# Childwall Valley Primary Pupil Premium Strategy Statement 2023-24 & Review of Outcomes 2022-23

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

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| **Detail** | **Data** |
| School name | Childwall Valley Primary School |
| Number of pupils in school | 204 (219 inc Nursery) |
| Proportion (%) of pupil premium eligible pupils | 36% (October 2023) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022/2023 to 2025/2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mr. C. Davey |
| Pupil premium lead | Mr. C. Daniels |
| Governor / Trustee lead | Mrs. M. Sangare |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £121,840 |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |

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| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £121,840 |

# Part A: Pupil premium strategy plan

## Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. When planning our Pupil Premium Strategy for the year ahead, we take a three- tiered approach. This means we identify areas for whole school development, targeted support for groups of pupils and areas of need and finally, a personalised approach for individuals in need, breaking down barriers to education.

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise half termly reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

Our implementation process:

**Explore Prepare**

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Identify key priorities to be addressed Systematically explore appropriate

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Develop a clear, logical and well

specified plan programmes and practices

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Assess the readiness of the school to • Examine the fit and feasibility with the deliver the plan school

Make practical preparations

**Deliver**

**Sustain**

* Support staff and solve any •

Plan for sustaining and scaling the problems using a

flexible leadership

approach

intervention from the outset

•

Continually acknowledge, support and

* Reinforce initial training with followon reward good implementation practices

support • Treat scale-up as a new implementation

* Drive faithful adoption and intelligent process adaption

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| **Challenge number** | **Detail of challenge** |
| 1 | Support for non-academic issues that impact success in school, such as attendance, punctuality, parental engagement, behaviour and social and emotional challenges |
| 2 | Supporting the health and wellbeing of pupils within school which has the potential to improve their educational outcomes & their health and wellbeing outcomes. |
| 3 | Closing the attainment gap between all disadvantaged children and their peers including our middle and high attainers. |
| 4 | Disadvantaged pupils are 1.6 times more likely to be below language expectations at age 5, compared to their non-disadvantaged peers. This grows to twice as likely to be below language expectations at age 11. \*On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers. There is a 19-month gap between the language skills of 5-year olds in the lowest and highest income groups (quintiles)\*\* |

*\*Moss and Washbrook 2016 Understanding the Gender Gap in Literacy and Language Development. \*\*Communication Trust*

## 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.

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| **Intended outcome** | **Success criteria** |
| To improve the attendance gap between PP and other pupils | Improved attendance to national average and reduced numbers of persistent absentees for disadvantaged pupils. |
| To improve our provision in supporting the mental health & emotional well-being of disadvantaged pupils so they have the strategies for self-regulation when faced with challenge. | Improved academic attainment, attitudes, behaviour and attendance of PP children. |
| To ensure quality first teaching by providing all staff with the knowledge, skills and strategies to challenge and stretch disadvantaged learners, reducing the difference between PP and other children. | QFT for all pupils with a particular focus on the needs and progress of PP pupils. Staff are consistent in their expectations of high standards, engagement and effort to ensure progress of allPP eligible pupils against the key measures:  Phonics screening check Multiplication Check RWM at the end of KS1 Expected standard in RWM at the end ofKS2 Pupils attaining GD in RWM at the end ofKS2 |
| To give disadvantaged children the experience and confidence in using high quality communication, language and vocabulary | Improved PP pupils’ communication and oral language skills, supporting higher attainment by reducing the difference between PP and other children against key measures. |

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| To increase engagement for all PP parents | Improved parental engagement of PP families |
| Improved mental health/ emotional well-being of disadvantaged pupils. | Improvement in academic attainment, attitudes, behaviour and attendance of PP children |
| Give effective ad-hoc support to disadvantaged pupils, pupil groups and families | Improvement in attainment/attendance or other measures for targeted pupils. |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £37895.00

