



Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	
School name:	Fazakerley Primary
Number of pupils in school:	373
Proportion (%) of pupil premium eligible pupils:	188 (50.4%)
Academic year/years that our current pupil premium strategy plan covers:	2021-22
Date this statement was published:	September 2021
Date on which it will be reviewed:	July 2022
Statement authorised by:	S.Bennett
Pupil premium lead:	S.Bennett/ D.Walton
Governor / Trustee lead:	M.Hardy

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year:	£252,860
Recovery premium funding allocation this academic year:	£27,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable):	£0
Total Budget If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year:	£280,120



Part A: Pupil Premium Strategy Plan

Statement Of Intent

Our aim is for all pupils at Fazakerley Primary to achieve highly and make rapid progress in their learning. We want to ensure they feel safe and happy in school and ready to learn. We want our parents and carers to feel supported and confident that we are giving their children the best start to their education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail Of Challenge
1	Gaps in learning within maths units due to lockdown and some poor engagement with online learning.
2	Gaps in reading ability and phonics knowledge due to lockdown and some poor engagement with online learning.
3	Gaps in grammar, punctuation and spelling units due to lockdown and some poor engagement with online learning.
4	Lockdown has affected mental health and resilience.
5	Pupil attendance rates for disadvantaged pupils are significantly below the expected target for all pupils of 97%.



Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p>Percentage of children attaining the expected phonics pass mark to be in line with national average.</p>	<ul style="list-style-type: none"> • Staff trained in Read Write Inc. (RWI). • Resources purchased for RWI. • Staff following progression timetable and tutoring programme.
<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.</p>	<ul style="list-style-type: none"> • Staff trained in new EYFS curriculum. • Staff using statements from Reception Baseline to plan for groups and individuals. • Disadvantaged pupils identified on LSA provision maps. • LSAs to provide interventions with 1:1 and small group tuition.
<p>Increase the percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics across KS1.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils identified on LSA provision maps. • Weekly intervention sessions for KS1 pupils with 1:1 and small group tuition. • Teachers using gap analysis from internal assessments to inform future planning.





Activity In This Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching:


Budgeted Cost: £10,221.06


Activity	Evidence That Supports Approach	Challenge Number(s) Addressed
<p>Access to high quality CPD to ensure systematic practice across the school.</p>	<p>Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives that are pursued until they are achieved.</p> <p>How effective is it?</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> 	<p>1,2,3</p>
<p>Whole school approach to the delivery of early reading and phonics using Read Write Inc.</p>	<p>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>How effective is it?</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>2</p>


	<p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>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.</p> <p style="text-align: center;"></p>	
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Targeted Academic Support (for example tutoring, one-to-one support structured interventions):

Budgeted Cost: £239,021.38

Activity	Evidence That Supports Approach	Challenge Number(s) Addressed
<p>Structured group interventions across all year groups 1-6.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>How effective is it?</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p style="text-align: center;"></p>	<p>1,2,3</p>


<p>1:1 interventions across all year groups 1-6.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching.</p> <p>How effective is it?</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p style="text-align: center;"></p>	<p>1,2,3</p>
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<p>1:1 after school tutoring (school led tutoring).</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching.</p> <p>How effective is it?</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p></p>	<p>1,2,3</p>
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Wider Strategies (for example related to attendance, behaviour, wellbeing):

Budgeted Cost: £38,713.14

Activity	Evidence That Supports Approach	Challenge Number(s) Addressed
<p>Mental Health Support: Use of Learning Mentors and other trained staff to improve the mental health of our pupils and increase their readiness to learn.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>How effective is it? On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL approaches have been found to be effective in primary and secondary schools, and early years' settings.</p> 	<p>4</p>

<p>Attendance officer employed and a service level agreement with EWO to monitor pupils and follow up quickly on absences.</p> <p>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.</p> <p>Impact to be measured through improved attitudes, concentration, attendance and academic progress.</p> <p>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.</p>	<p>How effective is it?</p> <p>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.</p> <p>Developing effective parental engagement to improve their children's attainment is challenging</p> <p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years' provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> 	<p>5</p>
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Total Budgeted Cost: £287,955.58

Amount Of Pupil Premium & Recovery Premium: £280,120

Amount Taken From Whole School Budget: £7,835.58



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please note that any data below is from internal assessments only, for example, standardised teacher administered tests or diagnostic assessments.

Aim	Outcome
<p>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.</p>	<p>The number of children with a reading age in line or above their chronological age increased in Years 1,2,3,4 and 5.</p> <p>Spelling data on standardised assessments increased in all year groups.</p>
<p>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.</p>	<p>There was a high percentage of expected or accelerated progress in all year groups for Maths during 2020-21.</p> <p>Year 1 – 82%</p> <p>Year 2 – 71%</p> <p>Year 3 – 53%</p> <p>Year 4 – 66%</p> <p>Year 5 – 98%</p> <p>Year 6 – 77%</p> <p>A full report of our internal Maths data for 2020-21 is available if required.</p>
<p>Establish small group speech & language, phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>Intervention groups across school showed that children who had received small group tuition made accelerated progress and more progress than their peers. See full intervention impact report for more information.</p>



To create a reading hub targeting PAs.	Due to Covid-19, the reading hub was unable to be set up. Restrictions with bubbles and other factors mean this will continue to be a priority in 2021/22.
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.	A second lockdown during the year affected mental health and learning behaviours - this will continue to be a priority in 2021/22.
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.	A second lockdown during the year affected attendance - this will continue to be a priority in 2021/22.

Externally Provided Programmes

Programme	Provider
Learning By Questions	LbQ
Times Tables Rockstars	Maths Circle
Literacy Shed	EdShed
Number Stacks	James Aylett
1stClass@Number	Edge Hill University/Every Child Counts
1stClass@Arithmetic	Edge Hill University/Every Child Counts
ReadWriteAz	Learning A-Z
Read Write Inc	Ruth Miskin