1. This continues to be a priority for the upcoming year in order to mitigate the impact of school closure.
To ensure all disadvantaged pupils are supported to achieve their academic potential.	1:1 and small group support for pupils led to good progress for pupils. It was difficult to establish the full impact of this due to extended school closure.
To encourage a positive attitude towards education from children and their families.	Prior to school closure, attendance figures were below the trust target. This will continue to be a priority for the upcoming year.