

Pupil premium strategy statement

2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Park Brow School.
Number of pupils in school	463 inc Nursery
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers.	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Claire Swinburn Acting Headteacher
Pupil premium lead	Claire Swinburn Acting Headteacher
Pupil Premium Governors	Rev Jeremy Fagan. Anna Truesdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Including Post Lac and EYFS.	£302,640
Recovery premium funding allocation this academic year	£34,328
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£336,968

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is paid to schools to maximise the potential of disadvantaged students.

At Park Brow School our primary aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. An 'ethos of attainment for all' (NFER 2015) is vital for our improvement journey, we see pupils as individuals rather than stereotyping disadvantaged pupils as a group with similar problems and less potential to achieve.

We will also consider the challenges faced by our vulnerable pupils, such as those who have a social worker or who are young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality teaching along with a strong intent and implementation of the curriculum are at the heart of everything we do, with a focus on areas in which disadvantaged pupils require the most support. Interventions to reduce barriers to learning are tailored towards the individual needs of our pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected and continue to require support including for our non-disadvantaged pupils. We make evidence-based decisions using assessment information. This is vital for us to review the actions frequently and decide whether to keep, adjust or replace them. Our clear responsive leadership has led to changes in staffing to increase capacity in key areas such as English, Maths, Inclusion, Attendance and safeguarding.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a school we regularly monitor pupils progress and attainment through a whole school timely approach through pupil progress meetings including representing the whole child i.e. Attendance, Safeguarding, SEND, Class teachers and TA.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. External Data and trends included within the document are based on the last statutory data of 2023 and ongoing internal data. Evidence is triangulated and based on information gathered for our Self Evaluation and School Improvement Documents.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In particular communication and language difficulties in EYFS, this has significantly increased since the pandemic especially for our disadvantaged pupils.</p> <p>Wellcomm data indicates that pupil's communication, language and interaction is significantly below age expectations on entry to Nursery.</p> <p>At the end of Reception (2023) there was an increase in outcomes in LAU (65% 2022, 80% 2023), Speaking (72% 2022, 87% 2023) and PSED (68% 2022, 99% 2023) for our pupils.</p> <p>Poor vocabulary is also evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>40.7% of our SEND pupils are on our register for communication and interaction. 18 pupils across EYFS and KS 1 receive specialist speech and language support almost all of whom are disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have less opportunities to read at home at an early age; this creates greater difficulties with their phonics than their peers. This negatively impacts their development as readers.</p> <p>Outcomes for Phonics 2023 are 57%. This is significantly below LA (77%) and national (79%).</p> <p>Disadvantaged outcomes - 47%.</p> <p>Early Reading continues to be an area of focus for our disadvantaged pupils.</p>

3

After a concerted and successful push to close the gap in attainment for our disadvantaged pupils in writing prior to the pandemic, there was a clear lack of opportunity for our disadvantaged pupils to write, communicate and extend their vocabulary over the pandemic (focus on use of technology). This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Writing.

End of Key stage assessments have indicated a widening of the gap:

KS1 Writing =(National gap 2023 -22%, LA gap 2023 -17%).

KS 1 Writing =disadvantaged in school gap -24% compared to other

KS2 Writing = (National gap 2023 -23%, LA gap 2023 -12%)

KS 2 Writing = disadvantaged in school gap -40% compared to other

Disadvantaged pupils make less progress than non-disadvantaged pupils in writing at the end of both key stages.

4

Students who are Disadvantaged, SEND, LAC, EAL or Vulnerable.

90.9% of our pupils live in the top 10% of deprivation according to the IDACI profile (Income Deprivation Affecting Children Index Profile).

At Park Brow School 19% (84 pupils) of our pupils have SEND. 79% of our SEND pupils are disadvantaged.

4.8% (22 pupils) have an EHCP (20 of whom are disadvantaged)

CLA – currently we have 3 pupils that are looked after all of whom are disadvantaged.

Of the pupils that are within the safeguarding remit, 100% receive pupil premium.

