

# Fazakerley Primary School

Formosa Drive, Liverpool, L10 7LD

## Pupil Premium Strategy Statement 2020/2021 School Overview

Metric	Data
School Name	Fazakerley Primary School
Pupils	400 R-Y6
Proportion Of Disadvantaged Pupils	56% R-Y6
Pupil Premium Allocation This Academic Year	£301,280 (Predicted)
Academic Years Covered By Statement	2020-2021
Publish Date	September 2020
Review Date	January 2021
Statement Authorised By	Sharon Bennett
Pupil Premium Lead	Sharon Bennett
Governor Lead	Michelle Hardy

### Disadvantaged pupil progress scores for academic year 2018-19 (no progress scores for academic year 2019-20 due to Covid 19).

Measure	Score
Reading	+ 5.4
Writing	+ 4.3
Maths	+ 1.7

### Disadvantaged pupil performance overview for academic year 2018-19 (no pupil performance overview for academic year 2019-20 due to Covid 19).

Measure	Score
Meeting expected standard at KS2	71.4%
Achieving high standard at KS2	15%



## Strategy Aims For Disadvantaged Pupils

Desired Outcomes
<p><i>Covid-19 will have had a negative impact on much of pupil's learning and wellbeing, this is likely to have been exacerbated for disadvantaged pupils. The key focus for the academic year 2020/2021 needs to be in quickly identifying gaps that will have unavoidably appeared in pupil's knowledge, skills, resilience and mental health/emotional wellbeing. Then using this information to create a robust plan to address these and ensure it is implemented as quickly and effectively as possible.</i></p> <p><i>Further to this, most outcomes have been carried forward to this academic year 2020/2021.</i></p>
Increase the percentage of disadvantaged pupils achieving GLD at the end of EYFS – diminish the difference between percentage of non-disadvantaged pupils achieving GLD and percentage of disadvantaged pupils achieving GLD (carried forward)
Increase attainment for disadvantaged pupils within Key Stage One for Phonics results – particular focus on summer born pupils as they made up 73% of the disadvantaged pupils who did not pass in 2018/19 (carried forward)
Ensure the 5 disadvantaged pupils who moved into Year 3 without having passed the PSC in 2017/18 or 2018/19 (now in Year 4), diminish the difference between their results and the pass mark (carried forward)
Increase the percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics across Years 1 and 2 (carried forward)
Continue to ensure the curriculum intent is clear and carefully considered and implementation is successful in providing a cultural capital for all disadvantaged pupils. High aspirations are instilled in disadvantaged pupils.
Improve attendance rates for disadvantaged pupils, currently at 93% which is significantly below the target for all pupils of 97%.
Support the transition and reintegration into school after Covid-19 with particular focus on the mental health/emotional well-being of disadvantaged pupils.

## Teaching Priorities For Current Academic Year

Aim	Target	Target date
Progress in Reading	Achieve positive pupil progress scores in KS2 (>0)	July 2021
Progress in Writing	Achieve positive pupil progress scores in KS2 (>0)	July 2021
Progress in Maths	Achieve positive pupil progress scores in KS2 (>0)	July 2021
Phonics	Achieve at least the same % pass rate of PSC in Year 1 as local authority averages.	July 2021
Other	Improve attendance of disadvantaged pupils to be at least in line with local authority averages.	July 2021



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Measure	Activity
Priority 1	Ensure all staff receive up-to date training on effective strategies for the teaching of word reading, comprehension (including guided reading in EYFS), spelling and 1:1 instructional coaching for individual staff.
Priority 2	Work with School Improvement Liverpool and the Maths hub to identify the fundamental elements of the Maths curriculum that teachers need to prioritise in basic skills sessions and Maths lessons and training for staff on effective use of time to ensure coverage.
Barriers to learning these priorities address.	Ensure teachers have clear direction and support in delivering an effective recovery curriculum to support their class. Pupils will have had approx. 5 months away from classroom, learning and all the routines due to Covid-19.
Projected Spending	£105448

### Targeted Academic Support For Current Academic Year

Measure	Activity
Priority 1	Establish small group speech & language, phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations.
Priority 2	To create a reading hub targeting PAs.
Barriers to learning these priorities address	Ensure staff have the skills, time and guidance to quickly and effectively identify pupil's level of need/regression during COVID-19 school closures in order to make clear plans of tailored recovery curriculum support for all pupils.
Projected spending	£165704



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## Wider Strategies For Current Academic Year

Measure	Activity
Priority 1	The mental health champions (staff) and pastoral team, with guidance from the senior leadership team, will create and implement a clear transition and reintegration plan post COVID-19 school closures to support all disadvantaged pupils mental health & wellbeing.
Priority 2	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. SLT and the attendance office will create and implement a clear transition and reintegration plan post COVID-19 school closures to support all PP pupils to improve their attendance. Impact to be measured through improved attitudes, concentration, attendance and academic progress.
Barriers to learning these priorities address	Engaging pupils and their families in returning to school routines after such a long period of school closures. Building up resilience and stamina for school days.
Projected spending	£30128

## Monitoring & Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given over to allow for staff professional development for delivering an effective recovery curriculum	Use of staff briefings, twilight sessions, INSET days and additional cover being provided by PPA teachers (when not covering PPA).
Targeted Support	Ensuring enough time is given within the timetable for learning support assistants to deliver interventions.	PPA teacher employed and apprentices used for photocopying, school environment etc. to allow learning support assistants to prioritise interventions.
Wider Strategies	Engaging the pupils and families facing the most challenges from the pandemic e.g. financial, loss/grief, academic, safeguarding concerns	Work closely with the LA and other local schools on creating a recovery curriculum, tailored to the needs of our pupils academically, emotionally and socially.



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## Review: Last Year's Aims & Outcomes

Aim	Outcome
Progress in Phonics	Due to the coronavirus, assessments did not take place in Summer 2020 and so we do not have the data to analyse these outcomes.
Progress in Reading and Writing	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.
Progress in Mathematics	
Attendance	
Mental Health and emotional wellbeing	The worldwide pandemic has caused widespread issues with mental health and emotional wellbeing for citizens through work, financial, health, family problems. Address these needs will be a priority for 2020-21
Curriculum Intent and culture capital	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.



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