

Pupil premium strategy statement for Huyton with Roby Primary School 2023-24 as part of a 3-year Strategy

School overview

Metric	Data
School name	Huyton with Roby CE Primary School
Number of Pupils in school	414
Proportion (%) and number of pupil premium eligible pupils	36% (147)
Academic year or years covered by statement	2021/22 2021/22 2023/24
Publish date	September 2023
Review date	July 2024
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	£199,925
Recovery premium funding allocation this academic year	£18,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£217,785

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.
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
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Intended outcomes

Intended outcome	Success criteria
For disadvantaged children attendance to be in line with National.	That the percentage of attendance outcomes in 2023/24 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: £10,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed oral language and vocabulary development throughout the curriculum.	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/education-evidence/teaching-learning-toolkit/oral-language-interventions	2 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
To continue 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	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 continue 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
To embed a consistent approach in Teaching and Learning across the school to secure best practice and using the best pedagogy	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2 and 3

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

Budgeted cost: £166,363

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	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
Engage with a 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3

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

Budgeted cost: £41,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Care Manager to support families with attendance and acute need.</p>	<p>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</p>	<p>1, 3 and 4</p>
<p>To continue to work on the Attendance Quality Mark as part of the LDST/Knowsley Attendance Network for targeted schools.</p>	<p>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</p>	<p>1, 3 and 4</p>
<p>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.</p>	<p>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</p>	<p>1</p>
<p>To continue to use mentoring for individual pupils based on the RAG Wave for PPG on RAPs and to use mentors as well as staff to support</p>	<p>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</p>	<p>1 and 4</p>

children with identified needs.		
For staff to be informed around Trauma and its associated behaviours	EEF Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4 and 2
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: £217,785

Review: last year's aims and outcomes

SAT 23 Results			
Data			
Y6	All	PPG (23)	Non PPG
53 Ch			
Reading	71.6% (11%)	52% (4.3%)	70% (0%)
Writing	74% (11%)	63% (8.8%)	82% (3.3%)
Maths	68% (7.5%)	47.8%(0%)	76.7% (6.7%)
GPS	58% (13%)	30.4% (13%)	56.7% (13%)
RWM	66% (3.7%)	47.8%	83%

This is an improving picture since the start of the plan although there is still a gap it is however going in the right direction.

Teaching

Activity	Challenge number(s) addressed	Impact
To embed the training on oral language and vocabulary development	2 and 3	<p>Vocabulary is highlighted within everyone's action plans which in turn are RAG and presented to governors each term. I can see when I monitor that vocab is being taught explicitly across the curriculum.</p> <p>We are also developing oracy strategies building upon Voice 21 with structured conversations using Walkthrus to support teachers. This is now evident in planning across foundation subjects. Staff meetings have now taken place and WALKTHRU's launched with staff.</p> <p>We are on track to complete this outcome by the end of the three year plan.</p>
Purchase of a DfE validated Systematic Synthetic Phonics programme refresher training for staff to secure stronger phonics teaching for all pupils.	3	<p>Phonics is embedded throughout KS1 and EYFS. There is focused drive for improvement with interventions and master classes for staff led by the Phonic lead. Its well resourced and staff are more knowledgeable in phonics.</p> <p>Staff are released to watch high quality RWI lessons and resources from the portal used for staff CPD. LDST hold phonic CPD sessions for reading and phonic lead.</p> <p>Phonic led is strategic in deploying skilled staff with the less able groups in order to boost their learning.</p> <p>There is regular training in place for staff and support for staff in delivering high quality lessons.in RWI.</p> <p>We are on track to complete this outcome by the end of the three year plan.</p>
To fund SLA from Knowsley Library service to provide quality text to support and enhance wider reading in the curriculum	3	<p>High quality resources are chosen deliberately from the library which support the curriculum.</p> <p>This is used in the classrooms to support learning and add depth and quality text to the curriculum.</p> <p>Subject leads are developing their subject areas to ensure that reading is an integral part of their subject area.</p> <p>Staff have been surveyed to audit the effectiveness and usefulness of the library service in order to</p>

