**Smithdown Primary School’s Pupil Premium Grant 2020 – 21 Impact Statement**

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| Pupil Premium Grant: | £248,880 (Subject to January Census Data 2021 ) |
| Number of pupils entitled to PPG funding  | 278/442 |
| % of pupils entitled to PPG funding  | March 2021 63% *Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year. Changes in parent job and citizen status throughout pandemic has seen PP rise* |
| Entitlement by Year Group July 2021 |
| Nursery | 36/52 Pupils (73%) |  |
| Reception  | 38/60 Pupils (63%)  |  |
| Year 1 | 34/60 Pupils (57%) |  |
| Year 2 | 36/60 Pupils (60%) |  |
| Year 3 | 43/60 Pupils (72%) |  |
| Year 4 | 35/60 Pupils (58%) |  |
| Year 5 | 36/60 Pupils (60%) |  |
| Year 6 | 20/30 Pupils (67%) |  |

**Research**:

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for PPG. The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

**Barriers to Learning:**

After analysing the Pupil Premium spend from last year, we have come up with our own tool kit for effective spending of Pupil Premium Grant. Each strategy links to the barriers of learning and development faced by the children.

* Low baseline of attainment on entry to school at any point
* Limited social and cultural experiences of life outside of immediate environment
* Attendance, punctuality and mobility
* Language acquisition
* Self-belief, emotional need and confidence

**Additional Key Information:**

* **Please not that any additional spending will come from alternative budget lines**
* **No data available from external testing for this academic year due to the Covid-19 Pandemic**
* **Due to the high levels of mobility within the school context, exact percentages will fluctuate throughout the academic year. The proportion of pupils leaving or joining the school throughout the year is significantly above national average. There are also a significant number of pupils who join the school for a short period of stay or return to home countries on a regular basis.**

