

Fazakerley

Primary School

Formosa Drive, Liverpool, L10 7LD

Pupil Premium Strategy Statement for 2019/20

1. Summary information (based on Education & Skills Funding Agency figures published on www.gov.uk)

School	Fazakerley Primary School, Liverpool, L10 7LD					
Academic Year	2019/2020	Total PP budget	Predicted in budget	£278 520	Date of most recent PP Review	Sept 2020
Total number of pupils	397 excl nursery	Number of pupils eligible for PP	211 → 53%		Date for next internal review of this strategy	N/A

Attainment for end of Key Stage 2 (2019)

	Pupils eligible for PP (Fazakerley Primary School)	National Average (Pupils not Eligible for PP)	Gap
Proportion of pupils in Y6 eligible for PP	35/52 = 67% of cohort		
% achieving the expected standard in Reading, Writing and Maths	71.4%	70.6%	+0.8%
% achieving the expected standard in Reading	80%	77.9%	+0.1%
% achieving the expected standard in Writing	71.4%	83%	-11.6%
% achieving the expected standard in Maths	77.1%	83.5%	-6.4%

Progress for end of Key Stage 2 (2019)

	Pupils eligible for PP (Fazakerley Primary School)
Proportion of pupils in Y6 eligible for PP	35/52 = 67% of cohort
Progress measure in Reading	+5.4
Progress measure in Writing	+4.3
Progress measure in Maths	+1.7

Attainment for end of Key Stage 1 (2019)			
	Pupils eligible for PP (Fazakerley Primary School)	National Average (Pupils not Eligible for PP)	Gap
Proportion of pupils in Y2 eligible for PP	31/59 = 53% of cohort		
% achieving the expected standard in Reading	62.7%	78.2%	-15.5%
% achieving the expected standard in Writing	55.9%	72.8%	-16.9%
% achieving the expected standard in Maths	61%	78.9%	-17.9%

Attainment for end of EYFS (2019)			
	Pupils Ever 6 FSM (Fazakerley Primary School)	National Average (Pupils not Eligible for PP)	Gap
Proportion of pupils in Reception eligible for PP	27/60 = 45% of cohort		
% achieving GLD	55.6%	74.3%	-18.7%

1. Barriers to future attainment (for pupils eligible for PP, including high ability):

In-School Barriers (issues to be addressed in school, such as poor oral language skills):

A.	In 2018-19 we diminished the difference of PP children achieving GLD from the data in 2017-18 by 27%. However, there is still a 17.1% difference between the percentage of PP children and percentage of non-PP children achieving GLD. Looking at 2018-19 data, most children were either boys or summer born. These can be barriers to our pupils' attainment and affects progress if they do not leave EYFS with a GLD.
B.	Looking at 2018-19 data, 8 children (mostly summer born boys) eligible for PP did not achieve phonics screening check in Year 1 and 5 of these children were at least 22 marks away from passing. In Year 2, 5 children (mostly summer born girls) eligible for PP did not achieve the phonics screening check and on an average of 17 marks away from passing. Phonics is an important component in the development of early reading skills, particularly for children eligible for PP. This difference between results and pass mark needs to be diminished in order to support these children's reading. Data analysis showed that attendance and punctuality were the main factors in preventing children from achieving the PSC.
C.	At KS1 approximately half of our PP children are currently working below age-related expectations in reading, writing and maths –reading and writing having the lowest results. At KS2 these percentages do improve, however there are still on average differences of 21% between PP children and non-PP children in reading, writing and maths, which need to be diminished. These key skills need to be developed to break down these barriers to children's future attainment and progress in life. Data analysis showed that it is girls that need to be our focus to address these differences.
D.	In 2018-19 data there were no PP children who achieved GDS in reading or writing and only 3.2% achieved GDS in Maths. Supporting PP high attainers to achieve GDS is vital in children's progress in life and the option for upward social mobility.
E.	Providing all children with a cultural capital is central to every school's curriculum intent and implementation. Research shows that 'broader knowledge', cultural capital and high aspirations are often lacking for PP children and so our school curriculum needs to address these gaps through their school life with us.

External Barriers (issues which also require action outside school, such as low attendance rates):

F.	Attendance rate for PP pupils in 2018-19 was 93% (significantly below the target for all children of 97%). This reduces their school hours and their learning time. If children are not in school regularly, they do not benefit from our quality first teaching approach or the other interventions offered to them.
G.	High levels of vulnerability (69% of children on roll) - pupils with specific emotional needs, mental health challenges or who are facing difficult circumstances in their life which affect their learning, behaviour, attitudes & attendance in school. 75% of this vulnerability is children who are eligible for PP.
H.	Parental engagement – we know that the more parents/carers are involved with the school in supporting their child's learning, the better the pupil outcomes. For a number of reasons, some parents find it difficult to fully engage with school, which unfortunately does have an impact on the child's learning and progress.

2. Desired Outcomes:

	<i>Desired outcomes and how they will be measured:</i>	<i>Success Criteria</i>	<i>Actual Outcomes</i>
A.	Increase the percentage of PP children achieving GLD at the end of EYFS – particular focus on boys and all summer born children.	To increase the percentage of PP children achieving GLD at the end of EYFS and diminish the difference between GLD % PP children and non-PP children in school (2018/19: PP 55.6% and non-PP 72.7%).	Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.
B.	Increase attainment for PP pupils within Key Stage One for Phonics results – particular focus on summer born children as they made up 73% of the PP children who did not pass in 2018/19. Ensure the 5 PP children who have moved into Year 3 without having passed the PSC, diminish the difference between their results and the pass mark.	Increase the % of Year 1 pupils eligible for PP achieving the expected standard in phonics and diminish the difference between PP children and all children Nationally (2018/19: PP 63.2% compared to children Nationally 82%). All 7 PP children (did not pass the PSC in Year 1) in Year 2 to pass the PSC 2020 (8 th child has left our school). Use the PSC 2020 to assess the 5 children in Year 3 and progress made.	Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.

