

Pupil premium strategy statement for Huyton with Roby Primary School 2022-23 as part of a 3-year Strategy

School overview

Metric	Data
School name	Huyton with Roby CE Primary School
Number of Pupils in school	393
Proportion (%) and number of pupil premium eligible pupils	35.6% (140)
Academic year or years covered by statement	2021/22 2022/23 2023/24
Publish date	September 2022
Review date	July 2023
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	£166,120
Recovery premium funding allocation this academic year	£16,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182,940

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 and in line with National Average.
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 and is in line with National Average.
For the school to engage with disadvantaged families.	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: **£20,055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the training on oral language and vocabulary development.	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 six months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/educatio	2 and 3

	n-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
<p>To embed the use of a DfE validated Systematic Synthetic Phonics programme to continue to refresher training for staff to secure stronger phonics teaching for all pupils and train new staff</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>	3
<p>To fund SLA from Knowsley Library service to provide quality text to support and enhance wider reading in the curriculum</p>	<p>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.”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>To ensure that there is a consistent approach in Teaching and Learning across the school to secure best practice and using the best pedagogy and</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p>	2 and 3

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

Budgeted cost: **£152,483**

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, Fresh Start, Rekenrek etc.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
To retain 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. 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	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
--	---	--

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

Budgeted cost: **£19,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care Manager to support families with attendance and acute need.	EEF research shows that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3 and 4
To continue to work on 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) https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	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.	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/working-together-to-improve-school-attendance	1

To continue 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	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: £ 192,498

Review: last year's aims and outcomes

SAT 22 Results					
Data					
Y6	All	PPG (16)	Non PPG	PPG (without SEN) 7	SEN (16)
Reading	78.9% (29.8%)	68.8% (18.7%)	82.9% (34.1%)	88.9% (22.2%)	56.2% (31.2%)
Writing	81% (18%)	68.8% (6.2%)	85.4% (24.3%)	88.9% (11.1%)	37.5% (6.2%)
Maths	78.9% (17.5%)	68.8% (18.7%)	82.9% (17%)	88.9% (22.2%)	43.7% (12.5%)
GPS	75% (19%)	68.8% (1.5%)	78% (24.3%)	77.8% (11.1%)	50% (12.5%)
As you can see PPG data without SEND is doing out performing other data.					

Results are not so good for PPG in Year 2 and this is an area for the school to address this coming year.

In other years

Year 3 PPG children are doing well particularly in writing.

Year 4 the gap is closing for PPG children.

In Year 5 gap is particularly large in Maths for PPG and will need addressing going into Y6.

Teaching

Activity	Challenge number(s) addressed	Impact
<p>Whole staff training on oral language and vocabulary development. With key staff to champion Voice21 across the school.</p>	<p>2 and 3</p>	<p>Champion and school Lead for Voice 21 had initial training and completed the Audit Staff were aware that this is a school priority as this was a choice for their PM meeting at the start of the academic year. All subject leaders incorporated elements of Voice 21 in MTPs Reading comprehension has now a specific focus on oral discussions lead and modelled by the CT. Monitoring has shown that children are becoming familiar with questions stems to scaffold their discussions. We be continuing this into next year.</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme refresher training for staff to secure stronger phonics teaching for all pupils.</p>	<p>3</p>	<p>SENCO delivered training to Support staff on intervention strategies for Phonic groups. SENCO delivered intervention to target PPG children for phonics in Y2. Key staff in KS1 have been on training and had support from Phonics lead – monitoring has shown that this had had impact on the children’s phonic score (see Data). RWI training has happened and additional training planned for the Inset day in Sept for all staff. Staff are reporting that they now feel more confident in RWI. Resources have been ordered to support reading at home using Phonically decodable books for EYFS and KS1.</p>