**Pupil Premium Allocation:**

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| Expenditure: | Aim/Proposal: | Barriers to learning: | Success Criteria: | Impact: |
| **£15,859***Contribution of salary costs approx. 50%.* | **Family Liaison Officer** Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers* Parental relationship development
* EHATS
* Safeguarding
 | **SMSC & Pupil Well being. Family Support** - Mobility of pupils often means they lack confidence and awareness in confidence.Starting points and limited language acquisition are barriers due to lack of experience and understanding and the ability to express feelings. Home environment causing stress and anxiety for children and families | Pupils feel safe and begin to trust adults in the school.Emotional and Mental health issues are addressed.Confidence in building relationships gained.Readiness for learning improved.Opportunities for vulnerable children to share their worries and concerns. Family involvement. Improved  | Please see table above covering Family Support Worker’s Role through lockdown. Target to continue Family Liaison Officer has supported a number of children and families throughout pandemic and beyond. Feedback from parents has been very positive. Improved home/school relationships and introduction of a section on the website dedicated to signposting parents to emotional and financial support as well as community events |
| **£75,500** *Contribution of salary costs 70%* | **Learning Support Assistant**Deployment of LSA’s to administer intervention programs facilitated by the Inclusion Manager with individuals and small groups to fill gaps and raise attainment and progress pupils CLL and Phonological awareness. | **Curriculum Learning -** Due to entry points of low attainers, EAL and individual learning needs – phonological awareness is a barrier to age appropriate work. | Improve standards of attainment and achievement in phonics and all interventions so that the gap is narrowed between school and national for all learnersImprovement in skills and depth of knowledge taught resulting in the raising on standards for learners  | Interventions have been delivered successfully across the school. Regular assessments have informed next steps, notes on sessions have been fed back and discussed with class teachers, phase leaders and SENDCO’s to inform next steps. |
| **£10,000***Contribution of salary costs 20%* | **Deployment of 1 teacher** (20%) to support the teaching of Whole Class Year 6 Reading, writing and maths  | **Teaching and the Curriculum –** low entry point of learners, EAL and family context barrier to pupil progress | Improved standards in progress and attainment across the curriculum in Year 6. Targeted support will enable learners to meet age expected standards. Improved pupil access to curriculum  | Pupils have completed pre-teaching activities to prepare pupils for English with a focus on vocabulary and writing skills. This has effectively supported targeted pupils when engaging in new class-based learning and remotely. Effective targeted support to continue |
| **£20,500***Contribution of salary costs and resources* | **Remote learning**To keep a shared and consistent approach for all leaners and their families * Resources provided
* IT equipment
* Family support
* Therapeutic support
* Plat form support
 | **Teaching and the curriculum –** due to time away from school, gaps in learning may increase for some leaners, especially for those without adequate IT infrastructure in home environment  | Leaners will access remote work from home environment to mirror the curriculum in school. This will boost self-esteem for the children by keeping links with school, give them a daily routine and helping them to progress. Children will have access to their teacher with any safe guarding concerns that we will support them with. Improvement in IT infrastructure for families and paper copies when required  | Successful role out of Google Classroom and See Saw enabling children and families to access learning, safe guarding and pastoral support from the school throughout the pandemic. IT tech support available for parents. Positive feedback from parents when receiving devices. 62% up take electronically and paper copies available if requested |
| **£7500**75% contribution of salary and resource cost | **Edible Playground**To boost concentration, health and wellbeing. Make outdoor learning more fun. Help all pupils unlock their potential and collaborate with others.Develop skills for the future and introduce new Enterprise initiative ideas | **Curriculum Learning and SMSC & Pupil Well being. Family Support –** children do not have opportunities for outdoor learning and how they can progress in areas of the curriculum | Discovering that growing your own greens has health benefits and pride is taking in growing.Parents and members of the community benefit from the garden.Children develop skills to plant and care for vegetables.Links are developed across all curriculum areas.Children find the garden a place of peace and happiness for their emotionally wellbeing. Improved standards in STEM  | Increase in the mental wellbeing of the children. Children reported that they enjoyed spending time with the staff, their parents and other children and felt a sense of achievement when things grew! Cross curricular skills developed.Target to continue |
| **£2500** | **Shylowen Stables** to deliver inter-personal activities to small groups and individual pupils through pony therapy  | **Wider Strategies** (Social, Emotional and Family Support) | Children will have opportunities to develop empathetic skills and awareness of needs of those other than themselves (including animals). | Due to Covid-19 restrictions this has not taken place this year. Support for pupils has been provided by the Family Liaison officer in individual, group and family sessions. |
| **£4500***Contribution of salary costs, 50% of 0.6 full time equivalent*  | **Interpreters** support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practise.Parents understand communication between school and home.Parents are able to support their children’s learning at home. | **SMSC & Pupil Well being. Family Support** - Parents and children do not always understand expectations of school life and key aspects of the curriculum.Parents find it challenging to help their children with the curriculum  | Attendance figures continue to remain in line or above with national. PA does not become an issue in the school.Parents understand ethos and culture of school.Children able to access school curriculum and make progress from starting point with language acquisition.Parents able to support children in their work | School invested £6000 in translator services throughout lock down and return to school. It has helped many family settle well into school life knowing that they can be understood and questions they may have answered. Used in EHATS, housing and medical appointments to support whole families.  |
| **£5500***Contribution to salary costs and relevant resources 75%**Staff CPD* | **ELKLAN and Hanen Project – speech, language and communication**  | **Curriculum Learning -** Starting/entry points are barriers especially to those with no pre school experience or who are new to the country | Children will have the ability to talk more fluently with confidence. They will express their ideas in a clear and mature way.CLL progress and attainment will continue to improve.Teachers will be up skilled in the delivery of oracy and see the benefits across curriculum areas | Remaining high priority on SDP. ELKLAN through consortia funding and whole school Wellcomm to be rolled out Children on track through initiativeTarget to continue |
| **£8500***Contribution to visit/visitor costs approx. 77%* | **Cultural Capital - Educational visits and visitors to school** To enhance children’s’ life experiences**Residential Trips**  | **Curriculum support and enrichment beyond the curriculum** - Very limited social and cultural experiences due to low income families.Limited first hand experience limits imagination and creativity and restricts language development  | Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences Improved standards at the end of both Key Stages.All pupils to receive an enriched curriculum with hands-on learning experiences  | Further use of cultural capital cancelled due to lockdownTarget to continue |