<p>C.</p>	<p>Increase the percentage of PP children meeting the expected standard in reading, writing and mathematics across Years 1 and 2 – particular focus on reading and maths for PP girls.</p> <p>Diminish the difference between the reading, writing and maths attainment for pp children and non-PP children in Year groups 3-6 – particular focus on writing and maths for PP girls (reading as well for Year 5)</p>	<table border="1"> <thead> <tr> <th colspan="7">Percentage of PP Currently working at expected standard</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td colspan="2">59%</td> <td colspan="2">59%</td> <td colspan="2">59%</td> </tr> <tr> <td>Y2</td> <td colspan="2">41%</td> <td colspan="2">23%</td> <td colspan="2">18%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">Difference between attainment of our PP chn and our non-PP chn?</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>PP @ E+</th> <th>Diff in 2019</th> <th>PP @ E+</th> <th>Diff in 2019</th> <th>PP @ E+</th> <th>Diff in 2019</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>23%</td> <td>42.9%</td> <td>29%</td> <td>46.4%</td> <td>26%</td> </tr> <tr> <td>Y4</td> <td>69%</td> <td>11%</td> <td>46%</td> <td>10%</td> <td>77%</td> <td>15%</td> </tr> <tr> <td>Y5</td> <td>60%</td> <td>15%</td> <td>60%</td> <td>9%</td> <td>60%</td> <td>34%</td> </tr> <tr> <td>Y6</td> <td>53%</td> <td>27%</td> <td>43%</td> <td>32%</td> <td>43%</td> <td>22%</td> </tr> </tbody> </table>	Percentage of PP Currently working at expected standard								Reading		Writing		Maths		19/20							Y1	59%		59%		59%		Y2	41%		23%		18%		Difference between attainment of our PP chn and our non-PP chn?								Reading		Writing		Maths			PP @ E+	Diff in 2019	PP @ E+	Diff in 2019	PP @ E+	Diff in 2019	19/20							Y3	50%	23%	42.9%	29%	46.4%	26%	Y4	69%	11%	46%	10%	77%	15%	Y5	60%	15%	60%	9%	60%	34%	Y6	53%	27%	43%	32%	43%	22%	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>
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<p>D.</p>	<p>Increase the percentage of PP children achieving greater depth at the end of KS1.</p>	<p>Diminish the difference between the percentages of our PP children and national figures achieving greater depth by the end of KS1.</p> <p>2018/19 data: KS1 → No PP children achieved GDS in Reading or Writing and only 3.2% achieved GDS in Maths.</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>																																																																																											
<p>E.</p>	<p>Ensure the curriculum intent is clear and carefully considered and implementation is successful in providing a cultural capital for all PP children.</p> <p>High aspirations are instilled in PP children.</p>	<p>This desired outcome will continue in future years as subject leaders will be constantly modifying their intent and implementation to address the needs of our PP children. This year:</p> <ul style="list-style-type: none"> Continue to develop an enrichment map for all subject areas including a place of worship per year group based on which religion is being studied. Further develop home school projects by ensuring breadth of all curriculum areas are showcased in them. Ensure learning visits are planned in conjunction with newly reviewed long-term subject maps. English lead to carry out actions to develop vocabulary as a whole school Deliver school assemblies and invite a range of professionals into school to lead workshops focusing on being aspirational 	<p>Subject leaders were successful in creating bespoke curriculum intents for the needs of our disadvantaged pupils and all staff have had training on these. Much planning took place to provide culture capital opportunities within curriculum for pupils but due to the coronavirus many of these have not taken place yet. This will be the priority for 2020-2021.</p>																																																																																											

F.	Improve attendance rates for PP pupils, currently at 93% which is significantly below the target for all children of 97%.	Diminish the difference between the overall percentage attendance of PP pupils and the local authority target of 97% thus enabling them better life chances and improvements in their attainment. Impact to be measured through improved attitudes, concentration, attendance and academic progress.	Due to COVID-19 and school being closed except for the majority of pupils for 5 months' attendance data is hard to analyse. This is an ongoing key priority in school development plan for 2020-21.
G.	Improve mental health/emotional well-being of PP pupils.	This will be the second year of this desired outcome (continuing across three years) This year: <ul style="list-style-type: none"> • Embed consistent approach to teaching JIGSAW PHSE program • Learning mentors to continue to deliver targeted intervention and timetable support including social and emotional learning programs. • Revised behaviour policy written and implemented in school with a strong focus on cultivating positive relationships with children, self-regulation and being invested in your own actions and their consequences. • The use of a range of clubs/sports to raise children's awareness of how such things can have a positive impact on their mental health and wellbeing. • To re-launch the use of the 'worry box' and 'time to talk' boards in every class to support the ROAR Response • Impact to be measured through improved attitudes, concentration, attendance and academic progress. 	The worldwide pandemic has caused widespread issues with mental health and emotional wellbeing for citizens through work, financial, health, family problems. Addressing these needs will be a priority for 2020-21.
H.	Continue to improve parent/carer engagement and involvement in their children's learning both in and out of school. Continue to increase involvement of parents/carers in the decisions made for school to improve their skills and children's experiences.	Parent voice groups and surveys will report improved attitudes to school engagement Take-up/attendance of school workshops/events etc. will indicate an increased engagement by all parents. Set up of parent coffee mornings, steering groups to discuss and share ideas for decisions made in school.	Due to COVID-19 school was unable to organise workshops, coffee mornings or steering groups.

