

Pupil premium strategy statement for Huyton with Roby Primary School 2021-22 and including a 3 year Strategy

School overview

Metric	Data
School name	Huyton with Roby CE Primary School
Number of Pupils in school	396
Proportion (%) and number of pupil premium eligible pupils	34% (132)
Academic year or years covered by statement	2021/22 to 2024/25
Publish date	September 2021
Review date	July 2022
Statement authorised by	J Stratford Headteacher
Pupil premium lead	K Whitehouse Deputy Headteacher
Governor lead	D Bradbury Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,230
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£212,950

Part A: Pupil premium strategy plan

Statement of intent

We recognise knowledge is powerful for all our children but particularly of importance in overcoming social disadvantage, we recognise that our vulnerable children are challenged with gaps in knowledge and skills which we actively address and by using personalised learning. The key principle of our strategy is to close gaps caused by social disadvantage. As a school we look at individual children and their particular gaps in learning and we focus on high quality first wave teaching. We promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. Our ultimate objective for our disadvantaged pupils is that we have no gap in attainment across all our key stages. That disadvantaged children are punctual and attend school regularly and that parents of disadvantaged children engage with school. This current Pupil Premium Strategy Plan works towards achieving these objectives with targeted high quality first wave teaching in the first instance, early intervention when under performance is identified which is impact led, regular monitoring and feedback by teachers and senior leaders. Support and pastoral work is offered by all staff and mentor system that supports children and parents if needed. 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, including non-disadvantaged pupils.

Challenges

Challenge number	Detail of challenge
1	Attendance for our PPG children is below the National average and the gap between PPG and Non PPG has not yet closed. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	To develop the oral language skills and vocabulary of pupils across school and in particular PPG children with an evidence based project that has proven research to improve the life changes of disadvantaged children. Voice 21

3	Improving attainment across all areas and key stages including Phonics so that the gap between disadvantaged children and non-disadvantaged children is closed.
4	To have increased engagement with families in acute need in order to support disadvantaged children and remove barriers

Intended outcomes

Intended outcome	Success criteria
For disadvantaged children attendance to be in line with National.	That the percentage of attendance outcomes in 2024/25 increases so that it is in line with National.
For disadvantaged children to have developed Oracy language skills and vocabulary	That disadvantaged children are equally as successful in developing language skills and acquiring vocabulary when compared to non-disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
The attainment gap has closed between disadvantaged and non-disadvantaged children.	Tests show that there is no gap in attainment between disadvantaged children and non-disadvantaged children.
For disadvantaged families to engage with school	That barriers to learning are removed and families engage with school attending parents evening, engaging on Dojo and supporting homework.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £15,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on oral language and vocabulary development. With key staff to champion Voice21 across the school.	The EEF research has shown that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	2 and 3

Purchase of a DfE validated Systematic Synthetic Phonics programme refresher training for staff to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
To recruit one academic mentor to support Maths and English intervention and “keep up” strategies.	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.	3
To fund SLA from Knowsley Library service to provide quality text to support and enhance wider reading in the curriculum	EEF evidence suggests that reading is fundamental that “Language and Literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.” https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3

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

Budgeted cost: **£146,658**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund small group interventions for disadvantaged pupils falling behind age-related expectations Using TAs delivering interventions with a proven Track record i.e. Project X	Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. EEF	3
To continue with “Learning with Parents” for KS1 and EYFS in order to engage	EEF research shows that parents play a crucial role in supporting their children’s learning, and levels of parental	1,3 and 4

parents in their child's learning.	engagement are consistently associated with children's academic outcomes.	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Buy in a Specialist teacher from Central school outreach to support staff in identifying barriers to learning and putting strategies in place to overcome those barriers.	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3

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

Budgeted cost: **£55,777**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care Manager to support families with	EEF research shows that parents play a crucial role in supporting their children's learning, and levels of	1, 3 and 4

attendance and acute need.	parental engagement are consistently associated with children's academic outcomes.	
To apply for the Attendance Quality Mark as part of the LDST/Knowsley Attendance Network for targeted schools.	Collaboration with other schools sharing good practice from successful schools who have improved attendance and analysing outcomes. (LDST Challenge Partner work)	1, 3 and 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing an attendance/support officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
To reintroduce mentoring for individual pupils based on the RAG Wave for PPG on RAPs and to use mentors as well as staff to support children with identified needs.	EEF have shown that some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour	1 and 4
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 212,950

Review: last year's aims and outcomes

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was a mixed in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Aim	Outcome
Progress and attainment in all areas	No Statutory tests due to Covid
Attendance and reduced PA and improved punctuality	This has not improved and will need to be an increased priority for this year. Overall attendance in 2020/21 was lower than in the preceding 2019-20 years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher.
Increased parental engagement in children's learning in KS1 and EYFS	This improved with the partnership in maths homework "Learning with Parents" and we managed to achieve the target of 70% but we will need to build on this for next year.