

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **A. and H.**

##### **Pupil Premium children have well-developed speech, language and communication skills.**

EYFS WELLCOM baseline assessment was used to identify speech and language difficulties; as well as other key areas for development, and to identify target children.

Target children were provided with support for speech and language through the use of the WELLCOM resource pack. CTAs delivered bespoke, small group S & L interventions; feeding back to class teachers and/EYFS lead regarding progress of pupils.

WELLCOM was purchased for KS1 to begin in September 2024 as children transition from Reception to KS1.

A speech and language specialist came into school, as a minimum, every half-term to work alongside EYFS CTAs; providing guidance and CPD through the modelling of interventions. Parents were also invited to attend key sessions to model how they could support children at home.

One CTA (L.S) working in EYFS has completed Elklan Training and passed the programme in Summer 2024.

'Widget' has been purchased for S and L symbols.

School are now part of the Knowsley Education Priority Area for Speech and Language support.

#### **B.**

##### **Narrow the gap between Pupil Premium and non-pupil premium children by the end of EYFS.**

Following baseline assessments, CTA interventions were carried out to target children's early reading and mathematics skills.

Nursery staff used 'Tapestry' to make and record ongoing observations and assessments of children which were communicated to parents.

Reception children recorded in books as the year progressed. An EYFS newsletter and Class Dojo were used to promote parental engagement in activities that could be carried out at home to support children's development.

EYFS lead organised highly structured stay and play sessions and parents were invited into school to observe phonics sessions using the Read Write Inc scheme to support early reading at home.

Termly Pupil Progress meetings to monitor and track the progress of Pupil Premium children took place between EYFS teaching staff, HT and EYFS lead.

### **IMPACT MEASURES**

Speech, Language and Communication outcomes for Pupil Premium pupils at the end of EYFS have improved from starting points.

Outcomes for disadvantaged children at the end of EYFS for **speaking** were strong, with 83% of PP-eligible children working at expected for their age.

### **EYFS GDL OUTCOMES 2023-2024**

AUTUMN			SPRING			SUMMER		
Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap
30%	58%	-28%	39%	61%	-22%	61%	67%	-8%

Children made good or better progress from their starting points with **an increase of 31% GDL** for PP children between Autumn and Summer assessments. GDL overall for the cohort was 64%.

The gap between PP and non-PP children **decreased by 20%** across the year from 28% to 8%.

A consistently good or better quality of teaching across EYFS is evident from learning walks, work scrutiny and pupil voice.

### **C.**

#### **Narrow the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.**

Phonics sessions were planned by class teachers using RWI and regular assessments took place.

50 minute daily phonics sessions were led by class teachers and fully-trained CTAs.

Additional, teacher-led/CTA-led, small group phonics sessions were delivered to target individuals at risk of not achieving the phonics threshold.

Phonics lead teacher continued to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.

All pupils were tracked and reassessed each half-term and a bespoke phonics curriculum was provided in light of assessments.

## **IMPACT MEASURES**

### **OUTCOMES for YEAR 1 PHONICS SCREENING**

<b>AUTUMN</b>			<b>SPRING</b>			<b>SUMMER</b>		
Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap	Pupil Premium	Non-PP	Gap
0%	10%	<b>-10%</b>	38%	33%	<b>+5%</b>	85%	81%	<b>+4%</b>

The overall school outcome for phonics was 82%.

The percentage of PP children achieving the phonics screening standard **increased by 85%** between Autumn and Summer assessments (from 0% to 85%). PP children outperformed their non-disadvantaged peers in terms of progress between Autumn and Summer and by 4% overall following statutory assessments.

Moving into Year 2, daily phonics sessions will continue for the Autumn term for all children to consolidate phonics knowledge, as well as early reading and spelling. Sessions will continue, as necessary, as the year progresses.

The two disadvantaged children who did not meet the phonics threshold will receive interventions in addition to daily phonics sessions and retake the screening check in June 2024.

Four PP children in Year 2 who did not reach the threshold in Y1, re-sat the phonics screening. One out of four achieved the threshold with a score of 38. The remaining three children scored 6, 13 and 18 and point score increase of 5, 5 and 11 respectively.

#### **D.**

**Raise the attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups.**

**Ensure attainment and progress is in line with, or above National at the end of KS1 and KS2.**

**Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.**

PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group were identified by the HT and communicated to class teachers via Autumn Pupil Progress meetings which took place in September. PP children capable of achieving the higher standard were also identified.