		<p>Fresh start programme has been purchased to be used with the children who haven't passed the Y2 phonic check and with Y5/6 children who have not passed the Phonic check. This is planned for September.</p> <p>All staff had had training on RWI and staff report feeling more confident in delivering RWI. SLT and consultant monitoring has shown that staff understand the principles of RWI and have fidelity to the programme.</p>
To recruit one academic mentor to support Maths and English intervention and "keep up" strategies.	3	<p>Academic Mentor was recruited Sept 21 and we are looking to continue with the same Mentor into the next academic year. Mentor focused on supporting Y2 and doing interventions in the afternoon.</p> <p>Impact can be seen in the increase of children in Y2 getting Phonic check.</p> <p>Staff throughout the school are hearing the bottom 20% readers regularly. Monitoring shows that the books are age appropriate and are supported by additional interventions particularly higher up the school.</p> <p>Monitoring has shown that the AM has had impact of the confidence of the bottom 20% readers and are making small but steady progress towards their individual targets.</p> <p>Monitoring of intervention groups showed small but steady progress in Y2 Phonics with the lowest group making significant gains towards the pass mark.</p>
To fund SLA from Knowsley Library service to provide quality text to support and enhance wider reading in the curriculum	3	<p>Books have been used in classes from the library loans which reflect the current learning in the classroom. In pupil conferences children talk about them and how they use them. Staff chose appropriate books for their class to reflect current learning.</p> <p>All subject policies reflect importance of reading.</p> <p>Children have access to high quality texts from the library chosen by the Class Teacher relevant to their topic. This has supported Class Teacher in delivering the curriculum ensuring that reading is seen as a high priority. In SLT monitoring children tell us that they enjoy the foundation curriculum books and that it helps them find out about their current topics.</p>

Targeted academic support

Activity	Challenge number(s) addressed	Impact
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	3	Additional teacher in Y4 (AH) has supported Class Teachers in focused interventions and this has had an impact on results in Y4 in reading the gap has closed with PPG at 72% and are out-performing Non PPG 68%. In writing there is a small gap with PPG 50% and Non PPG at 59%.
To continue with "Learning with Parents" for KS1 and EYFS in order to engage parents in their child's learning.	1,3 and 4	Staff have received training on Learning with Parents. SLT monitored impact and anecdotal evidence. Re-introduced "Stay and Play" in EYFS. Parents coming into EYFS and playing alongside their children. This has increased engagement with homework in EYFS.
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.	3	Two Tutors from the NTP recruited for Y4 and Y5. Y5 tutor working well with evidence of impact from recent test results. Y4 tutor was changed as this was having little or no impact and a new tutor started in January this has had impact and can be measured from the Y4 data. They are now working with Y3. Y5 tutor has had impact on attainment with reading and writing on track to meet targets and progress for writing has 100% children making expected progress.
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	3	SENCO targeting PPG children for phonics intervention in Y2. This had impact in increasing the phonic scores of these children up to the end of the Autumn term. To fund additional 3x pm TA hours in year 1 for phonic interventions. Additional phonic support for those children in danger of not getting the Phonic check has increased their score and brought them closer. Children who are unlikely to pass have Additional needs and are being closely monitored by the SENDCO.
Buy in a Specialist teacher from Central school outreach to support staff in	3	This has been used to identify barriers in order to ensure that access arrangements can be made appropriately. We identified 25 children with additional

identifying barriers to learning and putting strategies in place to overcome those barriers.		access arrangement needs for the Y6 SAT and we were able to put in appropriate measures.
--	--	--

Wider strategies

Activity	Challenge number(s) addressed	Impact
Pastoral Care Manager to support families with attendance and acute need.	1, 3 and 4	PCM meets children with very poor attendance. Case work is showing impact on case study children (AM) who since Jan is at 100% The attendance team has been successful in tightening up policy and procedures around attendance, first day response is recorded centrally to allow team to prioritise home visits. This has had an impact on reducing PA and encouraging reluctant parents to send their children into school.
To apply for the Attendance Quality Mark as part of the LDST/Knowsley Attendance Network for targeted schools.	1, 3 and 4	SLT have been trained on the new system – PCM to liaise with attendance team to casework target families School has tightened up it's attendance First Day Response and staff regularly do home visits. Covid has impacted on attendance. This has had an impact on attitudes of our most vulnerable families who are being challenged over attendance resulting in an increase in attendance for those particular families. This has continued to have impact with our most difficult families and Home visits are having an impact in decreasing PA. This did not happen this year as our attendance did not qualify.
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.	1	Class teachers now have an attendance sheet with a list of children at or below PA and they can challenge absences directly with parents through Dojo. All absences below PA are unauthorised. Team are running with the practices and procedures currently in place which are beginning to have an impact. Need to continue to ensure that rewards are of sufficient high value to encourage attendance.

<p>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.</p>	<p>1 and 4</p>	<p>SLT have completed PPG wave and this was detailed on RAPs. Staff received updated versions of their RAP and use this to plan interventions and provision for the children in class and in pupil progress meetings PPG children are the children who discussed first. This has meant that provision is tighter with clear entrance and exit data points. The soft data for this indicates that children are feeling valued and supported in school. That they have a responsible adult to go to if they need to talk.</p>
<p>Contingency fund for acute issues.</p>	<p>All</p>	<p>School funded two places for Y6 residential for PPG children.</p>