3. Planned Expenditure

Academic year	2019 / 2020	Total PP budget	Predicted: £ 278 520 Actual:
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality first teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (all areas overseen by PP Lead)	EVALUATION
A. To increase the percentage of PP children achieving GLD at the end of EYFS – particular focus on boys and all summer born children.	<p>a) Improve the continuous provision by including more opportunities to engage the focus groups.</p> <p>b) Provide intervention groups with LSAs to support and develop these children's skills.</p> <p>c) EYFS & CLLD leads to closely track these children in comparison with the rest of the class as a whole to identify gaps and areas where extra input is needed so that appropriate changes can be made to the curriculum and intervention groups.</p> <p>d) Continue to engage with the URLEY project</p> <p>e) Continue with support, training and monitoring from EYFS specialist at School Improvement Liverpool to ensure practice introduced last academic year is embedded.</p>	<p>Higher quality continuous provision extends the teaching and learning opportunities for these children. Children's own interests are being noted and these are developed in order to capture the children's imaginations and interests.</p> <p>Working within a smaller intervention group which is specifically aimed at these children's needs will allow them to receive that extra explanation, practise and development they need.</p> <p>Careful, regular monitoring and tracking ensures early identification of any gaps, concerns or barriers to learning to ensure they are addressed as soon as possible to minimise these.</p>	<p>Ongoing evaluation and monitoring by all reception staff, notation of children's interests and resources adapted. Feedback from intervention groups. Weekly monitoring of feedback</p> <p>Weekly EYFS meetings led by EYFS lead to ensure that: - timetable is being followed and sessions are taking place - staff are using higher level language and URLEY principles on ongoing basis during daily practice.</p> <p>SLT to monitor impact with teachers at half-termly pupil progress meetings.</p> <p>Assistant headteachers to carry out learning walks and observations each term.</p> <p>Governor, who is an EYFS specialist, also involved in</p>	<p>EYFS Lead CLLD Lead Assessment Lead SIP EYFS Specialist EYFS Class teachers</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>

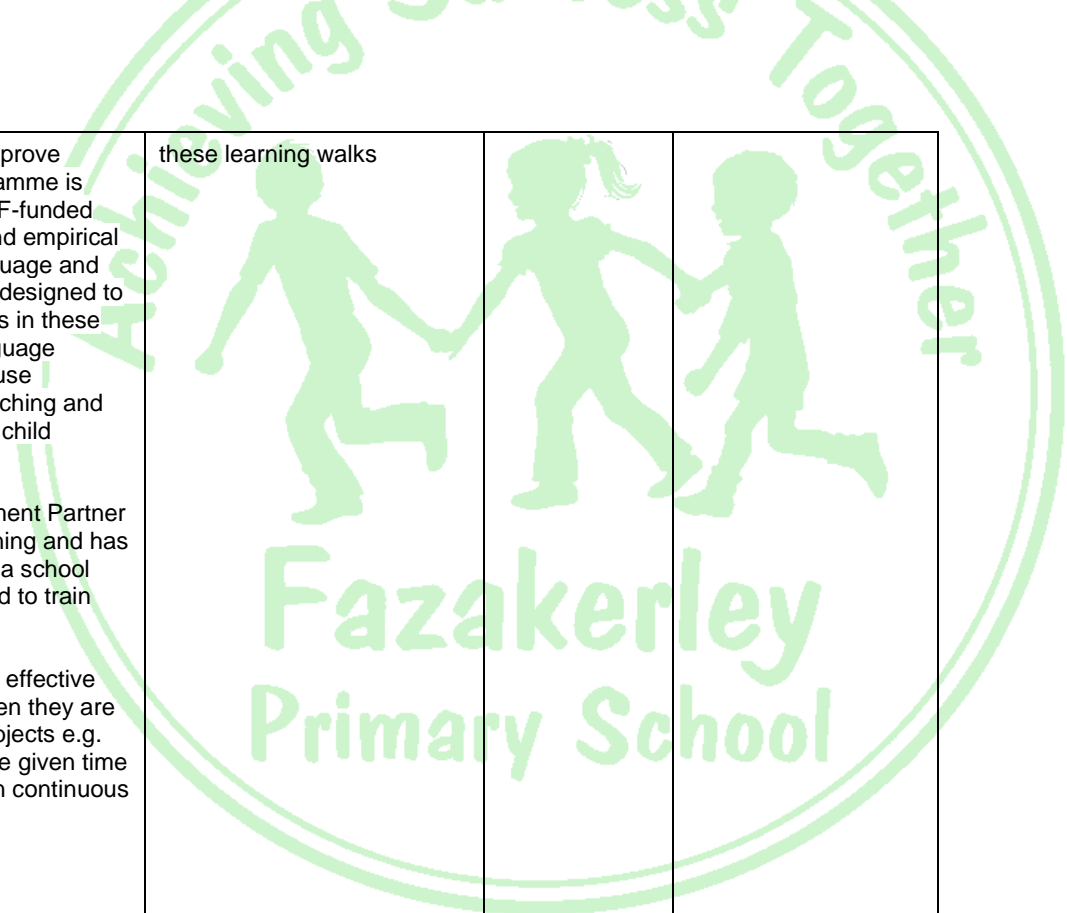
f) Continue with teacher input for numeracy, literacy and phonics every day focusing on a particular skill followed by a teacher-guided activity with a small group (so every child accesses this at least once per week) and activities provided in continuous provision for children to practise skill.

