



Pupil Premium (including Catch Up Programme) Impact Statement for 2020/21

**PUPIL PREMIUM SPEND 2020 – 2021: £155,950**

INITIATIVE	COSTINGS	DETAILS	EXPECTED OUTCOMES
KS1 Additional Reading Support	£17,688	Specialist Teacher – utilising the skills associated with the “Every Child A Reader” Intervention Programme - to support with the teaching of reading (and phonics) in Year 1 and Year 2 throughout the Autumn Term; before delivering an individual Reading Programme (for up to 20 weeks) for a minimum of 6 children in KS1, providing intensive support for pupils with reading (and developing the children’s confidence and ability to form letters correctly, spell an increasing number of high/medium frequency words and to write to the expected standard by the end of KS1).	<b>To diminish the difference between the number of disadvantaged children working at the expected standard in Phonics and Reading (at the end of Year 1 and Year 2); when compared with the number of non-disadvantaged pupils and all pupils working at the expected standard.</b>

**Evaluation:**

During the Autumn Term, the additional reading support delivered through this initiative provided intensive support for the children in Year 1 and Year 2. This was part of the school’s ‘catch-up’ provision aimed specifically at helping the children achieve their pre-Covid level of attainment in reading as quickly as possible. Over the course of the Autumn Term:

- In Year 1: The number of pupil premium pupils reading at the expected standard increased from 7/18 (38.9%) to 8/18 (44.4%)...with the End of EYFS to End of Year 1 Predicted Reading Attainment Gap narrowing from -51.1% to -45.6% (and decreasing to -29.2% by the end of the academic year). Furthermore, the number of pupils who demonstrated that they were working at the expected standard in the Phonics Screening Check (administered in June 2021) was 27/30 (90.0%) for all Year 1 pupils - including the Year 1 pupils within our SEMH Provision who both have an EHCP. 18/19 (94.7%) of our pupil premium pupils were assessed as ‘working at’ the expected standard; compared with 9/11 (81.8%) of non-pupil premium pupils.
- In Year 2: The number of pupil premium pupils reading at the expected standard increased from 7/14 (50.0%) to 8/14 (57.1%)...with the End of EYFS to End of Year KS1 Predicted Reading Attainment Gap narrowing from -22.2% to -3.0% (and remained at -3.0% by the end of the academic year). Furthermore, the number of pupils who demonstrated that they were working at the expected standard in the Phonics Screening Check (administered in December 2020) was 20/32 (62.5%) for all Year 2 pupils - including the Year 2 pupils within our SEMH Provision who all have an EHCP. 8/13 (61.5%) of our pupil premium pupils were assessed as ‘working at’ the expected standard; compared with 13/19 (68.4%) of non-pupil premium pupils. *By the end of the school year (June 2021) this rose to 25/32 (78.1%) – and 25/29 (86.2%) within our mainstream provision – with 9/13 (69.2%) of our pupil premium pupils and 17/19 (89.5%) of our non-pupil premium pupils ‘working at’ the expected standard.*

From the beginning of December (in preparation for the duration of the Spring Term) a revised plan was put into place to extend the ‘additional reading support’ programme whole school; as the impact of the school closures during 2019/20 had resulted in a greater proportion of the children regressing significantly in their reading attainment (having had very limited high quality reading experiences between March 2020 and when the schools reopened in September 2020). The impact of this decision is apparent in the rising cost of the initiative – but was deemed essential to enable the school to achieve its desired outcomes. The revised programme of support included:

- 30 minutes Reading Recovery intervention – for a Looked After Child (funded through the child’s PEP) – each day.
- 6 x 45 minutes (Individual Reading Support for three readers – for 15 minutes each per day – in Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6).
- Additional Guided Reading Support in Year 1 (30 minutes) each day.
- Additional Guided Reading Support in Year 2 (30 minutes) each day.

This programme of support was re-established as soon as the schools reopened on 8<sup>th</sup> March 2021 and remained in operation until the end of the academic year – and provided daily reading support and focused intervention for the lowest attaining readers throughout the school (who were, predominantly, pupil premium pupils).