Identified children were targeted in class through high quality 'first teaching' and with bespoke interventions planned and monitored by the class teacher and carried out by CTAs in the mornings or afternoons. PP funding and 'Catch Up' funding were used to provide additional sessions after

school in all year groups. These small group tutoring sessions were largely taught by class teachers (1 hour after school per week).

**IMPACT MEASURES (OVERALL CLASS DATA)**

YEAR 1	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	77%	65%	65%	62%
Pupil Premium (13)	<b>85%</b>	<b>62%</b>	<b>62%</b>	<b>62%</b>
Non-Pupil Premium (21)	71%	66%	67%	62%
Difference (PP and Non PP)	<b>+14%</b>	<b>-4%</b>	<b>+5%</b>	<b>0%</b>
Difference (PP and All)	<b>+8%</b>	<b>-3%</b>	<b>-3%</b>	<b>0%</b>

YEAR 2	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (36)	67%	70%	72%	64%
Pupil Premium (16)	<b>56%</b>	<b>69%</b>	<b>69%</b>	<b>56%</b>
Non-Pupil Premium (20)	75%	70%	75%	70%
Difference (PP and Non PP)	<b>-19%</b>	<b>-1%</b>	<b>-6%</b>	<b>-14%</b>
Difference (PP and All)	<b>-11%</b>	<b>-1%</b>	<b>-3%</b>	<b>-8%</b>

YEAR 3	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (36)	63%	56%	67%	56%
Pupil Premium (23)	<b>65%</b>	<b>60%</b>	<b>70%</b>	<b>61%</b>
Non-Pupil Premium (13)	61%	46%	62%	46%
Difference (PP and Non PP)	<b>+4%</b>	<b>+14%</b>	<b>+8%</b>	<b>+15%</b>
Difference (PP and All)	<b>+2%</b>	<b>+4%</b>	<b>+3%</b>	<b>+5%</b>

YEAR 4	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (34)	71%	68%	68%	59%
Pupil Premium (22)	<b>60%</b>	<b>59%</b>	<b>54%</b>	<b>45%</b>
Non-Pupil Premium (12)	92%	83%	92%	83%
Difference (PP and Non PP)	<b>-34%</b>	<b>-24%</b>	<b>-38%</b>	<b>-38%</b>
Difference (PP and All)	<b>-11%</b>	<b>-9%</b>	<b>-14%</b>	<b>-14%</b>

YEAR 5	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (31)	68%	61%	68%	55%
Pupil Premium (17)	<b>47%</b>	<b>41%</b>	<b>65%</b>	<b>41%</b>
Non-Pupil Premium (14)	92%	86%	72%	71%
Difference (PP and Non PP)	<b>-45%</b>	<b>-45%</b>	<b>-7%</b>	<b>-30%</b>
Difference (PP and All)	<b>-21%</b>	<b>-20%</b>	<b>-3%</b>	<b>-25%</b>

YEAR 6	READING	WRITING	MATHEMATICS	COMBINED
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (24)	67%	75%	71%	58%
Pupil Premium (16)	<b>63%</b>	<b>62%</b>	<b>63%</b>	<b>50%</b>
Non-Pupil Premium (10)	75%	100%	88%	75%
Difference (PP and Non PP)	<b>-12%</b>	<b>-38%</b>	<b>-25%</b>	<b>-25%</b>
Difference (PP and All)	<b>-4%</b>	<b>-13%</b>	<b>-8%</b>	<b>-8%</b>

Data comparison for Pupil Premium children from Summer 2023 to Summer 2024.

Year Group	Reading (Expected+)			Writing (Expected+)			Mathematics (Expected+)		
	Summer 2023	Summer 2024	Difference	Summer 2023	Summer 2024	Difference	Summer 2023	Summer 2024	Difference
1		85%			62%			62%	
2	63%	56%	-7%	50%	69%	+19%	62%	69%	+7%
3	60%	65%	+5%	60%	60%	0%	65%	70%	+5%
4	55%	60%	+5%	46%	59%	+13%	50%	54%	+4%
5	30%	47%	+17%	30%	41%	+11%	35%	65%	+30%
6	63%	63%	0%	50%	60%	+10%	63%	63%	0%