URLEY (Using Research tools to improve Language in the Early Years) programme is currently being evaluated via an EEF-funded RCT. It is based on sound theory and empirical research on how children learn language and how to support that learning, and is designed to improve practitioner knowledge/skills in these areas. It explicitly targets 4 oral language domains and trains practitioners to use language assessments to target teaching and improvement, as well as monitoring child progress.

Recommended by School Improvement Partner - EYFS specialist has OFSTED training and has experienced a wealth of settings as a school improvement officer so is well placed to train and support our staff.

The EEF recommendations are that effective learning takes place for children when they are given dedicated time for specific subjects e.g. numeracy teacher input and then are given time to build on this throughout the day in continuous provision activities.

these learning walks



<p>B. Increase attainment for PP pupils within Key Stage One for Phonics results – particular focus on summer born children as they made up 73% of the PP children who did not pass in 2018/19.</p>	<p>a) Rigorous focused learning walks are taken place termly to ensure effective monitoring of pronunciation, enunciation, terminology, knowledge, pace, engagement, interaction and application. Particular focus on intervention groups of PP children.</p> <p>b) Ensure lessons interactive, stimulating and multi-sensory that engage all learners and moves learning on at a good pace and lessons follow the school's consistent phonics program. Ensure PP children are correctly supported and starting at their learning point.</p> <p>c) Ensure staff regularly demonstrate the application of phonics skills in modelled reading and writing sessions, as well as across all areas of learning, so that children understand how to use their learning across the curriculum. Application of phonics evident within pupil's writing.</p>	<p>a) EEF evidence shows teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Intervention groups to be monitored to increase impact each half term.</p> <p>b)EEF research from closing the attainment gap demonstrates the key lessons the EEF has learned from their six years funding work to generate evidence of 'what works' to improve teaching and learning; and then scaling that evidence to create the maximum possible benefit for children and young people, particularly those facing disadvantage. Good teaching for all pupils has a particular benefit for disadvantaged pupils.</p> <p>c) EEF evidence shows systematic approaches to be most effective. Also teacher feedback identified the improvements in progress and attainment after the introduction of children having same teacher for phonics and English lesson. Application of phonics should be evident within the curriculum.</p>	<p>Support/ training to be given in high quality teaching of phonics through whole school training, team teaching, modelling lessons, providing high quality resources where appropriate for staff. Visit lessons during learning walks to ensure high quality teaching is taking place and support if necessary.</p> <p>Phase managers/key stage leads to review phonics groups half-termly.</p> <p>SLT to monitor impact with teachers at termly pupil progress meetings. Within these check children's rate of progress to ensure tracker program is working efficiently to support prompt identification of needs.</p> <p>Monitoring of phonics throughout the school during whole-school book monitoring training sessions.</p>	<p>Assessment Lead</p> <p>Phonics Lead KS1 Phase Manager</p> <p>EYFS/KS1 Class teachers</p> <p>Assessment Lead</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>
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<p>C. Increase the percentage of PP children meeting the expected standard in reading, writing and mathematics across Years 1 and 2 – particular focus on reading and maths for PP girls.</p> <p>Diminish the difference between the reading, writing and maths attainment for pp children and non-PP children in Year groups 3-6 – particular focus on writing and maths for PP girls (reading as well for Year 5)</p>	<p>a) Use of excel tracking documents which identify 'Gap between the attainment of our PP children and our non-PP chn' figures and identify greatest areas of need within RWM. Ensure all teachers and LSAs are clear on what these are for the children they are working with.</p> <p>b) Strategic deployment of staff to best support the needs of the different year groups. Personalised staff training and support for individual teachers from Maths and English lead based on identified needs through SLT monitoring and staff voice</p> <p>c) Review marking and feedback policy including introducing live marking and feedback to ensure as much progress as possible is made and to ensure there is more time for teachers to plan the design of future lessons as less time will be required for distance marking.</p>	<p>a) If assumptions are made and/or targets that are too generalised are set then staff will be addressing the wrong areas. We must first have clear evaluation of where we are at in order to strategically move forward.</p> <p>b) EEF identifies 'Quality of teaching is the single most important driver of pupil attainment'. Therefore, matching staff strengths to children's areas of need is vital. Also, if we make CPD as pertinent to each individual as possible this will improve the quality of teaching of individuals and not just collectively.</p> <p>c) Research has identified that high quality, consistent and timely feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. The best feedback is constructive dialogue that takes place between teacher/learning support assistant and pupil whilst the task is being completed. The EEF identify that approaches that will help teachers to provide specific feedback in a more time-efficient manner (both in terms of the time taken for students to receive feedback and the time taken for teachers to mark work) need to be prioritised.</p>	<p>Book monitoring and learning walks carried out by SLT/English/Maths/Phonics Leads.</p> <p>SLT to monitor impact with teachers at termly pupil progress meetings.</p> <p>Complete baseline and final pupil and staff voice</p> <p>Individual/small group CPD for staff to take place which accurately meets their areas for development</p>	<p>Assessment Lead</p> <p>Maths Lead English Lead KS1 & KS2 Phase Managers</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>
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<p>E. Ensure the curriculum intent is clear and carefully considered and implementation is successful in providing a cultural capital for all PP children.</p> <p>High aspirations are instilled in PP children.</p>	<p>a) All subject leaders to receive subject specific CPD program including networking with a local and city-wide network, and signing up to membership with the subject national associations.</p> <p>b) Continue to develop long term maps with subject leaders so that sequencing ensures progression. This includes sequenced vocabulary that shows progression built into the map.</p> <p>c) Subject leaders share their subject vision and LTM with all staff including rationale that informed choices</p> <p>d) Continue to develop progression documents with subject leaders that give end of year milestones including working with EYFS lead to ensure cohesive progression from EYFS to KS1 and KS2</p> <p>e) Whole-school subject moderations to take place with all teachers from EYFS to Year 6 to track progress, check implementation and share best practice</p> <p>f) Environment policy to be reviewed to introduce subject-specific working walls that support in the quality first teaching of subject domains.</p> <p>g) Develop the summative assessment of wider curriculum areas by using the LTP and subject progression document so that subject leaders can design end of year/ topic assessments that allow children to demonstrate their progression in KSU</p>	<p>Ofsted carried out extensive research in 2018/19 to inform the new EIF. One of their key findings was the narrowing of the curriculum for children in particular for PP children and in the humanities subjects.</p> <p>As a result of their findings, Ofsted identified the following criteria for 'Quality of Education' which is a limiting judgement due to its importance:</p> <ul style="list-style-type: none"> - Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. - The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. - The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities (SEND) – their curriculum is designed to be ambitious and to meet their needs. - Learners study the full curriculum. - Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary. <p>EEF has carried out extensive research in education over the last decade and one of their key findings during this time is:</p> <ul style="list-style-type: none"> - 'what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements... There is particularly good evidence around the potential impact of teacher professional development...' <p>This has led us to focus so much time/funding on training and supporting teachers in their quality first teaching of all subjects in the primary curriculum.</p>	<p>Appointed curriculum lead (one of the assistant headteachers) to lead the school and staff in this area.</p> <p>Curriculum lead to support each subject leader in developing documents and review/challenge on appropriateness/high aspirations etc.</p> <p>Curriculum lead to ensure timetable of training sessions and monitoring takes place.</p> <p>Learning walks carried out by subject leads and curriculum lead</p>	<p>Curriculum Lead</p> <p>Subject Leaders</p> <p>Class Teachers</p>	<p>Subject leaders were successful in creating bespoke curriculum intents for the needs of our disadvantaged pupils and all staff have had training on these. Much planning took place to provide culture capital opportunities within curriculum for pupils but due to the coronavirus many of these have not taken place yet. This will be the priority for 2020-2021.</p>
<p>Total budgeted cost £97480</p>					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (all areas overseen by PP Lead)	EVALUATION
<p>A. To increase the percentage of PP children achieving GLD at the end of EYFS – particular focus on boys and all summer born children.</p>	<p>a) EYFS/KS1 and KS2 provision timetables identifies vulnerable groups of children requiring additional support in communication, maths, reading and/or cognition and learning (SEN need) - monitored and changed as needed.</p> <p>b) LSAs carry out the interventions in 1:1 or small groups as identified on provision map timetables. LSAs to be supported by class teachers/SENCOs each week to identify objectives for each session and a program of work to support.</p> <p>c) A range of internal CPD to enable quality learning to take place will also continue – including specific intervention program training given where needed.</p>	<p>It is key to assess children’s individual strengths and areas for development to best place them in provision groups that will benefit them and not waste time.</p> <p>EEF research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. EEF identify that in the most positive examples... support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p>	<p>EYFS/KS1 SENDCo to oversee provision timetables half-termly, ensuring they are followed and changed when needed.</p> <p>SLT to carry out observations of gap provision interventions twice per year.</p> <p>Review of targeted children at pupil progress meetings.</p>	<p>EYFS Lead CLLD Lead Assessment Lead</p> <p>SENDCos CLLD, Maths & English Leads</p> <p>KS1 & KS2 Phase Managers</p> <p>Assessment Lead</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes.</p> <p>However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>