Our assessment data shows that:

- In Year 1 the attainment gap (in reading) diminished from -51.1% to -29.2%
- In Year 2 the attainment gap (in reading) diminished from -22.2% to -3.0%
- In Year 3 the attainment gap (in reading) diminished from -34.1% to -18.2%
- In Year 4 the attainment gap (in reading) diminished from -37.5% to -34.4%
- In Year 5 the attainment gap (in reading) continued to rise, from +16.2% to +38.3%, with our pupil premium pupils continuing to out-perform our non-disadvantaged pupils.
- In Year 6 the attainment gap (in reading) widened from +7.8% to -40.9%\*

*\*Within the Year 6 cohort of 27 pupils, only 5 pupils were non-disadvantaged – and the number of pupils amongst this group who achieved the expected standard in reading increased from 2/5 (40.0%) to 5/5 (100%). Out of the 22 pupil premium children, 10/22 (45.5%) started the year ‘on track’ to achieve the end of KS2 expectation for reading – however, this increased to 13/22 (59.1%) by the end of the year.*

The tracking data for the children targeted for daily additional individual reading support also shows that the pupils who benefitted from the daily additional reading support made accelerated progress through the reading book bands (verified through assessment using PM Benchmarking Kit) compared with their peers during this period too.

**Total Cost of ECaR Intervention programme: £ 32,812.22**

Additional adult (TA) in Reception	£26,412	An additional adult in the Reception class to support the children in developing the skills required to accelerate progress towards achieving the Early Learning Goals. Having 3 adults working in Reception every day allows higher quality interactions and learning. Children are also supported in social, emotional, physical development - as well as academic skills (within continuous provision and intervention groups) - which take place daily. Equally, key lessons (such as phonics, reading and writing) can be taught in much smaller, targeted groups.	<b>The percentage of children meeting the age related expectations at the end of EYFS more closely matches the Halton (and national) average year on year; with the gap between the number of disadvantaged pupils on track to achieve each Early Learning Goal diminishing throughout the year.</b>
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**Evaluation:**

Due to the national school closures during the Spring Term (commencing 6<sup>th</sup> January 2021), the children in our Reception class did not undergo the End of Early Years Foundation Stage assessments – in line with the rest of the country – during 2020/21. However, the pupil data on entry revealed that 19 children (63%) of this cohort were achieving below age-related expectations (September 2020). Of these 19 children, 11 (58%) were pupil premium pupils and 8 children (42%) were non-disadvantaged. *This compares with 16 out of 30 (53%) of the cohort, as a whole, being pupil premium pupils.*

Throughout the school year, the additional adult in Reception was utilised to take small groups of children and children on a one-to-one basis to consolidate understanding where misconceptions had developed; or to deepen their understanding, where appropriate. They also read with specific groups of children and individuals - to improve and expand the target pupils' vocabulary (and to develop a love of reading) – and targeted individuals, within the classroom provision, to support them to build relationships with peers and to accelerate the rate of progress these pupils were able to make with their communication. This impacted positively by allowing staff to target specific individuals in specific areas of learning.

The staff member was able to challenge the understanding of specific children. For example, they worked on problem solving within Mathematics for children that were confident with number, to enable them to attain to the expected standard in all aspects of Mathematics. Furthermore, they worked on developing the language acquisition of the children with limited vocabulary (through the use of story books and the use of role play props).

This adult also supported with the behaviour management of children that were struggling with communication and/or understanding. She was tasked with building relationships with the children through small group activities and close support during whole class sessions, to remind the children of the behavioural expectations to ensure that learning opportunities were

maximised and good progress was made in each lesson.

**Total Cost of Additional TA in Reception = £ 26,149.89**

<p>Staffing Structure (including the role of Phase Leaders to 'drive' standards amongst the different groups of children – particularly disadvantaged pupils – in the respective year groups).</p>	<p>£10,530  £124,331</p>	<p>Three TLR2s to be awarded to staff who have an overview of all pupils within their respective key stage – and to ensure that resources are effectively targeted at diminishing the difference between the relative attainment of disadvantaged pupils when compared with all pupils in the same cohort.  An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2 – to ensure all interventions and provision mapping is delivered (or at least planned and monitored) by fully qualified teachers. <i>This 'structure' also enables staff to team teach – in core subjects and key priority areas – and for all PPA (and Leadership &amp; Management Time) to be covered by a fully qualified teacher, who knows the children, the standard of behaviour expected and the curriculum that the children are covering in depth.</i></p>	<p><b>The number of disadvantaged pupils on track to achieve age-related expectations in Reading, Writing and Mathematics (i) individually and (ii) combined - and are able to demonstrate this in age-standardised tests at the end of the academic year - increases throughout the year.</b></p>
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**Evaluation:**