#### FURTHER END OF KS2 ANALYSIS

**BREAKDOWN ADDITIONAL BARRIERS AND OUTCOMES FOR DISADVANTAGED PUPILS AT THE END OF KS2**

			Reading		Writing	Mathematics	
Child	BARRIERS	Interventions Received	Scaled Score	SATs level	SATs level	Scaled Score	SATs level
1	Punctuality, SEND	Guided group R & M One-to-one writing	118	GDS	GDS	115	GDS
2	Att (89%)	Guided group R,W,M	114	GDS	EXS	110	GDS
3	Att (89%) SEMH	Guided group R,W,M Reading & writing intervention Learning mentor	108	EXS	EXS	108	EXS
4	SEND, EHCP, ASC Att (82%)	One-to-one Specialist SEND support (Z.A) (R & W) Individual reader	83	BELOW	WTS	82	BELOW
5	Att (92%)	Guided group R,W,M Reading & writing intervention	107	EXS	EXS	107	EXS
6	IM2, SEND, SpLD. dyslexic	Guided group R,W,M Reading & writing intervention	110	GDS	EXS	112	GDS
7	SEND, SpLD	Specialist SEND support (Z.A) (R & W) Individual reader	99	WTS (1 point from EXS)	PK6	91	WTS

8	Loss of parent	Guided group R,W,M Reading & writing intervention NSPCC sessions	105	EXS	EXS	105	EXS
9	SEND, CIN	Guided group R,W,M Specialist SEND support (Z.A) (R & W) Individual reader Reading tuition NSPCC sessions	86	WTS	WTS	93	WTS
10	SEND, Att (87%), dyslexic	Guided group R,W,M Specialist SEND support (Z.A) (R & W) Individual reader Reading tuition Maths 1:1 support	95	WTS	WTS	96	WTS
11	IM6, Special G, SEND	Guided group R,W,M Reading intervention Individual reader Reading tuition	101	EXS	PK6	86	BELOW
12		Guided group R,W,M R,W,M intervention Maths and reading tuition	95	WTS	EXS	107	EXS
13	Att (93%), Punct.	Guided group R,W,M	118	GDS	EXS	111	GDS
14	SEND, EHCP, dyslexic	One-to-one Specialist SEND support (Z.A) (R & W) Individual reader Maths tuition NSPCC sessions	84	WTS	PK6	105	EXS
15		Guided group R,W,M R,W,M intervention Maths tuition	103	EXS	EXS	107	EXS
16	Att (92%), SEND, EHCP, SEMH, ASC, Behaviour	One-to-one Guided group R,W,M Maths tuition R,W,M intervention NSPCC sessions	101	EXS	EXS	97	WT

It is important to note that pupil 7 whom did not achieve *GLD* in EYFS missed the expected standard in reading by just 1 scaled score point. This pupil made significant progress across the year with scaled scores increasing from 90 to 99 between December and May.

#### D.

**Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.**

**Ensure pupils with additional needs meet targets in individual PPP.**

**Ensure all needs are met of our most vulnerable pupils**

The provision for SEND children was assessed termly by the SEND team and strategies were regularly reviewed to ensure maximum impact in terms of expected progress. New children were



added to the register in light of assessment. The register remains a fluid database where children are added and removed according to need.

Staff CPD took place around adaptations for children with SEND needs in all core and foundation subjects, followed by subject leads creating a SEND adaptations document to support the teaching and learning within each subject of SEND children. Each subject lead shared these documents as part of CPD in a staff meeting.

Staff CPD took place on ASD and sensory needs.

The ASC advisory teacher worked with staff **and children** in Year 5 and 6 and carried out workshops in classes on understanding ASD needs.

Teaching staff and key CTAs received CPD on the use of Edukey. Teachers now use Edukey to create PPPs and to record assessments and reviews. Edukey allows all adults, including the SEND lead, who work with SEND children, access to PPP targets and reviews.

Provision maps are now inputted onto Edukey detailing SEMH provision and the academic interventions taking place.

A number of children across school were assessed by the Educational Psychologist for higher level needs.

The SEND lead liaised regularly with the SEND team and class teachers regarding children awaiting assessment on the ND pathway or children with other higher level needs. EHCPs were secured for a number of children: the number of EHCP children is now 7 across school.

Three additional teaching assistants were employed using PP funding for two PP-eligible children requiring additional support. A place for one child was secured in an alternative provision to enable the child to receive specialised support in a small group setting. This child has since left role at Sylvester. A place in a specialist provision was secured for the other child who will transition back into school in the future.