<p>B. Increase attainment for PP pupils within Key Stage One for Phonics results – particular focus on summer born children as they made up 73% of the PP children who did not pass in 2018/19.</p> <p>Ensure the 5 PP children who have moved into Year 3 without having passed the PSC, diminish the difference between their results and the pass mark.</p>	<p>a) Ensure pupils progress is tracked half termly particular focus on summer born children as they made up 73% of the PP children who did not pass in 2018/19. All 7 PP children (did not pass the PSC in Year 1) in Year 2 to pass the PSC 2020 (8th child has left our school).</p> <p>b) PSC analysis to be carried out for yr1 19-20 cohort with focus upon summer born/PP children and assess the 5 children in Year 3 and progress made.</p> <p>c) A clear framework (graduated response) is created to support teacher's judgements and next steps for interventions of PP children.</p>	<p>a) EEF evidence and guide to PP shows if a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies. By tracking progress each half term, evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>b) The EEF states 'Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' By completing an analysis on the PSC for the y1 19-20 cohort will provide all staff with evidence of where gaps in their teaching may have been and provide a focus for future phonic lessons.</p> <p>c) EEF evidence shows systematic approaches to be most effective. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Also teacher feedback identified the improvements in progress and attainment after the introduction of children having same teacher for phonics and English lesson.</p>	<p>Phonics lead to ensure progress of PP children is being made half termly and put into place interventions supporting all staff.</p> <p>Phase managers/phonics lead to review phonics groups half-termly. Children are identified quickly by teachers when intervention is needed as pupils' gaps are increasing</p> <p>Phonics lead to conduct phonics learning walk each term to ensure a clear framework and phonic lesson structure is being followed, provide feedback to staff and support where necessary to ensure and maximise progress of PP children.</p> <p>SLT to monitor impact with teachers at termly pupil progress meetings. Within these check children's rate of progress to ensure tracker program is working efficiently to support prompt identification of needs.</p>	<p>Assessment Lead PP Lead Phonics Lead KS1 Phase Manager</p> <p>EYFS/KS1 Class teachers</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>
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<p>Use of small group interventions to:</p> <p>C.1. Increase the percentage of PP children meeting the expected standard in reading, writing and mathematics across Years 1 and 2 – particular focus on reading and maths for PP girls.</p> <p>C.2. Diminish the difference between the reading, writing and maths attainment for pp children and non-PP children in Year groups 3-6 – particular focus on writing and maths for PP girls (reading as well for Year 5) .</p>	<p>Purchase training and resources of evidence-based maths and English intervention programmes.</p> <p>English and Maths lead to use excel tracking documents to identify vulnerable groups of children requiring additional support in reading, writing or maths - monitored and changed as needed. Then use this information to match the most appropriate intervention programme to each group. LSAs carry out the interventions in line with the provision map timetables.</p> <p>SENDCos to use the SEN register to identify groups of children requiring intervention for cognition and learning and provide training on how to deliver appropriate interventions e.g. Toe to Toe, IDL Cloud</p>	<p>It is key to assess children's individual strengths and areas for development to best place them in provision groups that will benefit them and not waste time.</p> <p>EEF's report, 'Making Best Use of Teaching Assistants ', recommends that the most effective use of LSAs for targeted support is to use them to deliver high-quality small group support through structured, evidence-based interventions.</p>	<p>PP Lead & SENCO to oversee provision timetables half-termly, ensuring they are followed and changed when needed.</p> <p>SLT to carry out observations of gap provision interventions twice per year.</p> <p>Review of targeted children at half-termly pupil progress meetings.</p>	<p>PP Lead</p> <p>SENCOs Maths & English Leads</p> <p>KS1 & KS2 Phase Managers Assessment Lead</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>
<p>D. Increase the percentage of PP children achieving greater depth at the end of KS1.</p>	<p>Year 1 and 2 Extra-tuition sessions led by teachers & LSAs for children eligible for PP that are targeted to achieve exceeding/greater depth.</p>	<p>Pupil premium reviews often identify that pupils eligible for PP who are higher attaining are often not targeted or not seen as a high priority.</p> <p>The whole principle behind PP is to diminish the difference between the attainment of PP and non-PP children. It should never be assumed that vulnerable groups will always be low attaining. This is putting a ceiling on children's learning and inhibiting further their future chances.</p>	<p>Managers to oversee extra-tuition session registers for higher-ability groups ensuring they are being followed.</p> <p>Review of targeted children at termly pupil progress meetings.</p>	<p>PP Lead</p> <p>Maths & English Leads KS1 Phase Managers Assessment Lead</p>	<p>Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes. However, due to COVID-19 school closures for 5 months, we know that there will be lack of progress and even regression in many areas. This has informed the aims and desired outcomes of the pupil premium strategy for 2020-2021.</p>