During the academic year 2020/21, the decision was taken to move to just two (rather than three) data capture points throughout the school year: during the Autumn Term (December) and during the Summer Term (May). This has made tracking pupil progress alongside this initiative more challenging. Equally, the first national school closure (March 2020 to August 2020) resulted in no age-standardised tests being administered during the Summer Term 2020 – which would have provided a more valid and secure baseline assessment – and this also had a significant impact on the children's knowledge and skill acquisition during the Autumn Term 2020 (as the teaching staff needed to focus on re-establishing and introducing new routines, delivering key aspects of the curriculum that the children had 'missed' during the school closures, prioritise 'plugging identified gaps' in the children's knowledge and understanding, and ensuring accelerated progress ('catch up') on the most critical aspects of the curriculum during this time).

The additional teaching staff in each key stage (KS1, LKS2 and UKS2), along with the Phase Leaders (TLR2 post holders), were all instrumental in the school being able to provide consistent high quality education and a high standard of teaching throughout the Autumn Term, a comprehensive and effective remote learning support package during the Spring Term and a mixture of both remote learning, when required, and face-to-face (whole class) teaching throughout the remainder of the school year – for ALL pupils.

Therefore, it is vital that, despite our best effort and endeavours, it is recognised that the children (in all year groups) not only returned to school with clear gaps in their knowledge from the previous academic year (in September 2020), they also had not had the time to cover all aspects of the curriculum prior to undertaking the age-standardised assessment tests in December 2020 and again in May 2021 – due to the disruptions to their schooling and education caused by the national school closures and the regular need to self-isolate (either as a family or as a bubble) throughout the year. This means that the assessment data below needs to be judged and evaluated with this context in mind.

Nevertheless, the positive impact of all teaching staff – including those funded through this initiative (and who have focused on 'driving' standards amongst our most disadvantaged pupils – which increased during the course of the school year (as more of our families became eligible for the pupil premium)) – needs to be recognised, applauded and celebrated; as does our pupils' resilience, hard work and determination. The teaching staff provided excellent pastoral and emotional support to the children who attended our school (to support them well with their personal development) as well as supporting the children to progress and develop academically.

By the end of the Autumn Term, the number of pupil premium pupils who had demonstrated in the NFER (age-standardised) Tests that they were attaining to the expected standard had increased by 13 (Reading), 3 (Writing) and 4 (Mathematics). *With no further disruptions to the children's education from 1<sup>st</sup> January 2021 onward, it would have been expected that these numbers would have increased steadily throughout the Spring and Summer Term – and demonstrates that the children had 'caught up' on a significant amount of their 'lost learning'.*

However, over the course of the academic year, the number of pupil premium pupils who were able to demonstrate they were performing at the end of year expectation increased by just 12 (Reading), 1 (Writing) and 3 (Mathematics). *While this is disappointing, when compared with the trajectory that the school was on course to achieve at the end of the Autumn Term, it should*

be celebrated that the number of pupil premium pupils attaining at the expected standard increased – and the significant disruptions to the children’s education this year had not had a negative impact on the overall attainment of our pupil premium pupils.

**Total Cost of TLR2 payments and additional teacher in each phase (KS1, LKS2 and UKS2) = £115,545.42**

Predicted Total Spend	£178,961	<b>Total ‘Pupil Premium’ Spend</b>	<b>£174,507.53</b>
Predicted Total Income from Pupil Premium	£155,950	<b>Total Income from Pupil Premium</b>	<b>£155,950.00</b>
Predicted Value Added Spend by School	£23,011	<b>Value Added (by School)</b>	<b>£18,557.53</b>

### CATCH UP PREMIUM SPEND 2020 – 2021: £16,371

INITIATIVE	COSTINGS	DETAILS	EXPECTED OUTCOMES
HLTA to deliver high quality interventions and/or provide ‘cover’ to enable class teachers (and phase leaders) to deliver high impact intervention sessions.	£17,084	Additional teaching support to be provided in KS2 (to supplement the extra support in EYFS and KS1 – outlined above) to ensure that those pupils in greatest need of additional support, accelerated learning and appropriate interventions are able to access this, each week. While some of the support will be planned and provided by the HLTA, at other times the HLTA will cover the class teachers’ responsibilities so they can deliver the high impact interventions; to support our pupils to ‘catch up’.	<b>Those children who are identified as having ‘fallen behind’ the most – especially in reading – to be given intensive support and attain their ‘pre-covid’ levels of attainment as swiftly in the school year; then to be supported to make further progress to ‘catch up’ to their peers and achieve their ambitious individual targets.</b>