| **£15,900***Contribution to specialist teacher*  *cost 75%* | **Music teacher**Runs weekly lessons across the school to enhance and enrich learning experiences.* Up skilling (CPD) of KS2 lead learning ukulele
 | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.Further opportunities to talk enhanced activities. Skill transference across the curriculum.Greater impact on accelerated progression in core subjects. | Positive and successful curriculum enhancement achieved for all learners. Children developing in confidence and progression of the abilities within music curriculum. G&T groupd identified in summer term for Autumn role out Target to continue  |
| **£15,000** | **Attendance Initiatives** To achieve consistent attendance of 96%+ and reduce PA. Subsidy of breakfast club | **Social, emotional and family Support**. **SMSC & Pupil Well being** - Lack of understanding due to parental prior school experiences and cultural differences causes attendance issues leading to possible PA | Reduce persistent absenteeism across the school. Keep attendance over 96%. Improvement in punctuality for targeted families. Strong relationship with EWO service. Breakfast club full to draw children and families in. Parents fully understand the importance of their child’s education  | Education Welfare Officer, Pastoral Lead, Safeguarding Lead and Family Liaison Officer have worked with parents on attendance and punctuality issues. Rewards and sanctions have been highlighted with Attendance continually maintained as a high school priority. Attendance for 2020-21 was 96.5% |
| **£10,750**75% of salary  | **Beat Life (weekly drumming teacher)**Curriculum enhancement and develop musical skills and self-worth  | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.Further opportunities to talk enhanced activities. Skill transference across the curriculum.Greater impact on accelerated progression in core subjects.Development of fine and gross motor skills | Commenced from January 2021 due to Covid lockdown. Positive and successful curriculum enhancement achieved for all learners. Children developing in confidence and progression of the abilities within music curriculum. |
| **£5000** | **UK Military School**To complete a smooth transition to secondary school  | **SMSC & Pupil Well being –** some children insecure and lack confidence with changes in school career | Children will have an improved self -confidence, self-esteem and self -knowledge in transition to secondary school and increased awareness of new challenges and opportunities. |  Further use of cultural capital cancelled due to lockdownTarget to continue |
| **£10000****50% staff CPD training costs** | **Staff CPD Planned so far:**Talk for WritingRead to WritePhonics StepsAll subject leader training Maths HubWriting Quality markArt’s MarkAttendance AwardNPQMLHanen ProjectEasy PeezyASC training | **Curriculum Learning** - Attainment and low self- belief from starting and entry points are barriers, particularly for pupils who are new to the UK or had mobile education within UK. NQT’s and staff may need updating on latest curriculum and pastoral initiatives | CPD offers one of the most effective ways to improve student performance, increase staff retention, staff knowledge and develop a culture of excellence across a whole school. The overriding purpose is to help teachers continually improve the quality of their teaching and thus sustain positive outcome for all learners at Smithdown  |  Targeted additional support for children and teaching staff has allowed for effective, accurately pitched support enabling groups of pupils accelerate progress closer to age-related expectations, by Zoom. KS1 classes have worked in small groups of pupils using a purchased resource (STOPS). The program will be rolled out wider across school in the next academic year. The practical element to the program has been particularly effective in aiding pupils’ sequencing skills in problem-solving |
| **£2500****75% CPD training cost** | **Lego Therapy**Works with vulnerable individuals and small groups of pupils to develop social and emotional skills and gain confidence. | **SMSC & Pupil Well being** -Lack of first-hand experience delays language development and medical need causes challenges when trying to communicate with others | Specific targeted children with social communication difficulties will gain a sustainable and positive approach to interacting with others. Verbal and non-verbal. Improvements in focus, negotiation skills and collaborative problem-solving . | January 2021 – onwards. Sessions have ran throughout the school year with individual pupils and families and this continued to take place during school closure via Zoom. Effective feedback from sessions have allowed the school pastoral team and LSA’s to support families effectively – especially during periods of National Lockdown |
| **£17000** | **Additional contribution (50%) to IT resource costs and specialist ICT teacher**To support curriculum enhancement through specialist resourced teaching  | **Curriculum Learning** - Lack of range of media, due to starting points and mobility causes gaps in knowledge and skills. Many families have limited IT provision in home environment  | Pupils are confident in using IT as a resource independently. Learners develop confidence in skill application.Further opportunities to talk enhanced activities. Skill transference across the curriculum. A broad and balanced computing curriculum is delivered for all learners. Greater impact on accelerated progression in core subjects.Children access remote learning successfully  | 162 devices sent in to school by Gov for families in need. Successful setting up for needs of families. Weekly computing club 100% attendance by PP pupils to improve IT skills and confidence to add depth and breadth to their knowledge.Specialist teacher to boost curriculum and support staff CPD with latest initiatives in computing Specialist provided online work for leaners on see-saw. Target to continue |
| **£5000****50% contribution**  | **Uniform Costs**To support pupil and family well being  | **Family Support** **and** **SMSC & Pupil Well being** -Smithdown is situated in one of the most deprived parts of Liverpool. Some parents have limited funds to purchase uniform | To promote the importance of self-belief and self-esteem throughout school community and raise aspirations for all children. Children will feel valued and equal.Parents feel supported that the school can help them with these matters  |  New to country and those indeed identified and uniform given. Positive parental feedback. Children gain a sense of pride and inclusion with peers  |
| **£10,500****50% Contribution**  | **Food, clothing and utility line** To support pupil and family well being | **Family Support** **and** **SMSC & Pupil Well being** -Smithdown is situated in one of the most deprived parts of Liverpool. Some parents have limited funds to purchase family essentials such as food, bus passes and clothes  | Children are fed, watered and clothed. Parents will access this fund and feel valued and supported that they can live. It will keep the children safe and healthy. Parents will feel supported in the knowledge that the school can support their families | Positive feed back from families helped with school voucher scheme to buy essentials throughout pandemic. Vulnerable families identified via pastoral team and whole school staff.  |
| **£25,000****75% contribution**  |  **3 Play Therapists**To support identified vulnerable children  | **Family Support** **and** **SMSC & Pupil Well being** – a lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence | Opportunities for vulnerable pupils to share their worries and concerns and taught strategies to cope with complex needs on a daily basis.Improved family involvement to develop home/school relationshipsChildren discover for themselves sustainable ways to develop resilience and life skills  | Sessions have ran throughout the school year with individual pupils and families and this continued to take place during school closure via Zoom. Effective feedback from sessions have allowed the school pastoral team to support families effectively – especially during periods of National Lockdown. |