<p>F. To give targeted support to individuals/families who are PA or at risk of becoming PA .</p>	<p>Home visits carried out to 'at risk' children and 'PA' pupils within the first morning of absence.</p> <p>Pay SLA for EWO who will support pastoral team carrying out home visits to targeted children (attendance below 90%)</p> <p>Provide support for families that are flagged as 'persistent' absentees and classed as at risk, through the pastoral team.</p> <p>Children who are on close to being classed as persistent absentees or have fallen into the category (between 88% and 91%) are invited to a free breakfast club to help boost attendance. This is reviewed every half term.</p> <p>Continue to require parents/carers to provide medical evidence when children are absent.</p> <p>Attendance officer to focus solely on first day response and working with the EWO to address individuals/families with attendance/punctuality issues. Identified time focused on PP children in particular</p> <p>Attendance lead to continue to oversee incentives/rewards systems, ensure they are in place and followed.</p>	<p>In its simplest terms – if children are absent then they are missing out on their education and cannot learn/progress. This must be addressed.</p> <p>Poor attendance causes children's school hours to reduce and for them to miss out on their learning time. In particular for children eligible for PP – if they are not in school then they will not be able to benefit from the range of support outlined in this whole PP strategy document.</p> <p>Poor attendance can also have a negative impact on children's self-esteem and confidence which in turn will cause problems for such children in later life.</p> <p>These actions/approaches are also key in ensuring we safeguard our children i.e. issues with attendance can often help us to identify any safeguarding/child protection issues.</p>	<p>Attendance of targeted children is monitored on a daily basis. Their attendance in school is reviewed by the attendance officer and half termly reviews take place to see if the pupil stops receiving access to free breakfast club.</p> <p>Daily records are kept of home visits and communication on CPOMS to evidence challenge and reasons why a pupil is absent.</p> <p>Records of invited pupils and their attendance to free breakfast sessions is kept. Their attendance is monitored for the half term period and Parents/Carers are kept up to date regards attendance.</p> <p>Regular review meetings with EWO, attendance officer and attendance lead. Attendance is included on every governors meeting agenda as it is a high priority for school and so will be carefully and closely monitored.</p>	<p>Attendance Lead EWO Attendance Officer</p>	<p>Due to COVID-19 and school being closed except for the majority of pupils for 5 months' attendance data is hard to analyse. This is an ongoing key priority in school development plan for 2020-21.</p>
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<p>G. To give targeted support to individuals/siblings with specific emotional needs, mental health challenges or who are facing difficult circumstances in their life which affect their learning, behaviour, attitudes & attendance in school.</p>	<p>a) Continued employment of 1.5 Learning Mentors within school budget</p> <p>b) Full pastoral timetable developed by SENCOs which allocates sessions for children requiring identified / regular support. Interventions delivered by learning mentors including social and emotional learning programs.</p> <p>c) Investment in extensive CPD for the learning mentors so that high-quality appropriate support can be provided to our most vulnerable pupils.</p> <p>d) Pay for 'Seedlings' therapeutic service delivered by YPAS and PSS.</p> <p>e) The use of a range of clubs/sports to raise children's awareness of how such things can have a positive impact on their mental health and wellbeing e.g. fitness club.</p>	<p>Ultimately as a school, we are preparing our pupils for adult life and how to function within society in a healthy way. This work is key in ensuring we fully prepare pupils.</p> <p>There are many barriers to learning and it is our role to break these down. Research indicates the benefit of emotional support in improving attitudes to learning/behaviour/attendance and ultimately academic outcomes/life chances.</p> <p>As Ofsted identify, it is vital that there is support provided for our children to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p>	<p>SENCOs and pastoral team to have half-termly review meetings to discuss children's progress within sessions and to identify any new children that need to be added to timetable.</p> <p>Pastoral Lead to monitor quantity and type of need of referrals made by staff to pastoral team.</p> <p>Review of children at termly pupil progress meetings and pastoral reviews.</p>	<p>SENCOs Learning Mentor Pastoral Lead</p>	<p>The worldwide pandemic has caused widespread issues with mental health and emotional wellbeing for citizens through work, financial, health, family problems. Addressing these needs will be a priority for 2020-21.</p>
Total budgeted cost					£158 760