#### Evaluation:

During the first half of the Autumn Term, the extra member of our teaching team (funded exclusively through the Catch Up Premium) was deployed in UKS2 – providing additional support in Year 5 and Year 6. However, it should also be noted that a significant amount of this time coincided with the long-term absence of a member of staff (due to a hospital procedure) so, being able to maintain a high staff to pupil teaching ratio in both Year 5 and Year 6 helped the school to provide the necessary support and interventions to those children in greatest need of ‘catch up’. Furthermore, by deploying a HLTA within this phase, the HLTA could deliver whole class teaching sessions whilst the upper pay scale teachers delivered targeted interventions, writing conferences and additional pupil support sessions. The impact of this is seen in the accelerated progress the Year 6 pupils made during the Autumn Term, with the number of pupils on track to achieve the end of key stage 2 expectation in:

- Reading... rising from 13/28 (46.4%) to 21/28 (75.0%) – with those attaining a High Score increasing from 0/28 (0%) to 4/28 (14.3%).
- Writing... rising from 9/28 (32.1%) to 17/28 (60.7%) – with those attaining Greater Depth in the Standard increasing from 0/28 (0%) to 2/28 (7.1%).
- SPaG... rising from 11/28 (39.3%) to 18/28 (64.3%) – with those attaining a High Score increasing from 2/28 (7.1%) to 3/28 (10.7%).

During the Autumn Term, due to clearly identifiable gaps in knowledge, the number of children on track to achieve the end of key stage 2 expectation in Mathematics declined from 17/28 (60.7%) to 14/28 (50.0%) – even though the number on track to achieve a High Score remained at 3/28 (10.7%). *This had been apparent from early in the Autumn Term and the HLTA supported the class teachers in delivering after school Booster session to deliver Year 5 Summer Term content and teach mathematical concepts that the children were finding tricky to master; so it was hoped that this would enable the children who had ‘fallen behind’ to get back on track by the end of the Spring Term.*

For the second half of the Autumn Term, a timetable was devised that enabled the HLTA to provide additional support, each week, to those children in greatest need of ‘catch up’. This was developed following the Autumn Term Pupil Progress Meetings (in October) and included:

- Year 1 English (30 minutes);
- Year 1 Mathematics lessons (2 x 50 minutes);
- Year 2 English and Phonics (3 x 50 minutes);
- Year 3 Guided Reading (5 x 25 minutes);
- Year 4 Guided Reading (5 x 35 minutes);
- Year 5 Guided Reading (3 x 40 minutes);
- Year 6 Guided Reading lessons (5 x 45 minutes);
- Year 6 SPaG and English (4 x 30 minutes);
- UKS2 teachers to deliver English interventions;
- To cover PPA for 3.5 hours each week – to maintain two adults actively teaching for a greater proportion of the week.

This provided extra support in the subject areas (predominantly reading) and year groups that the children had ‘fallen behind’ in the most; and the timetable would have continued throughout the Spring Term (had the national school closures not ensued).

When the school reopened – and for the remainder of the school year – the HLTA was deployed within the Year 4 team; in response to key actions that the school needed to implement as a consequence of a risk assessment developed with the support of the Safeguarding Children in Education (SCiE) Officer. This allowed the school to prioritise the quality of teaching in a year group that it was essential that the teaching staff also provided 1:1 support for a child – and the children in this cohort were able to continue to make progress (and were not disadvantaged). The greatest impact that this had was on improving the behaviour and attitude to learning amongst this cohort of children; and, as a result, they became more focused on their work and learning was maximised throughout the remainder of the school year.

While the school is in receipt of additional funding, to support the children to ‘recover’ from the lost learning that has arisen – due to global Covid-19 pandemic – the school will continue to employ an extra teaching staff member (HLTA) to enable us to support those children (and cohorts) in greatest need of ‘catch up’. Therefore, this fixed term contract has been extended into 2021/22.

**Total Cost of additional teaching staff member (HLTA): £28,837.80**

Predicted Total Spend	£35,506	<b>Total ‘Catch Up Premium’ Spend</b>	<b>£33,482.59</b>
Predicted Total Income from Catch Up Premium	£16,000	<b>Total Income from Catch Up Premium</b>	<b>£16,371.00</b>
Predicted Value Added Spend by School	£19,506	<b>Value Added (by School)</b>	<b>£17,111.59</b>