



Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (for the 2022 to 2023 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:	415
Proportion (%) of pupil premium eligible pupils:	50.7%
Academic year/years that our current pupil premium strategy plan covers:	2022-23
Date this statement was published:	September 2022
Date on which it will be reviewed:	July 2023
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:	£243,760
Recovery premium funding allocation this academic year:	£13,630
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:	£257,390



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	As children enter the school, baseline levels for many areas of development, particularly the prime areas, are well below age-related expectations.
2	Many pupils outside of school do not have easy access to quality books, reading environments or the skills to improve mathematics and therefore are academically lower than their peers.
3	Poor Social, Emotional & Mental Health.
4	Parents are unable to provide the basic resources needed for education such as uniform and PE kits.
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>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 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. • Disadvantaged GLD score to be 50% or higher (previously 36%).
<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. • Disadvantaged combined attainment score to be over 50% (previously 18%).
<p>Improve the attendance of disadvantaged pupils to over 95%.</p>	<ul style="list-style-type: none"> • Use of EWO. • Attendance officer. • Attendance meetings. • Disadvantaged pupils attendance to be over 95%. • Reduce the number of disadvantaged pupils labelled as PA (persistent absentees).




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: £4,000


Activity	Evidence That Supports Approach	Challenge Number(s) Addressed
Access to high quality CPD to ensure systematic practice across the school.	<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> 	1,2



Targeted Academic Support (for example tutoring, one-to-one support structured interventions):

Budgeted Cost: £ 255,399


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>1,2</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></p>	<p>1,2</p>
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Wider Strategies (for example related to attendance, behaviour, wellbeing):

Budgeted Cost: £62,339.09

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>3</p>
<p>Purchasing subsidised uniform and PE kit for the entire school.</p>	<p>How effective is it?</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition.</p>	<p>4</p>

	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</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 officer will create and implement a clear plan 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>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>

Total Budgeted Cost: £321,738.09

Amount Of Pupil Premium & Recovery Premium: £257,390

Amount Taken From Whole School Budget: £64,348.09



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 2021 to 2022 academic year.

Aim	Outcome
Percentage of children attaining the expected phonics pass mark to be in line with national average.	91% of the pupils in school passed the phonics check (this is higher than the last known national average). For PP children 81% passed the check by the end of Y1.
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.	36% of our PP children achieved GLD compared to 64% of Non-PP children. No previous years data to compare due to COVID.
Increase the percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics across KS1.	18% of our PP children achieved expected in reading, writing and maths at the end of KS1 compared to 59% of our Non-PP children. No previous years data to compare due to COVID.



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