iii. Other approaches (Whole School)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (all areas overseen by PP Lead)	EVALUATION
<p>E. Ensure the curriculum intent is clear and carefully considered and implementation is successful in providing a cultural capital for all PP children.</p> <p>High aspirations are instilled in PP children.</p>	<p>This desired outcome will continue in future years as subject leaders will be constantly modifying their intent and implementation to address the needs of our PP children. This year:</p> <ul style="list-style-type: none"> Continue to develop an enrichment map for all subject areas including a place of worship per year group based on which religion is being studied. Further develop home school projects by ensuring breadth of all curriculum areas are showcased in them. Ensure learning visits are planned in conjunction with newly reviewed long-term subject maps. English lead to carry out actions to develop vocabulary as a whole school Deliver school assemblies and invite a range of professionals into school to lead workshops focusing on being aspirational English long-term map to be reviewed to ensure identified texts for children are highly inspirational 	<p>There is purposefully not one specifically designed curriculum framework that all schools should follow. As Ofsted explain, it is vital that a school's curriculum is designed to meet the needs of the individual school and its pupils.</p> <p>Ofsted carried out extensive research in 2018/19 to inform the new EIF. One of their key findings was the narrowing of the curriculum for children in particular for PP children and in the humanities subjects.</p> <p>As a result of their findings, Ofsted identified the following criteria for 'Quality of Education' which is a limiting judgement due to its importance:</p> <ul style="list-style-type: none"> Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities (SEND) – their curriculum is designed to be ambitious and to meet their needs. Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary. <p>Research has shown that curriculum design must begin with looking at your school's context and values and have a clear purpose. It should involve all stakeholders including parents and most importantly be inclusive of all vulnerable groups in particular PP.</p>	<p>Appointed curriculum lead (one of the assistant headteachers) to lead the school and staff in this area.</p> <p>Curriculum lead to utilise staff briefings each week to keep staff updated and ensure consistent approaches across school</p> <p>Learning walks carried out by subject leads and curriculum lead</p>	<p>Curriculum Lead</p> <p>Subject Leaders</p> <p>Class teachers</p>	<p>Subject leaders were successful in creating bespoke curriculum intents for the needs of our disadvantaged pupils and all staff have had training on these. Much planning took place to provide culture capital opportunities within curriculum for pupils but due to the coronavirus many of these have not taken place yet. This will be the priority for 2020-2021.</p>