The number of pupils entering Nursery with complex and undiagnosed SEND needs has increased over the last two years. This has resulted in the need for additional staff support and the completion of early assessments at the start of EYFS and Starfish (2 year old provision)

5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably resilience, independence and anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and their attainment.</p> <p>Teacher referrals for support have markedly increased. 23 pupils (21 of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>Parental requests for support with pupils SEMH needs at home has increased following the pandemic.</p> <p>21 % of pupils who have SEND are on our register for SEMH.</p>
6	<p>Our attendance data in 2022-2023 years indicates that absence among disadvantaged pupils has been between 4-5% higher than for non-disadvantaged pupils.</p> <p>39.7% of our persistent absentees (PA) pupils are disadvantaged compared to 18.2% who are non-disadvantaged.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment.</p>

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>Improved oral language skills, communication and language and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> · Assessments and observations indicate significantly improved opportunities to develop oral language and vocabulary in English and across the whole curriculum for our disadvantaged pupils. <p>This is evident when triangulated with other sources of evidence across the curriculum, including engagement in lessons, book scrutiny, working environments, pupil voice and ongoing formative assessment (focus on Steps to Read, Ready, steady Write and Supersonic Phonics, basic skill sentence stem interventions).</p> <ul style="list-style-type: none"> · Pupils receiving Chatty Therapy -targeted support, Chatty Therapy whole school interventions, Talk Boost and WELLCOMM intervention will show improved confidence and outcomes from their starting points in all areas of language acquisition including speech.
<p>Improve outcomes in Writing among disadvantaged pupils. To close the gap especially for those who are middle or high prior ability through quality first teaching.</p>	<ul style="list-style-type: none"> · KS2 Writing outcomes by 2024/25 show that more than 72% of disadvantaged pupils meet the expected standard. · KS 1 Writing outcomes in 2024/25 show that the gap between attainment for our disadvantaged pupils and Non-disadvantaged in Writing is significantly reduced. · Progress of our disadvantaged pupils continues to be at least in line with their peers and others Nationally.
<p>To ensure a greater % of disadvantaged pupils reach the Phonics Threshold.</p>	<ul style="list-style-type: none"> · Phonics outcomes in 2024/25 for our disadvantaged pupils continues to be in line with their peers. · Phonics outcomes are inline with National as in previous years.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · Qualitative data from pupil voice, student and parent surveys and teacher observations. · Pupils are quickly identified and receive targeted SEMH/well -being support within school e.g. listening ear, DESTY etc. Referrals reduced. · PASS survey is initially completed 2022, analysed and interventions implemented. Outcomes show an improving trend 2023 onwards. Early intervention reduces external agency referrals. · Targeted Parents are offered support within school (Triple P), (Family Learning) or signposted for further support. School role developed to support this area. · A significant increase in participation in enrichment activities, particularly among disadvantaged pupils this is closely linked to our curriculum drivers and wider curriculum outcomes of 'possibilities'
<p>Improve provision for those pupils who are CLA, EAL and SEND ensuring they are supported during lessons and through our Inclusion Team.</p> <p>To quickly identify and provide support at the earliest opportunity Starfish and EYFS.</p>	<ul style="list-style-type: none"> · SEND students make progress in line with other pupils. · CLA meet their minimum target following individual monitoring. · EAL pupils and parents receive support and targeted Early intervention. Rigorous monitoring of their progress. · SEND pupils are identified prior to starting school or within EYFS and external or internal targeted support is quickly identified. School role developed to support this area.

Raise attendance of disadvantaged pupils including those who are EAL and SEND.

- Reduction in the percentage attendance between PP and non-PP to less than 2% returning to levels prior to pandemic.
- Reduction in the percentage attendance between SEND and other students to less than 2% returning to levels prior to pandemic.
- Evidence of rigorous monitoring of individual disadvantaged pupils attendance with targeted support identified. This also includes a reduction in lateness.

