

Reflections on Pupil Premium spending 2022-2023

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| Intervention | Cost | Impact of spending |
| Art Therapy | £10,070 | Of the 14 pupils that received art therapy this year, 9 of them were Pupil Premium pupils. The work undertaken with these children has been instrumental in bringing about positive changes for individual children as well as their families and without it some of them would have been at risk of permanent exclusion. |
| Speech and Language Therapy | £2,700 | During the academic school year, 12 children benefitted from intensive S+L support. This included assessments from an external consultant and the delivery of plans by a specialist teacher.  Of the 12 children, 8 were pupil premium children. One of these children joined us from a different local school and was identified very quickly for assessment with a plan of support following.  Records of progress show that all of these children are making good progress towards their personal targets. Two children in particular have made excellent progress:  Pupil 1 (Y1)  This pupil has had S+L intervention since starting in our nursery and her progress is exceptional. She progresses steadily through her speech targets and is now much clearer and generally easier to understand.  Pupil 2 (Y3)  This pupil had a deferred entry into school due to developmental delays and a complex S+L difficulty. On entry to school he used only vowels to speak so was unintelligible to everyone. Intensive S+L support continues for him several times a week and he can now converse and be understood by all. |
| Family support worker | £38,200 | 49% of pupils benefitted from significant support and involvement from our Family Support Worker during the year. Of these 69% were Pupil Premium children.  The level of involvement has varied according to the needs of the child/family. Welfare cases are managed very effectively and involvement in multi-agency work is done to a high standard.  Commitment to this important role in school ensures that teaching staff are not diverted from their core roles too frequently.  1:1 work with identified pupils is carried out regularly to explore wishes and feelings and ensure that vulnerable pupils have a voice that is heard.  In addition to this, our Family Support worker carries out a number of planned interventions to support children’s well-being and mental health these include Draw and Talk Therapy, Lego Therapy and bereavement support.  Our Family Support Worker also manages attendance by closely monitoring and following a robust strategy for management. |
| Residential Trips for Y3 and Y5 | £2,500 | Pupil Premium money has been used to offset the growing cost of residential trips ensuring that these vital opportunities are not missed.  74% of Year 3 children that attended the residential visit were Pupil Premium pupils.  59% of Year 5 children that attended the residential visit were Pupil Premium pupils.  All pupils that attended experienced a broad menu of activities including art, music and adventurous outdoor activities. It was a very positive experience for all of the children and many parents commented on how much their child had enjoyed the visit. |
| Visitors and trips for enrichment | £2,000 | Throughout the year a range of visitors and enrichment activities took place that included   * Imagine That – Foundation Stage * Theatre Group ‘Wind in the Willows’ – Whole School * Gill Taylor – Artist. KS 1 and Year 4 * Norton Priory – Foundation Stage children * Halton Castle/Norton Priory – Y5/6 * Buddhist Temple – Y3, 4 and 5 * Hindu Leaders Visit day in school * Muslim Leader – Year 5/6 workshop * Liverpool waterfront trip – Y1/2   Enhancements to the school curriculum such as these are vitally important to the children in our school. Many of them have few opportunities to travel beyond their home town or to meet people from different ethnic/religious backgrounds. |
| Increased Teaching Capacity | £33,299 | Our class organisation for this school year included another year of Year 1 and Year 2 children being merged into one class. However to ensure that provision was still effective additional teaching support was used during the morning so that the Year 1 and 2 children could be taught in discrete year groups for maths and in appropriate groupings for our new Read Write Inc English lessons.  The year 2 cohort is a very small group (10 children) and there have been a number of changes throughout the year that have impacted on outcomes for this group. 3 children have left the school and 2 new children have arrived. In a small group, this has impacted on both the dynamics and the outcomes for the cohort. At the end of the year, there were only 9 children in the group meaning that data for this cohort should be viewed cautiously as it is statistically unreliable. 7/9 (78%) children were pupil premium. Of these, 2 children had very complex SEND needs and there was a further child whose school absence impacted significantly on her outcomes.  Year 2 outcomes  Reading – 66% (71% of pupil premium children)  Writing – 33% (29% of pupil premium children)  Maths – 66% (57% 0f pupil premium children)  There were 18 pupils in the year 1 cohort with one of these being an autumn term arrival. 53% were pupil premium children.  Year 1 outcomes  Reading – 72% (50% of pupil premium children)  Writing – 56% (20% of pupil premium children)  Maths – 72% (50% of pupil premium children)  Further analysis of these results highlights that of the 10 pupil premium children, 4 also have SEND needs.  These outcomes raise some questions about writing within KS1. The introduction of Read Write Inc has been positive in many ways but SLT need to explore reasons for the lower writing outcomes. One possible reason could be the way children are grouped and therefore taught by a number of different adults (including teaching assistants). Another could be that the scheme is quite rigid and doesn’t offer a broad enough opportunity for writing. This will need to be discussed and addressed. |
| Reading Support | £7,704 | A range of interventions have continued to take place to ensure children achieve well in reading. The introduction of Read, Write Inc has increased the rigour in Foundation Stage and KS1 and shifted our focus for these groups to ensuring children get blending as early as possible. This has resulted in children making faster progress with phonic knowledge and skills than in previous years.  Responsibility for half termly phonic/reading assessments in Foundation Stage and KS1 has been given to the English leader to ensure consistency and a clear overview. This has worked well. From this children have been re-grouped and then quickly identified for 1-1 keep up work.  In KS2, there has continued to be a focus on children who have phonic gaps that need to be addressed. Time has been spent ensuring KS2 staff have the knowledge and skills to effectively support KS2 readers.  **Reading Outcomes 2023: (Expected standard or above)**  **Foundation Stage**  Reading -66% at expected (66% of pupil premium children)  **Year 1**  Reading – 72% (50% of pupil premium children)  **Year 2**  Reading – 66% (71% of pupil premium children)  **Year 3**  Reading – 79% (92% of pupil premium)  **Year 4**  Reading – 89% (80% of pupil premium)  **Year 5**  Reading – 68% (46% of pupil premium children)  **Year 6**  Reading – 88% (85% of pupil premium) |
| Additional teaching assistant support | £7,704 | There are high levels of disadvantaged children across all classes. Having teaching assistants linked to all classes enables additional provision to be planned and a wide range of needs to be met. However, during the academic year, the SEMH needs of a number of children across school became a priority and staffing was diverted to support this. This has led to other interventions being postponed. |