SEND interventions (in addition to class support) were completed by C.C. as well as class CTAs and one-to-ones.

Termly assessments took place to review the PPP targets of individuals; targets were then updated in consultation with class teachers.

Parents were offered face-to-face or telephone meetings in the Spring and Summer terms to review and set new targets with the class teacher and/or SEND lead on Edukey. SEND lead met with parents of EHCP children alongside their designated one-to-one support. Additional meetings also took place for individuals as necessary, including EHCP children transitioning to secondary.

Needs are being met for vulnerable pupils and alternative provision and support is sought where necessary. During the Autumn and Spring terms, one child attended Northwood PRU to support their specific needs on a weekly basis.

Identified groups of children with higher level SEND were supported by a specialist teacher (Z. Atkins) from within the WDT on a weekly basis.

End of year data shows most SEND children across school made expected or above expected progress. For example, in Year 2, all SEND children made good or better progress: 43% made expected progress and 57% made above expected progress in reading, writing and mathematics (between EYFS and Y2). In Year 5, 92% of children made expected or better progress in RWM (between Y2 and Y5).

School now has a school dog (Ruby) and members of staff and Ruby completed and passed dog mentor training in the Summer term. Ruby will begin sessions with some of our vulnerable children and children with SEMH needs in September 2024.

**E.**

**Ensure a curriculum model is developed, which provides opportunities for more able pupils to excel in Reading, Writing and Mathematics.**

**Narrow the gap between more able Pupil Premium children and their non-PP peers.**

The HT identified more able PP children with the potential of achieving the greater depth standard in each year group (based upon EYFS and end of KS1 data (where applicable)). This information was shared with class teachers at termly pupil progress meetings and targeted support put in place within classes. PP children who achieved the expected standard at the end of KS1, who have since made better than expected progress as they move through KS2, were also targeted.

**Table to show the percentage of PP children achieving the GD standard in each year group:**

Year Group	Reading (Greater Depth)			Writing (Greater Depth)			Mathematics (Greater Depth)		
	Entry Data	Summer 2024	Difference	Entry Data	Summer 2024	Difference	Entry Data	Summer 2024	Difference
1		23%			8%			0%	
2	20%	31%	+11%	7%	19%	+12%	7%	25%	+18%
3	14%	17%	+3%	14%	17%	+3%	14%	22%	+8%
4	5%	5%	0	14%	14%	0	9%	9%	0
5	6%	12%	+6%	6%	0	-6% (1 child)	6%	6%	0
6	20%	25%	+5%	0%	6%	+6%	20%	25%	+5%

**F.**

**Ensure standards of behaviour are high and pupils represent the school in a positive manner.**

**Ensure school is inclusive and has equality for all.**

Standards of behaviour across school were good last year; the majority of children were settled and a calm environment maintained within classrooms.

Children in some year groups needed additional support to regulate their behaviour choices and emotions. This was, in some cases, in class; however mostly during less structured times (break time and lunch time). Additional support via the use of CTAs was put in place at such times to monitor and deescalate behaviours and attempt to encourage more structured play. Our sports coach was utilised to provide sports activities and supervision during lunch times.

The Local Authority agreed to support the transition of one child with additional SEMH and academic needs to a specialist provision to provide bespoke support in a small group setting and enable this child to thrive socially, emotionally and academically. This child has since left SPA.

The learning mentor worked with groups and individuals needing additional support to regulate behaviours, promote positive behaviour choices and to support social and emotional needs.

The positive impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.

Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps for individuals.

**I.**

**Ensure whole school attendance is in line with National.**

**Attendance gap between pupil premium eligible pupils and non-pupil premium eligible pupils and is closing.**

**Reduce the number of persistently absent children.**

Termly analysis of attendance data for pupil premium eligible pupils took place and attendance data reports were produced which included comparisons between PP and non-pupil premium eligible children. These were discussed and data challenged during Governor's meetings.

Meetings with School Attendance Service took place to offer support with attendance panels, home visits and interventions.

Early intervention took place regarding attendance through meetings with parents, the school attendance officer (R.H.), the learning mentor and class teachers. School Attendance Officer was involved in meeting for PA children. In most cases attendance and punctuality improved. When

necessary, the attendance officer attended key children's homes to find out why they were not in school and brought children into school on the school's mini-bus.

Regular attendance 'updates' were sent to all parents to ensure they were fully aware of their child's attendance and any causes for concern were highlighted. 'Warning' letters were sent to children whose attendance fell below 97%.