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: **£64,535**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>LITERACY COUNTS – CLOSING THE DISADVANTAGE GAP.</p> <p>Development of Reading strategies and comprehension/Writing for our disadvantaged pupils.</p> <p>Staff CPD - To embed Literacy Counts training to develop EYFS Leadership in supporting and embedding Early language and extending vocabulary across all 7 areas in order to improve child development within a broad curriculum.</p> <p>Staff CPD - To raise the attainment for Disadvantaged pupils in Reading and Writing. To embed Literacy Counts – Disadvantaged project for Reading and Writing.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategie</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategie</p> <p>https://literacycounts.co.uk/training/closing-the-gap-in-reading-writing/</p>	<p>1,2, 3</p>

<p>STEPS TO READ</p> <p>Continued purchase/replenish of Steps to Read Intervention for Guided Reading across the school including staff CPD.</p> <p>To also enhance pupils access to wide variety of books through the Knowsley Library Traded Service.</p> <p>Recruit staff to deliver targeted Reading interventions for Year 3 and 4.</p> <p>Recruit staff to deliver targeted Reading interventions for Year 6.</p>	<p>Steps to Read contributes to improve dialogue, vocabulary as well as a systematic approach to teaching reading across the wider curriculum.</p> <p>https://literacycounts.co.uk/steps-to-read/</p>	<p>1,2,3</p>
<p>READ TO WRITE</p> <p>Purchase of Read to Write Scheme to ensure consistency of writing and provision of high -quality text to also enhance pupil's vocabulary.</p> <p>Staff CPD – to ensure that pupils receive quality first teaching in Writing.</p>	<p>https://literacycounts.co.uk/resources/read-to-write/</p>	<p>1,2,3</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase Reception structured home reading books linked to Supersonic Phonics Reception Phonic phases.</p> <p>Replenish Phonic books to engage disadvantaged boys.</p> <p>Re-allocation of reading book bands inline with new phonic scheme.</p> <p>Recruit staff to deliver targeted Phonic interventions for Year 1 and 2.</p> <p>Provide Supersonic Phonics CPD to new or returning staff.</p> <p>Provide CPD/support to Parents to ensure they are familiar with Phonics Scheme and are able to support their pupils at home.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Super Sonic Phonics is our chosen DfE validated scheme. All staff have received training and this is being implemented across the school.</p> <p>https://www.supersonicphonicfriends.co.uk/</p>	<p>2</p>
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Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.

We will fund teacher release time to embed key elements of guidance in school and to access NW Maths Hub resources and CPD (including Teaching for Mastery training).

Focus on closing gaps in Mathematical understanding.

Maths Lead release time to support staff.

The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:

[Maths guidance KS 1 and 2.pdf \(publishing.service.gov.uk\)](#)

The EEF guidance is based on a range of the best available evidence:

[Improving Mathematics in Key Stages 2 and 3](#)

<https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html#:~:text=Power%20Maths%20is%20a%20UK,and%20nurture>

Social and Emotional/Pastoral Support/SEND.

- Safeguarding Lead
- Lego Therapy.
- DESTY Program
- SEMH Lead.
- Senior mental health training
- EHAP meetings

Further embed the use of Lego therapy, DESTY and pastoral interventions to enhance social and emotional development; increasing confidence, expression and good mental health for targeted pupils so they are ready to learn in the classroom.

Embed SALT intervention work in KS1.

Purchase PASS survey, administer, analyse and provide interventions.

Continue to purchase Jigsaw license to enhance and support pupils wellbeing

RockSteady - offering musical extracurricular opportunities, free at the point of access, to

Development of Rainbow Room to be furnished and fully equipped with appropriate resources to support those pupils with SEND/complex needs.

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.

There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):

[EEF Social and Emotional Learning.pdf\(educationendowmentfoundation.org.uk\)](http://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk))

<https://www.gla-assessment.co.uk/assessments/pass/#:~:text=HIGHLIGHTS%3A,flagging%20where%20action%20is%20recommended>

https://jigsawpshe.com/home?utm_campaign=Sample%20Material&utm_source=ppc&utm_medium=Google%20Ads&utm_term=Jigsaw%20PSHE&utm_content=Wwebsite%20Traffic&gclid=CjwKCAiAp7GcBhA0EiwA9U0mtlOOW678yWL7PHRtisLAQcE4T6qMO7-nJo7vdzQsQ3HP-PoghmjcJBoCWIAQAvD_BwE

'Everyday, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay but to thrive' (DFE Teacher Recruitment and Retention strategy 2019)

<https://www.rocksteadymusicschool.com/>

1, 4,5, 6

Purchase Chatty Therapy School based programme including Speech and Language for Years EYFS, Year 1 and 2.