		<p>continue with the service and ensure that it is being used effectively. Books are to be displayed prominently in the classroom and every time the arrive for the new term teachers are to go through books with the children in order to generate excitement and eagerness to read.</p> <p>Staff are keen to use books from the library and the outcome from staff surveys are that they like having the wide range of books from the library and the vast majority engage with the library and encourage the children to use the resource in school as well as at home.</p> <p>We are on track to complete this outcome by the end of the three year plan.</p>
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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	<p>TA have been using interventions in KS1 particularly with Number Sense and precision teaching to good effect. The provision map evidences the progress made. Children are gaining ground particularly in Phonics and The Maths lead tells me that Number sense is making a difference.</p> <p>Provision is mapped out across the curriculum and Tas are deployed to target based on need using Tests and QLA from termly tests. SEND TAs to work with groups of underperforming children.</p> <p>DHT to work with Y6 before school 3x per week on Maths.</p> <p>Children in the groups tell us that they liked having individual support and the opportunity to get help. They report feeling more confident and better prepared to join in class.</p> <p>This resource has improved confidence in the children accessing the support and we can see progress but not enough to close the gap. We are on track to complete this outcome by the end of the three year plan.</p>
To retain one academic mentor to support Maths and English intervention and “keep up” strategies..	3	<p>Academic Mentor supported Y3 in the autumn term and the data shows that these children made good progress.</p> <p>Academic Mentor working with Y2 exclusively as the third teacher as from Jan.</p> <p>Academic Mentor supporting in Y2 with smaller groups or testing in SATS. MG to go to year 1 as soon as SATs testing finished. Evidence suggests that good progress was made.</p>

		We will not be continuing with this resource next year.
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	We are using one tutor in Y6 and the evidence suggests that she is having an impact on those children in Maths particularly. Teachers in Y6 report that the children who access this resource feel more confident back in class. They can articulate what they have learnt and tell us that this helps them and supports them in their learning. Monitoring shows that the provision is right in Y6, CPD has been put in place to support one Y6 teacher who moved up to Y6 and moderation support has already happened, We are on track to complete this outcome by the end of the three year plan.
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	3	The evidence suggests that the small group interventions and additional phonic intervention is having an impact. Phonics intervention has made a difference to the children receiving it and this can be seen in the data. Phonic Check 22 and 23 In Y1 2022 PPG 73% compared to 2023 PPG 74% We are on track to complete this outcome by the end of the three year plan.
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.	3	This has been used to identify barriers in order to ensure that access arrangements can be made appropriately. We identified 23 children with additional access arrangement needs for the Y6 SAT and we were able to put in appropriate measures. The Specialist support teacher is supporting staff in tailoring learning to address the individual needs This anecdotal data suggests that children are better supported in the classroom. The specialist support teacher is currently identifying Y6 children who may be eligible to have extra time in the SAT This teacher had been used to identify children who needed additional support and support the class teacher in strategies. We are on track to complete this outcome by the end of the three year plan.

Wider strategies

Activity	Challenge number(s) addressed	Impact
Pastoral Care Manager to support families with attendance and acute need.	1, 3 and 4	PCM is supporting children and families with acute attendance needs. This is having some measure of success. We have recently reviewed our strategies for attendance in order to better identify trends and target PA PPG children.

		<p>This area is still in need of addressing and is in constant review.</p> <p>We are not on track to complete this outcome by the end of the three year plan.</p>
<p>To apply for the Attendance Quality Mark as part of the LDST/Knowsley Attendance Network for targeted schools.</p>	<p>1, 3 and 4</p>	<p>We have recently reviewed our attendance work and re-vapped our procedures. Looking at a more targeted approach with SLT being responsible for a select focus group of children.</p> <p>We have seen an improvement in attendance from key families who are historically poor attenders. We have also by very close monitoring of our attendance been able to tackle families who would otherwise keep their children off for longer as we challenge their absence. However are overall attendance and persistent absence data is still below National.</p> <p>We are not on track to complete this outcome by the end of the three year plan despite having robust implementation of attendance procedures which include scripted conversations by office staff on first day response, challenging conversations by the SLT with persistent absence families, panel meetings.</p> <p>Attendance 21-22 PPG 89.9% PA PPG 16.9% Attendance 22-23 PPG 87.9% PA PPG 19.7%</p> <p>This is still an area of focus for us.</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing an attendance/support officer to improve attendance.</p>	<p>1</p>	<p>SLT now have with a focus group to mentor and keep in close touch with parents via dojo and phone conversations.</p> <p>This has had some success with target families where we can see an increase in attendance. We were able to target particular families and invite them into school for a panel meeting where we had almost 90% take up. Of the 2 families who didn't attend we were able to see them at home.</p> <p>We are not on track to complete this outcome by the end of the three year plan.</p>
<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.</p> <p>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>We are on track to complete this outcome by the end of the three year plan.</p>
<p>Contingency fund for acute issues.</p>	<p>All</p>	<p>School funded two places for Y6 residential for PPG children.</p>

