



Pupil Premium Impact Report 2020-21

Contextual Information

Current data (May 2021) shows that:

- 51.7% of our children live in the top 10% most deprived neighbourhoods in the community
- 54.4% of children are eligible for free school meals.

Research shows the disproportionate impact below average teaching has on the most disadvantaged, which is why we strive for excellence in all aspect of teaching and learning, to ensure that our children have the best possible chances to improve their life chances. This is something which we are passionate about and committed to. As such, we based our remote learning and recovery curriculum following both periods of school closures, around removing barriers to learning, engagement and attendance, no matter how small these may seem. Support has included provision of laptops, routers, paper packs, resources and equipment to support learning (e.g. maths equipment), home visits, weekly well-being check ins – face to face and by phone, food deliveries, providing uniform, transporting children to school, family learning opportunities, attendance and engagement incentives, celebrating achievements, family support – either by school’s Family Support Worker, or in conjunction with Halton’s Early Help Team.

Impact of the Pupil Premium

We have a high proportion of disadvantaged children and we monitor their progress closely to ensure they receive any support required to enable them to achieve in line with their peers. Historically our disadvantaged children perform well and make good progress, which we believe is due to the high expectations and aspirations we have for them, the skilled nurturing support they receive from skilled staff and personalised, targeted interventions which are regularly reviewed and evaluated.

Due to school closures over the last academic year due to the Corona Virus pandemic, 2020 achievement data is not comparable to previous data due to the significant difference in learning opportunities, however, the data has been included in this report. Where data, whether quantifiable or not, can be evaluated, it has been included below.

The key areas for planned spend in 2020-21 were:

- Quality of Education
- Behaviour and Attitudes
- Attendance
- Personal Development