Implement Chatty Therapy targeted interventions, Chatty Words – whole school, Talk Boost.

Complete WELLCOMM diagnostic test in Nursery and Reception acting on outcomes and implementing strategies.

<http://chattytherapy.co.uk/knowsley-ey-staff-training/>

<p>Enrichment/Extra-curricular provision</p> <ul style="list-style-type: none"> · After school clubs · Drop in · Sports events <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non – disadvantaged pupils.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	<p>4, 5, 6</p>
<p>Parental Engagement (particularly in EYFS)</p> <ul style="list-style-type: none"> · Phonics and reading CPD · Stay and Read together. · Bedtime stories event and pedagogy · Stay and play · Triple P workshops · Workshops/CPD · Family Learning. · Reading buddies. <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Evidence Me, Twitter, newsletters and the school website.</p> <p>EYFS-KS2.</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>(EEF Teaching and Learning Toolkit – Parental Engagement)</p>	<p>1,2,3,4, 5, 6</p>

<p>Provide a wider offer for the delivery of the curriculum through external agencies including:</p> <ul style="list-style-type: none">● Hi Impact - developing the Teaching and Learning of Computing using Hi Quality resources and CPD.● PPG eligible pupils● School Improvement Liverpool - Spanish external teacher to develop the teaching and learning of Spanish and provide quality CPD.● Curriculum Leadership for Senior Leaders - training for Curriculum Lead to develop the curriculum for	<p>Development of the teaching and learning of the wider curriculum</p> <p>by enhancing and deepening learning across a broad and balanced curriculum and promoting cultural capital.</p> <p>https://jigsawpshe.online/</p> <p>https://hi-impact.co.uk/</p> <p>https://www.ambition.org.uk/programmes/curriculum-leaders/</p>	<p>1,2,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and delivery of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Wellcomm Speech and language Toolkit completed for identified EYFS pupils and SEN learning assessment.</p> <p>Interventions are planned at an individual, group and whole school level</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>http://chattytherapy.co.uk/knowsley-ey-staff-training/</p> <p>https://www.gla-assessment.co.uk/assessments/products/wellcomm/</p>	<p>1, 4</p>

<p>Additional phonic intervention sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by school based staff and National Tutoring Programme for Years 1 and 2.</p> <p>Pupils in Year 3 and 4 who continue to require Phonics support will receive school - based support from our Pupil Premium Intervention Teacher.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from pupil progress in Phonics from 2021-22 indicates that this is an intervention that has shown great benefits.</p>	<p>2, 4, 1, 3</p>
<p>Continue to engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><i>School Led Tutoring:</i></p> <p>Year 2 Reading including high attainers.</p> <p>Year 6 Reading and Writing.</p> <p>Year 3 and 4 Phonics, Reading Comprehension.</p> <p>Year 2 Phonics.</p> <p>Year 1 Phonics.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>

<p>To accelerate the progress of pupils who are disadvantaged and have SEND based on evidence of March 2020 EEF review.</p> <p>Release of SENDCo to coordinate interventions and adaptive teaching and learning with Inclusion Team: SEMH lead, Safeguarding lead, Learning support teacher, Educational Psychologist, Staff, TA and Parents.</p> <p>Release SENDCo to work alongside EYFS SEND support assistant to coordinate early interventions and assessments.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</p>	<p>4,5,3,2,1,6</p>
<p>Designated staff to provide quality intervention for PP groups.</p> <p>1 x teacher</p> <p>1 x TA</p> <p>1 x HLTA</p> <p>1 X DSL</p>	<p>EF Guidance Report: Improving Literacy in Key Stage 1</p> <p>Schools should use small group tutoring ideally involving structured interventions.</p> <p>There is consistent evidence that this approach supports children struggling with aspects of the curriculum.</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: **£79,809**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued employment of SEMH lead to provide targeted support for disadvantaged pupils.</p> <p>Purchase of ongoing DESTY licenses to support pupils through SEMH targeted intervention including delivery of:</p> <p>ELSA.</p> <p>DESTY</p> <p>1-1 Bespoke intervention.</p> <p>Group interventions.</p> <p>CPD for SEMH to achieve DfE Lead Mental Health Training.</p> <p>SEMH Lead and SENDCo to provide ongoing CPD for Teaching assistants who support those pupils with SEMH.</p> <p>Establish a quiet space for interventions to take place by refurbishing a school POD.</p> <p>Attendance Officer to champion attendance, wellbeing and provide bespoke pastoral support for individuals and families.</p> <p>To work alongside SLT to implement a reviewed attendance strategy.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.</p>	<p>4, 5, 6</p>

Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice.