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| **Activity** | **Costing** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Relevant CPD training for all staff & governors through the National College, SIL & other providers.Additional time given to SLT & subject leads to develop own CPD. To use learnt knowledge to develop expert classroom practitioners & continue to enrich their curriculum area with in-school activities, feedback, training, monitoring; & prioritising PP pupils. | National College Subscription£1194.00SIL Primary team training£4000Other CPD training providers (approx.)£5000% cost of cover for½ day (weekly) time for LMT£7427.90Cost of cover for ½ day (termly)Subject Leads time£1207.50 | *‘Pupils have positive, mature attitudes to their learning. They work well independently and support each other when needed. Pupils build strong**relationships.’ OFSTED May 2022**Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.*(EEF)*Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.* (EEF) | 2, 3 & 4 |

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| Whole staff CPD in priority areas including:Mental health, ACES, Trauma Awareness Rockets; ROAR Metacognition | £4000 (approx). |  | 2 |
| Additional teacher in mornings (Mon-Thurs) supporting Y6 in English & maths (allowing for smaller groups to promote the closing of the attainment gaps.) | £9000 approx | *Evidence consistently shows positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy (EEF)* | 1 |
| Staff are fully trained in the RWI phonics programme to deliver high outcomes/ accelerated progress in phonics for all pupils & close the gap for PP eligible pupils | Renewed resources for RWI provision£500 approx | *‘Schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the GPC progression of their chosen SSP approach).* (Ofsted)*‘The phonics programme is well organised and effective. Staff are well trained.’ OFSTED May 2022* | 3 |
| Percentage of new iPads purchased for KS1 & KS2 to support teaching and learning through online resources. | £5565.60 | *Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do (EEF)* | 3 |

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15792.00

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| **Activity** | **Costing** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Staffing allocated to provide specific interventions as appropriate across the school to give priority to those disadvantaged pupils who need the greatest support. e.g. Smaller phonics sets across EYFS/KS1KS2; PP interventions in EYFS/KS1 lead released from class.After school boosters / interventions for core subjectsSenior leadership allocate staff as appropriate across the school to give priority to those who need the greatestsupport. | % of PP ch’n EYFS/KS1 (29 ch’n)Budget allocated for cover £2712 | *Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how teachers & teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective PP strategy (EEF)* | 3 |
| PP pupils to read 1:1 every day in school with an adult (inc.HA).PP pupils to receive daily feedback/ support in mathematics/reading/writing with an adult.Smaller RWI groups for targeted support. | % cost of time for all PP ch’n to read1:1 daily £2925% cost of time for all PP ch’n to receive feedback 1:1 daily£2925 Yr5/6 (58 ch’n)£0 (Parent Volunteer) | *‘Quality teaching helps every child’ (EEF)**‘The curriculum has been designed carefully so that pupils have many opportunities to return to prior learning and build on their knowledge over time.’ OFSTED May 2022* | 3 |
| Nessy (targeted reading and spelling program) to support disadvantaged pupils and close the gap in reading and spelling (percentage of cost to reflect PP children accessing.) | £205 | *there is enough variation among similar schools and English speaking systems for us to believe that the number of children leaving primary school struggling to read can be reduced through targeted support. The problem is difficult, but not hopeless. (EEF)* | 3 |
| Progress meetings used to review progress & identify the best use of resources/strategies e.g. providing resources to allow the release of teachers to work with PP groups identified as requiring accelerated progresse.g. those identified as more able or with potential to be in this group. | Budget allocated for any additional resourcing costing allocated£6000i.e .EAL Specific books and reader pens (£280.50) | *‘Support middle and high attainers too- The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at**GCSE.’ (EEF)* | 3 |

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| Highly-trained staff in EYFS to | % PP accessing SSO | *S&L development are the building blocks for learning. Good communication is essential for socialising, learning & to developing their full potential. Language delay has been linked to poor educational attainment, anti-social behaviour & long term mental health difficulties. We know that the* | 4 |
| assess children on entry using | intervention training |  |
| the Stoke Speaks Out | 10 ch’n (7days) |  |
| Early Assessment Tool, | £525 |  |
| identifying children requiring |  |  |
| intervention to address speech& language needs and deliver | Resources costing- approx. £500 |  |
| bespoke programmes to |  |  |
| ensure they rapidly make |  |  |
| progress in their speech and |  |  |
| language development. |  |  |
|  |  | *majority of brain growth takes* |  |
|  |  | *place in the first 3 years of life* |
|  |  | *so Stoke Speaks Out is focused* |
|  |  | *on early life & early education* |
|  |  | *to ensure all children are* |
|  |  | *supported as well as they can* |
|  |  | *be.* |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,153.00