| Focus | Success Criteria | Evaluation & Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|---|------|---------|-----|-----|---------|-----|-----|-------|--|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|
| Quality of Education | Improve engagement and enjoyment in reading, improved attainment and progress in reading. | Up to the end of March 2020, assessment data showed that the gaps between disadvantaged children and other were between 7% and 10% in reading and writing. In maths there was no gap at KS1 and disadvantaged were outperforming others in KS2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Improve outcomes in writing – greater number of children achieving ARE and GD in 2020 – narrowing the gap to national. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year</th> <th colspan="3" style="text-align: center;">Reading</th> <th colspan="3" style="text-align: center;">Writing</th> <th colspan="3" style="text-align: center;">Maths</th> </tr> <tr> <th></th> <th style="text-align: center;">All</th> <th style="text-align: center;">Dis</th> <th style="text-align: center;">Non</th> <th style="text-align: center;">All</th> <th style="text-align: center;">Dis</th> <th style="text-align: center;">Non</th> <th style="text-align: center;">All</th> <th style="text-align: center;">Dis</th> <th style="text-align: center;">Non</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">53</td> <td style="text-align: center;">50</td> <td style="text-align: center;">60</td> <td style="text-align: center;">53</td> <td style="text-align: center;">50</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">53</td> <td style="text-align: center;">50</td> <td style="text-align: center;">57</td> <td style="text-align: center;">37</td> <td style="text-align: center;">33</td> <td style="text-align: center;">43</td> <td style="text-align: center;">47</td> <td style="text-align: center;">50</td> <td style="text-align: center;">43</td> </tr> </tbody> </table> | | Year | Reading | | | Writing | | | Maths | | | | All | Dis | Non | All | Dis | Non | All | Dis | Non | 2 | 53 | 50 | 60 | 53 | 50 | 60 | 60 | 60 | 60 | 6 | 53 | 50 | 57 | 37 | 33 | 43 | 47 |
| Year | Reading | | | Writing | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All | Dis | Non | All | Dis | Non | All | Dis | Non | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 53 | 50 | 60 | 53 | 50 | 60 | 60 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 53 | 50 | 57 | 37 | 33 | 43 | 47 | 50 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>Improve outcomes in maths – particularly for disadvantaged. Increase % of disadvantaged children achieving ARE and GD.</p> | <p>By embedding mastery teaching using the 5 part lesson structure and continuing work with NWMH, children were becoming more fluent and accurate in maths lessons. To address the gaps in Reading and Writing, Pathways to Write was introduced and training delivered to all staff. This was only in place for a few weeks prior to the school closure in March 2020, which meant that there was not enough time for there to be any significant impact.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|--|--------------|------------|------------|--------------|--------|----|-----|-----|--------|------|-----|-----|--|------|------|------|---------------|--|--|--|--------|------|-----|-----|--------|----|-----|-----|--|-------|------|------|
| Behaviour and Attitudes | <p>Improve emotional wellbeing of all children – particularly disadvantaged evidenced by improved Boxall scores. Boxall data analysis will be used to identify strategies to support children developing positive mental health and improving academic outcomes as a result. Reduction in challenging behaviour and violent incidents Improve emotional wellbeing of parents and so increase quality of family life and improve wellbeing of children. Early identification of children’s needs will lead to swift intervention in meeting children’s needs.</p> | <p>Boxall could not be completed in the Summer term due to school closure. However, weekly records of well-being checks were kept and monitored throughout the school closure period. HT RAG rated children in each year group according to level of vulnerability. The number of weekly contacts required (by phone and face to face online) was determined by the family’s vulnerability, with the most vulnerable receiving two face to face and one phone call per week by teachers and support staff. Emotional well-being resources and activities were shared regularly throughout the closure period, with face-to-face sessions taking place daily in the key worker/vulnerable group of children attending school. This regular contact and support, along with weekly food collection or delivery, depending on the family’s needs, built stronger relationships between school and families, enabled staff to refer families to the Local Authority Early Help Team for additional support, and enabled staff to continue to gather evidence towards identification of children’s needs.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | <p>Improved attendance of all children particularly disadvantaged identified for specific attendance target support. Significant reduction in PA by end of July 2020.</p> | <p>While full year attendance data is not available, comparison of Autumn 2019 and Spring 2020 data shows that, although still below school’s target figure of 96%, attendance across school, and for disadvantaged children was improving.</p> <table border="1"> <thead> <tr> <th>All pupils</th> <th>Attendance</th> <th>Authorised</th> <th>Unauthorised</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>94</td> <td>3.6</td> <td>2.4</td> </tr> <tr> <td>Spring</td> <td>94.6</td> <td>2.6</td> <td>2.9</td> </tr> <tr> <td></td> <td>+0.6</td> <td>-1.0</td> <td>+0.9</td> </tr> <tr> <th>Disadvantaged</th> <td></td> <td></td> <td></td> </tr> <tr> <td>Autumn</td> <td>92.4</td> <td>3.9</td> <td>3.7</td> </tr> <tr> <td>Spring</td> <td>93</td> <td>2.6</td> <td>4.4</td> </tr> <tr> <td></td> <td>+ 0.6</td> <td>-1.3</td> <td>+0.7</td> </tr> </tbody> </table> <p>There is clearly still work to do around attendance and persistent absence, however, from September 2019 to March 2020 there was a decrease from 9 to 2 children who were classed as persistent absentees.</p> | All pupils | Attendance | Authorised | Unauthorised | Autumn | 94 | 3.6 | 2.4 | Spring | 94.6 | 2.6 | 2.9 | | +0.6 | -1.0 | +0.9 | Disadvantaged | | | | Autumn | 92.4 | 3.9 | 3.7 | Spring | 93 | 2.6 | 4.4 | | + 0.6 | -1.3 | +0.7 |
| All pupils | Attendance | Authorised | Unauthorised | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autumn | 94 | 3.6 | 2.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 94.6 | 2.6 | 2.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | +0.6 | -1.0 | +0.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autumn | 92.4 | 3.9 | 3.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 93 | 2.6 | 4.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | + 0.6 | -1.3 | +0.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Development | <p>For disadvantaged children to take part in activities they may not otherwise experience and remove barriers to social interaction with their peers, so improving emotional wellbeing.</p> | <p>Children were selected to take part in weekly 1:1 mentoring as part of school’s work with One Goal. Children worked alongside a mentor to identify their strengths, skills they would like to improve and evaluate themselves against the ‘6 habits for success’. Individual session reports showed that this had a positive impact on children’s attitudes to learning, confidence, self-esteem, resilience, and motivation.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

We utilise a range of strategies, including 1:1 teaching, speech and language intervention, SEAL sessions, booster classes, multi-sensory phonics, in class ‘keep up’ interventions, pre-teaching, shape coding and colourful semantics,

to support children to make progress against targets and to narrow the gap between disadvantaged children and their peers (see planned spend for annual breakdown).