Continued employment of Attendance officer to improve PA and attendance of disadvantaged pupils.

Training and release time for attendance officer and safeguarding lead to develop and implement Knowsley's new attendance strategy.

Establish a quiet space for Early Help and AIMS meetings to take place by refurbishing a school office which is also easily accessible to target parents with poor punctuality.

Release time for attendance officer and safeguarding lead to implement Early Help and AIMS meetings for those families requiring intervention to improve attendance.

Purchase Knowsley Attendance traded service to support school with ongoing data analysis, targeted support and case load intervention.

The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.

<https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment>

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<p>To enrich our pupil's opportunities and experiences through visits and visitors linked to our wider curriculum and our curriculum drivers 'opportunities, possibilities and aspirations'</p> <p>Enhancing our after -school provision.</p> <p>Offering trips .</p>	<p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>All pupils have access to Cultural Capital</p> <p>We understand that cultural capital contributes to future success and wellbeing and encompasses the whole child. We value that every pupil comes to school with their own unique experiences and knowledge that contributes to their cultural capital.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Contingency fund for acute issues.</p> <p>Breakfast Club.</p> <p>Snack.</p> <p>After School Provision.</p> <p>Staff Absence (those fundamental to delivery of plan)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £336,968

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. After many years of success at closing the attainment gap for our disadvantaged pupils, a key priority over the next two years will be to reach these levels again following a dip due to the pandemic.

Key Stage 2 Attainment

Our assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum (English reading and writing). The greatest gap was in Writing 26% achieved expected compared to 50% for non – disadvantaged in KS2. The narrowest gap was in Reading with 44% achieving expected compared to 68%.

In Maths our disadvantaged was 78% compared to non-disadvantaged with 48%.

Key Stage 2 Progress

Disadvantaged Reading progress was below National - -2.1 and below their peers . Both disadvantaged and non-disadvantaged were below National.

Disadvantaged Maths progress was below National -0.1 and below their peers. Non-disadvantaged pupils were above Nations 0.1+

Disadvantaged writing were below National -1.0 and below their peers. Non-disadvantaged were above National 0.1+

Phonics Intervention Year 1

There was a clear strategy with the phonics interventions, however both disadvantaged and non-disadvantaged pupils were below national. Pupils achieving phonics threshold in comparison to 2022 decreased by -2%

EYFS Outcomes

GLD outcomes for our disadvantaged pupils were significantly lower than Non-disadvantaged pupils. Over all, through school led tutoring, chatty therapy and TA targeted support CL increased from 65% in 22 to 80% in 23.

Attendance Outcomes

Non-disadvantaged absence is above National at 5.9%, disadvantaged pupil's absence is significantly above National. The in -school gap is 5% with persistent absentee rates equally high for our disadvantaged pupils 39.7%. Non Disadvantaged pupils with PA 18.2%

A particular focus on targeting disadvantaged absence will continue to be a priority for 2023-23 with additional family support.

Behaviour

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year. Pupils displayed high anxiety levels and were unable to understand or regulate emotions. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support through our continued employment of our Safeguarding and SEMH leads for all pupils, and targeted interventions where required. In 2023-24 we will build on the successes of these interventions and develop a safe space for these to take place and support families with our Family Support worker role.

Externally provided programmes

Programme	Provider
National Tutoring	· Teaching Personnel.
School Led Tutoring	· Teaching Personnel.
Chatty Therapies	· Mersey Care.
Hi Impact Computing Curriculum	· Knowsley Local Authority.
Knowsley Attendance Strategy	· School Improvement Liverpool
	· Rocksteady
	· Hi Impact

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