<p>F. Improve attendance rates for PP pupils, currently at 93% which is significantly below the target for all children of 97%.</p>	<p>a) Attendance lead to continue to oversee incentives/rewards systems, ensure they are in place and followed:</p> <ul style="list-style-type: none"> - Celebration of attendance through weekly assemblies - Children are awarded on a daily basis through the positive behaviour policy, TEAM, for their attendance. Also they receive extra DOJOs for 100% attendance in a week. - Letters sent out every half term informing parents/carers if they need to improve child's attendance or to celebrate good attendance. - Class traffic lights in classrooms updated monthly indicating pupil attendance - All children with attendance of 97% or higher for the academic year to receive a gift voucher <p>b) Provide support for families that are flagged as 'persistent' absentees and classed as at risk, through the pastoral team.</p> <p>c) Continue to require parents/carers to provide medical evidence when children are absent.</p> <p>d) Attendance officer to focus solely on first day response and working with the EWO to address individuals/families with attendance/punctuality issues. Identified time focused on PP children in particular.</p>	<p>In its simplest terms – if children are absent then they are missing out on their education and cannot learn/progress. This must be addressed.</p> <p>Poor attendance causes children's school hours to reduce and for them to miss out on their learning time. In particular for children eligible for PP – if they are not in school then they will not be able to benefit from the range of support outlined in this whole PP strategy document.</p> <p>Poor attendance can also have a negative impact on children's self-esteem and confidence which in turn will cause problems for such children in later life.</p> <p>These actions/approaches are also key in ensuring we safeguard our children i.e. issues with attendance can often help us to identify any safeguarding/child protection issues.</p>	<p>Attendance lead to closely monitor which incentives/reward systems.</p> <p>Regular review meetings with EWO, attendance officer and attendance lead.</p> <p>Attendance is included on every governors meeting agenda as it is a high priority for school and so will be carefully and closely monitored.</p>	<p>Attendance Lead Attendance Officer EWO</p>	<p>Due to COVID-19 and school being closed except for the majority of pupils for 5 months' attendance data is hard to analyse. This is an ongoing key priority in school development plan for 2020-21.</p>
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<p>G. Improve mental health/emotional wellbeing of children eligible for PP.</p>	<p>This desired outcome is continuing over three years and this year (year 2) will be building on the successful achievement of the Wellbeing Award last year. Some of the key actions are:</p> <p>a) Revised behaviour policy written and implemented in school with a strong focus on cultivating positive relationships with children, self-regulation and being invested in your own actions and their consequences.</p> <p>b) To re-launch the use of the 'worry box' and 'time to talk' boards in every class to support the ROAR Response</p> <p>c) Embed consistent approach to teaching JIGSAW PHSE program (program that connects the pieces of personal, social and health education, emotional literacy, social skills and spiritual development)</p> <p>d) Wellbeing and PE Lead to liaise to contact organisations who can deliver sporting activities that will encourage children to take up a sport or other activity, which helps to promote a way in which children can support their mental health through exercise and healthy living.</p> <p>e) Wellbeing lead to continue to build links with organisations in the local area who offer positive enrichment activities that children can attend outside of school.</p> <p><i>The Youth 5 Connect Program action is identified with the actions for the 'H' parent/carer outcome (see box below). However, it is important to identify that this program aims to improve children's resilience, emotional health and wellbeing so should impact on this desired outcome as well.</i></p>	<p>Public Health England's document r.e. promoting children's mental health and wellbeing outlines: 'The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".</p> <p>Ofsted EIF identifies within the 'personal development' key judgement that providers support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</p> <p>Indeed, Ofsted pupil voice has identified in recent years that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy.</p>	<p>Pastoral lead to monitor and review the effectiveness of the new behaviour policy</p> <p>Pastoral Lead to monitoring of pupil behaviour, attitudes and attendance</p> <p>Regular updates r.e. these initiatives at SLT meetings and staff briefings</p> <p>Baseline and final staff and pupil voice.</p> <p>Complete audit of sporting activities and enrichment activities made available to children</p>	<p>Pastoral lead and SLT – Behaviour, attitudes, attendance</p> <p>PSHE Lead - JIGSAW</p> <p>Wellbeing & Mental Health Lead – <i>all other actions</i></p>	<p>The worldwide pandemic has caused widespread issues with mental health and emotional wellbeing for citizens through work, financial, health, family problems. Addressing these needs will be a priority for 2020-21.</p>
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<p>H. Continue to improve parent/carer engagement and involvement in their children's learning both in and out of school.</p> <p>Continue to increase involvement of parents/carers in the decisions made for school to improve their skills and children's experiences.</p>	<p>Workshops to take place in school led by SLT, middle leaders and Fazakerley Federation – addressing how to support children's learning and to support them in upskilling themselves.</p> <p>Set up parent coffee mornings and steering groups to discuss and share ideas for decisions made in school.</p> <p>Set up stay and play sessions throughout school for parents/carers to attend.</p> <p>Set up a new 'Friends of Fazakerley' group to organise school fundraising events e.g. discos, Christmas shop etc.</p> <p>Learning mentors to be trained on and then deliver the Youth 5 Connect Program (gives parents/carers the tools to build positive emotional health for their children)</p> <p>Purchase of Parent App to support parents/carers in being kept up-to-date with activities/events etc. taking place in school</p> <p>Use of Parent Dojo accounts for parents/carers to be involved in seeing the behaviour their children are display and the rewards for this.</p>	<p>The EEF report 'Working with parents to support children's learning' recommends that schools should provide practical strategies to support learning at home and ensure there is positive dialogue between school and home about children's learning.</p> <p>Parents often ask, at events such as parents evening, for guidance on how to support their children with work at home.</p> <p>Previous parent/carer voice has been positive about well-organised community events and has shown appreciation for being involved in decision making.</p> <p>The parent-school relationship needs to be strong and continually held at the forefront of school life.</p> <p>The Youth 5 Connect programme has been evaluated by Liverpool John Moores University with many positive outcomes.</p>	<p>Use of baseline and final Parent voice of all actions and monitor steering group feedback</p> <p>Assistant headteachers to measure number of responses to questionnaires, requests for parental involvement. Analyse these responses to identify changes in attitudes to school engagement.</p> <p>Analyse take-up/attendance of school workshops/events etc. to assess the level of engagement by all parents.</p>	<p>Assistant Heads SLT</p>	<p>Due to COVID-19 school was unable to organise workshops, coffee mornings or steering groups.</p>
Total budgeted cost					£22 280