The impact of this in 2019 was that in EYFS, disadvantaged children outperformed other children. In phonics the performance of disadvantaged pupils has improved annually from 2017 and the school to national gap has narrowed year on year since 2017. At the end of KS1 disadvantaged children’s performance has improved annually in writing since 2017, and has improved significantly in reading (+22%) and maths (+23%) since 2018. Performance of disadvantaged children compared to national has also improved since 2018, in reading, writing and maths, meaning that school to national gaps are narrowing year on year. At the end of KS2 the percentage of disadvantaged children achieving the expected standard in reading has increased year on year since 2017. For the past two years prior to Covid-19 disruptions, disadvantaged children have made the best progress in reading at school level, and have made more progress than national disadvantaged children in 2019. There was no within school gap in attainment in writing or GPS in 2019 and disadvantaged children had made the most progress. School to national gap is narrowing in reading for disadvantaged children year on year and in 2019, the narrowest school to national gap in writing was for disadvantaged children. The headteacher has worked as part of Halton’s Disadvantaged Networking Group since 2017 and has been asked to share highlights of school’s work in this area as it was identified as good practice.

EYFS:

| % of children achieving ‘Good Level of Development’ | All pupils | Disadvantaged (6 in 2020) | Non-disadvantaged (16 in 2020) | Within school gap |
|---|------------|------------------------------|-----------------------------------|-------------------|
| School (2020) | 59 | 33 | 69 | -36 |
| School (2019) | 48 | 50 | 46 | +4 |
| School (2018) | 70 | 82 | 56 | +26 |
| National (2018) | 71 | 74* | 74 | |
| School-National gap (2018) | -1 | +8 | -18 | |
| National (2019) | 72 | 57/74* | 74 | |
| School-National gap (2019) | -24 | -7/-24 | -28 | |
| Difference in school 2018-19 gaps | -23 | -32 | -10 | |
| No National Data 2020 due to Covid-19 closures | | | | |

Over the past three intakes, there has been a change in context, with each of the last 3 cohorts having at least 50% SEN children since 2018. This has had an impact on baseline and subsequent data; however, teaching and learning has been continually adapted and improved to meet the needs of all children and ensure inclusivity. As a result, the within school gap between disadvantaged and non-disadvantaged children had been narrowing, until 2021.

Due to Covid-19 school closures from March to June 2020, children were not able to be in school to experience the broad and rich learning opportunities that they would usually have. Despite daily online lessons in Phonics, maths and other curriculum areas, the data shows the significant impact the closure had on outcomes, particularly for our disadvantaged children. This echoes the research carried out by the EEF into the impact of school closures on the most vulnerable and historic research linked to the Teacher Toolkit. As a result, the within school gap has widened.

Year 1 Phonics:

There is no national data for 2020 due to Covid-19 and school closures. However, the data (gathered in Autumn 1 2020) shows that disadvantaged children outperformed non-disadvantaged children, and the within school gap has narrowed significantly. There were drops in both groups compared to 2019 data, but this reflects the fact that schools were closed from March-June 2020 due to Covid-19. While we would usually use national data for comparison, the only measure we have available currently is Local Authority data. School disadvantaged percentage is slightly higher than the LA average, but school non-disadvantaged were significantly below.

In 2018, disadvantaged children performed better than in 2017. The difference in school to national gaps improved significantly in 2018, with the biggest improvement being for disadvantaged children. In 2019, disadvantaged children performed better than they did in 2018 and the within school gap narrowed by 17%. Disadvantaged and other children performed better than those nationally. The performance of disadvantaged pupils has improved annually from 2017.

| % of Y1 children meeting expected National standard in Phonics | All pupils | Disadvantaged (9 in 2020) | Other (8 in 2020) | Within school gap |
|--|------------|------------------------------|----------------------|-------------------|
| School (2020) | 65 | 67 | 63 | + 4 |
| School (2019) | 83 | 75 | 91 | -16 |
| School (2018) | 83 | 67 | 100 | -33 |
| 2019-20 school difference | -18 | -8 | -28 | 20 |
| 2018-19 school difference | 0 | +8 | -9 | 17 |
| National (2018) | 83 | 72 | 85 | |
| School-National gap (2018) | 0 | -5 | +15 | |
| National (2019) | 82 | 71 | 84 | |
| School-National gap (2019) | +1 | +4 | +7 | |

The school to national gap has narrowed year on year since 2017 (not including 2020).

| 2020 | All | Disadvantaged | Non-disadvantaged |
|--------|-----|---------------|-------------------|
| School | 65 | 67 | 63 |
| LA | 78 | 65 | 83 |
| | -13 | +2 | -20 |