Attendance officer continued to work with the parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer when necessary.

Weekly celebration assemblies have a strong focus on attendance and punctuality. Termly attendance awards assemblies took place to award bronze, silver and gold attendance certificates which the children loved.

Whole school attendance incentives/fun days took place and classes became very competitive; encouraging their peers to strive for good attendance. A number of classes took part in movie and popcorn afternoons, pizza parties, chocolate fountain parties and ice-cream parties. Children with 96%+ attended circus skills workshops. Feedback from children was very positive.

The learning Mentor worked with some of our most vulnerable children and their parents to improve attendance and punctuality.

#### Whole school attendance for 2023-2024 academic year.

Target: in line or above National

Actual School Attendance: 95%

National attendance: 94.8%

0.2% above National

1.2% increase from the 2023-2024 academic year.

YEAR GROUP	ALL PUPILS	PUPIL PREMIUM	NON-PUPIL PREMIUM
1	95%	95.4%	94.6%
2	95.6%	94.4%	96.4%
3	94%	93.3%	95.3%
4	94.1%	93.2%	95.4%
5	95.4%	95.1%	95.7%
6	94.5%	94.1%	95.2%

The gap between Pupil Premium and non-PP children has narrowed across KS1 and KS2. Attendance of PP-eligible children in Y1 was higher than their non-disadvantaged peers.

## **J. and K.**

**Raise low aspirations/ expectations of parents and pupils through LM support.**

**Vulnerable children are being supported via highly targeted intervention from Learning Mentor.**

**Children's emotional and behavioural needs being supported quickly and effectively.**

**Highly specialised support available for all families if required.**

Learning Mentor timetable was completed and shared with staff. Children were added to or removed from the timetable on a fluid basis in consultation with class teachers, HT and DHT.

Learning Mentor carried out social and emotional interventions for individuals and small groups throughout the year. These have helped individuals with difficulties outside school to enable them to access and engage more fully when in school.

Learning Mentor maintained regular contact with the parents of some of our vulnerable families.

The impact of interventions was measured through: feedback from class teachers and parents, attendance records and academic progress.

Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.

Funding was provided to support some of our most vulnerable families, for example: after school club, uniform, trips, etc so that vulnerable children felt settled and secure and ready to learn.

A group of Year 6 children took part in a series of specialist **social media awareness sessions** provided via the NSPCC as parents and school had raised concerns regarding access to social media and the behaviour of these children while using social media.

Year 6 children watched a performance by Altru Drama on the dangers of smoking, alcohol and illegal drugs which was very informative and 'hard-hitting'. Parents were also invited to attend the performance. Following the performance, parents took part in adult-only discussions whilst children took part in a workshop. The sessions complimented work completed in science lessons putting children's understanding into a 'real life' context.

Educational Psychology Service commissioned by the school to provide assessments and support.

ASC advisory provided support for teachers and CTAs to help to support children.

**L.**

**Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences.**

**Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage.**

**Further enhance the school curriculum through visits and visitors to school.**

**Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.**

Year groups took part in educational visits linked to topics across the year. A number of PP eligible children benefitted from allocated funding for educational visits providing them with the same opportunities as their peers in school.

KS1 and Reception children visited the local church to enhance their Christianity topics while visitors from different faiths attended school to carryout workshops with KS2 classes. These visitors were linked to the religion studied in each year group and were very successful: children were fully engaged and showed great respect and interest for their focus religion.

Donations/payments for visits were subsidised by the PP budget.

Funding was used to subsidise the end of year trip for Year 6 and to provide a Year 6 school sleep over.

Funding was used to allow a number of children to attend afterschool club to support parents and children.

Children were provided with opportunities that they would not normally experience; providing them with more than the local surroundings where they live.

**J. and L.**

**Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.**

The school was able to provide a range of lunchtime and afterschool clubs for KS1 and KS2 to cater for different interests.

Children from Y3 to Y6 attended the Young Voices school choir and performed on the MEN Arena. These included PP children with an identified talent for music and those with low self-confidence.

A wide range of sports clubs (including: football, basketball, multi-sports, circuits) provided by the Sports Coach were well-received and well-attended.

Children's University SLA was purchased to provide children with the opportunity to achieve a Children's University award; experience visiting a University setting and wear a cap and gown, thus raising future aspirations and ambition. Children visited the Hope University campus to receive their award in a graduation ceremony attended by parents and carers.