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| **Activity** | **Costing** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Continue to fund attendance FLO to identify attendance concerns and provide strategies to improve attendance and punctuality.Designated attendance champion (Mrs Hoos) to create, build and maintain systems and performance | % of time dedicated to PP families£6177% of time dedicated to PP families£3159 | *‘Pupils need to attend school regularly to benefit from their education.’* (DFE) | 1 |
| Access to outside agency resources & support particularly with regards to counselling for all pupils & staff in school to support emotional health and wellbeing, mental health and safeguarding. i.e. Brighter Horizons, ROAR, Seedlings and Trailblazers 1:1 counselling places are prioritised for our disadvantaged pupils.Pastoral lead provides in-house support for pupils with emotional wellbeing needs, with PP children prioritised. | £2925£4387 |  2021-22 data shows a reduction in the number of EHATS  More positive talk regarding MentalHealth 2021-22 progress data shows all children taking part in Brighter Horizons Counselling made between +7 & +14 points of progress. | 1 |

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| Celebration Assemblies (STAR) attendance rewardsDiscounts on school residential trips for good attendance.Prioritising PP for individual roles & responsibilities including prefects, ambassadors, school council. | Approx. £5000 | *‘Studies show adventure learning experiences have positive benefits on learning, particularly for more vulnerable students’* (Third Space Learning).*‘Pupils enjoy taking part in the wide range of extracurricular activities on offer.’ OFSTED May 2022**‘Pupils learn the importance of being responsible citizens. They contribute well to school life, for example through their roles as school councillors,**school ambassadors, play* | 1 |

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|  |  | *leaders and prefects.’ OFSTED May 2022* |  |
| Respond to specific needs or opportunities which arise to support children, pupil groups and families as required including:* funding for; additional books, breakfast club, afterschool clubs

-applying for magic breakfast-attendance at higher-ability workshops/after- school clubs targeted atdisadvantaged pupils-transport for parents to attend annual reviews* support for pupils to access a range of offsite educational trips/visits and

experiences (10% discount for PP families for residential activities.) | Approx. allocations£36,00010% discount offered to PP children for residentials and educational trips. | *‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’* (EEF) | 1 |
| Engaging disadvantaged families including:- in-school workshops/support with relevant resources shared. funding for LEGO therapy equipment & training.-time investment in SIMS to increase parental engagement for those ‘hard to reach’ families. | Approx. allocation of Business manager time to SIMS (39.3% PP families) £ 6318Budget allocated for equipment/resources£2500 | *‘Parental engagement has a positive impact on average of 4 months’ additional progress.’* (EEF) | 1 |

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| KS2 Reading Ambassadors trained to read/listen to PP pupils read/Chatterbooks after-school clubs | £ 402 training time | ‘*Nothing is more important in education than ensuring that every child can read well.’ (Reading: the next steps- supporting higher standards in school; OFSTED)**‘Older pupils enjoy a wide range of high-quality books. Leaders have carefully selected books to support pupils’ personal development.’ OFSTED May 2022* | 3 |
| Encouraging and celebrating participation in extra-curricular activities in and outside of school through Children’s University. | £1285 | *Participation in extracurricular activities can positively impact on attainment, increase a pupil’s positive identification with school, and build self-confidence and resilience. Research shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. (Children’s University)* | 1 |

**Total budgeted cost: £121,840**

# 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 2022 to 2023 academic year.

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| **Aim** | **Outcomes** |

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| **To improve our provision in supporting the mental health & emotional well-being of disadvantaged pupils so they have the strategies for self-regulation when faced with challenge.** | **Improved attitudes, behaviour:** Less CPOMS behaviour logs reported during summer term (Autumn Term- 55; Spring Term- 38; Summer- 10)**Improved attendance:*** 2021/22: In Autumn term, 34% of PP attendance was below 90%. In Summer term that has dropped to 28%. In Autumn term, 9.3% were below 80%, in Summer term that has reduced to 5%.