KS1 Expected Standard:

| Cohort 15 Disadv. 10 | Reading | | | | Writing | | | | Maths | | | |
|----------------------------|---------|---------------|-------|-------------------|---------|---------------|-------|-------------------|-------|---------------|-------|-------------------|
| | All | Disadvantaged | Other | Within school gap | All | Disadvantaged | Other | Within school gap | All | Disadvantaged | Other | Within school gap |
| School (2020 up to March) | 53 | 50 | 60 | -10 | 53 | 50 | 60 | -10 | 60 | 60 | 60 | 0 |
| School (2019) | 72 | 64 | 86 | -22 | 61 | 55 | 71 | -16 | 83 | 73 | 100 | -27 |
| School (2018) | 62 | 42 | 77 | -35 | 62 | 50 | 71 | -21 | 62 | 50 | 71 | -21 |
| 2018-19 school difference | +10 | +22 | +9 | 13 | -1 | +5 | 0 | 5 | +21 | +23 | +29 | 6 |
| 2019-20 school difference | -1 | -2 | -23 | 21 | -4 | -9 | +4 | 13 | -21 | -19 | -25 | 6 |
| National (2018) | 75 | 79* | 79 | | 70 | 74* | 74 | | 76 | 80* | 80 | |
| School-National gap (2018) | -13 | -37 | -2 | | -8 | -24 | -3 | | -14 | -30 | -9 | |

| | | | | | | | | | | | | |
|--|-----|--------|-----|--|----|--------|----|--|-----|--------|-----|--|
| National (2019) | 75 | 62/78* | 78 | | 69 | 55/73* | 73 | | 76 | 62/79* | 79 | |
| School-National gap (2019) | -3 | +2/-14 | +8 | | -8 | 0/-18 | +2 | | +7 | +11/-6 | +21 | |
| Difference in school-national gaps 2018-19 | +10 | +23 | +10 | | 0 | +6 | +5 | | +21 | +24 | +30 | |

* for analysis purposes, 'disadvantaged' children are compared to 'other' children nationally.

Due to Covid-19 school closures between March and June 2020, a reliable comparison of data to previous years cannot be made for a full year. However, the data does show that within school gaps have narrowed year on year in reading, writing and maths. Disadvantaged children's performance improved annually in writing since 2017, and improved significantly in reading (+22%) and maths (+23%) since 2018. The within school gap narrowed in reading and writing in 2019, but widened slightly in maths, despite disadvantaged and other children both improving since 2018. Performance of disadvantaged children compared to national has also improved since 2018, in reading, writing and maths, meaning that school to national gaps are narrowing year on year.

KS2 Expected Standard:

| Cohort 19 Disadv. 12 | Reading | | | | Writing | | | | Maths | | | |
|-----------------------------|---------|--------|-------|-------------------|---------|---------|-------|-------------------|-------|---------|-------|-------------------|
| | All | Disad | Other | Within school gap | All | Disad | Other | Within school gap | All | Disad | Other | Within school gap |
| School (2020 * up to March) | 53 | 50 | 57 | -7 | 37 | 33 | 43 | -10 | 47 | 50 | 43 | -7 |
| School (2019) | 73 | 69 | 80 | -11 | 50 | 50 | 50 | 0 | 58 | 50 | 70 | -20 |
| School (2018) | 63 | 64 | 60 | +4 | 58 | 50 | 70 | -20 | 50 | 50 | 50 | 0 |
| 2018-19 school difference | +10 | +5 | +20 | -15 | -8 | 0 | -20 | +20 | +8 | 0 | +20 | -20 |
| National (2018) | 75 | 80* | 80 | | 78 | 83* | 83 | | 76 | 81* | 81 | |
| School-National gap (2018) | -12 | -16 | -20 | | -20 | -33 | -13 | | -26 | -31 | -31 | |
| National (2019) | 73 | 62/78* | 78 | | 79 | 68/83* | 83 | | 79 | 67/84* | 84 | |
| School-National gap (2019) | 0 | +7/-9 | +2 | | -29 | -18/-33 | -33 | | -21 | -17/-34 | -14 | |
| 2018-2019 school-nat. gap | +12 | +7 | +22 | | -9 | 0 | -20 | | +5 | -3 | +17 | |

* for analysis purposes, 'disadvantaged' children are compared to 'other' children nationally.

At the last comparable data capture (2019), there had been year on year improvement in reading and maths achievement for all children, and for disadvantaged children in reading and the within school gap had narrowed considerably for writing.

Upon return to full school re-opening, assessment information will be gathered to support school leaders in identifying gaps in learning and support all children to catch up, with a strong focus on ensuring that disadvantaged children are able to access timely and effective support.