 2022/23: In Autumn term, 51% were below 90% attendance. By summer term this was sitting at 40%. In Autumn term, 23% were at 80% or below. By summer, this had reduced to 18%**Mental Health and Wellbeing:** |
|  More positive talk regarding Mental Health 2021-22 progress data shows all children taking part in Brighter Horizons Counselling made between +6 & +11 points of progress. |
| **Sims Parent App****To increase engagement for all PP parents** | Parents/Carers positive feedback on sims (95%+ sign up)High uptake of PP families attending activities in schoolincluding Meet the Teacher, STAR Awards Assemblies (100% uptake), |

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| --- | --- |
|  | Come Read With Me, Come Write With Me and Come Count With Me. |
| **Learning Resources**Letterjoin, RWI White Rose maths, Tapestry,TT Rockstars, Reading Plus, Get Set PE, PATHS, PSHE Asociation, Liverpool Sacre, Nessy, B Squared, CGP, Chess for schools, LSSP, High Impact, Resonate,IAMTHECODE, Voice21 |  Phonics screening check: 91% (10/11) of Year 1 PP children passed their phonics screening check; and 58% (4/7) of Year 2. |
| **To ensure quality first teaching by providing all staff with the knowledge, skills and strategies to challenge and stretch disadvantaged learners, reducing the difference between PP and other****children.** |
| **Swimming** | * High level of children leaving KS2 able to swim to national curriculum requirements:* 79% Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres
* 92% Year 6 cohort use a range of strokes effectively
 |
| **PATHS** |  PATHS has equipped the children with the vocabulary and skills to recognise their own and each-others feelings and emotions. |
| **Breakfast Club** | * Significant numbers attend the club. This has reduced lateness with identified families |

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| **SATS revision Book Year 6** |  Helped support children and parents in preparation for SATS |
| **Residential** Year 6 Robinwood / Year 4 CHET**Subsiding school visits-** Tatton Park, Safari Park, Western Approaches Museum, One day Creative, Liverpool Cathedral, Liverpool Museum, Story barn, Jodrell Bank, Drama workshops**Building Learning Power Children’s University Rewards Prizes****Family Links Nurture** |  Children demonstrated increasing levels of confidence and skills Very positive feedback from children in relation to their learning.* Increasing participation in school clubs. Raising aspirations and self esteem |
| **To improve the attendance gap between PP and other pupils** | Since the introduction of our FLO, we have seen improved attendance for our PP families. There will continue to be weekly meetings identifying families, agreed actions and data analysis to measure progress.* **Improving the attendance gap: School PP: 92%**

**National: 90.9%****Difference: +1.1%*** **School Non-PP: 94% National: 94%**

**Difference: 0%*** **School PP: 92% School Non-PP: 94% Difference: 2%**
 |
| **To give disadvantaged children the experience and confidence in using high quality communication, language and vocabulary** | **Stoke Speaks Out**Autumn term 5/15 children were identified in the red or amber rating of the assessment. In Summer Term 15/15 were green and won’t need to continue (2 children had referrals to SALT.) In Autumn term 9/30 children in Reception were identified in the red or amber rating of the assessment. By Summer, all reception children had moved off the scheme as they had completed it. 4 had external agency support through SALT |
|  | **Oracy**, **communication, language and vocabulary: I**ncrease in the number of PP making expected progress across the wider curriculum from Aut to Sum term in subjects that require higher levels of communication and oral language skills, supporting higher attainment by reducing the difference between PP and other children against key measures.

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| --- | --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Art | 90% | 72% | 50% | 78% | 58% | 62% |
| DT | 80% | 69% | 50% | 72% | 67% | 71% |
| Music | 80% | 72% | 60% | 66% | 75% | 77% |
| Geography | 80% | 72% | 55% | 68% | 42% | 55% |
| History | 80% | 72% | 50% | 68% | 42% | 55% |
| PSHE | 90% | 69% | 40% | 52% | 50% | 62% |
| PE | 80% | 76% | 42% | 77% | 75% | 81% |
| Computing | 90% | 72% | 50% | 68% | 58% | 76% |
| RE | 70% | 66% | 40% | 58% | 58% | 61% |
| Spanish | 80% | 69% | 40% | 77% | 50% | 68% |

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme** | **Provider** |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*