



Pupil Premium Funding Report 2018 - 19

Total no. of pupils on roll (R – Y6)	300
Total no. of pupils entitled to PP funding	159
Ever 6 FSM	153
LAC/Post LAC	2
Service children	2
Total PP funding received 2018 19	£212 440

Summary of PP funding expenditure and outcomes 2018 - 19			
Provision	Cost	Objectives	Outcome
A Quiet Place SLA: <ul style="list-style-type: none"> ➤ Psychotherapist ➤ Body workers 	£18 587	To provide emotional and therapeutic support for children and families experiencing stress, low self esteem, lacking in confidence or having behavioural problems. Support delivered by psycho therapists and body workers.	Increased emotional wellbeing, self-confidence and social interaction so that children manage feelings, are ready to learn and focus on their work hence barriers to learning are broken down.
School Family Support Service SLA	£2399	To provide 'early help' to families in need.	Children's behaviour, engagement in lessons and positive attitudes to learning are secured. (Peer Review 2019)
Learning Mentor	£17 866	To support children and their families experiencing barriers to learning, promote good attendance and provide targeted programmes of work for English and maths.	Attendance for disadvantaged children achieved 96%. (National 2017/18 was 92.4%)
FS and KS2 Breakfast club ' and ' Nuture' breakfast club for KS1 children experiencing barriers to learning.	£1 713	To provide a positive start to the day which enables children to achieve better concentration and behaviour in school.	Barriers to learning reduced which enables children to engage in learning activities more effectively.

Numbers Count' teacher and Advancing Reading teacher	£26 537	To provide personalised learning for securing numeracy and literacy skills and behaviour for learning.	Difference diminishing between pupil outcomes (including behaviour for learning) and age related expectations. Under achieving children catch up. Children make good progress (ASP 2018 19)
Reading Mentor and Reading Plus programme		To provide personalised reading programme to improve silent reading fluency and stamina; range and breadth of vocabulary and comprehension skills; and confidence and motivation.	
Team of skilled teaching assistants	£112 537	To provide SEN support and deliver intervention programmes as directed by class teachers.	Personalised provision and passports for learning devised and implemented to support inclusion and develop behaviour for learning and positive attitudes. (Peer Review 2019)
Tutoring sessions after school	£16 870	To secure English and Mathematics basic skills.	
Awards and prizes for the annual prize giving	£800	To acknowledge achievement and attainment and create a sense of pride.	Aspiration promoted: <ul style="list-style-type: none"> • Future aspirations include going to University; • Achieving excellence through sport and music • Election of Junior Lord Mayor and Schools' Parliament etc (Pupil Voice)
Access to the Widening Opportunities Music Project	£2134	To ensure instrumental music tuition for all.	Talent promoted, potential fulfilled and opportunities to develop creative talents provided.
French language assistant	£4784	Opportunity to learn French with native speaker	
Subsidised school visits to places of interest and residential trips.	£4210	To provide opportunity/experience for all school trips and educational visits to	Wide range of enrichment experiences/opportunity for all and provision of a broad and balanced curriculum. (Artsmark)

Outcomes 2018/19

The information below shows the % of Disadvantaged children who achieved:

- Good level of development at the end of Early Years Foundation Stage (EYFS)
- Year 1 Phonics Check
- Expected Standard at the end of KS1
- Expected standard at end of KS2
- Progress scores at end of KS2

Performance of PP pupils		
	School	National (All children)
EYFS % achieving GLD	44%	71%
Year 1 Phonics	75%	81% (2018)
KS1 % achieving expected standard: Cohort data: 35% boys, 26% SEND		
Reading	78%	75%
Writing	61%	69%
Maths	70%	76%
KS2 % achieving expected standard Cohort data: 70% boys, 53% SEND		
Reading	53%	73%
English Grammar, Punctuation & Spelling	72%	78%
Writing	64%	78%
Maths	67%	79%
Reading & Writing & Maths	46%	65%
KS2 Progress scores Children make good progress.		
Reading	0	0
Writing	1.1	0
Maths	0.3	0
Attendance	96%	95.2%

As a result of our proactive approach to attendance the school community has shared expectations with regards to attendance. Attendance for the whole school was reported as 96.9% for the academic year 2018 19 which was higher than the City average and the national average.

Projects/provision such as 'A Quiet Place' (Educational Therapeutics), Restorative Practice and Life Savers – Financial Education programme and John Muir Awards Programme offer meaningful opportunities to the children to understand how to be responsible, respectful, active citizens who contribute positively to society and goes beyond the expected, so that pupils have access to a wide, rich set of experiences.

In addition to this our children continue to enjoy participation in a wide range of sporting activities and competitions including tennis, basketball, table tennis, hockey and much more and to excel at sport and art with achievements in gymnastics, athletics, cross country running and art competitions.

The children also enjoy wide ranging experiences and opportunities through our comprehensive programme of visits and visitors and roles and responsibilities which in turn lead to exciting opportunities such as participating in the John Muir Award (Environmental Project), the Liverpool Schools' Parliament at Liverpool Town Hall and Liverpool University's Widening Participation project with Professor Fluffy! We are very proud that a member of our school was elected to be Junior Lord Mayor of Liverpool reflecting aspiration at the heart of our school community!



The school strives to provide high quality teaching and learning and achieves this through regular evaluation and audit of provision through Quality Marks.

We currently hold:



Basic Skills Quality Mark
Primary Science Quality Mark
Liverpool Reading Quality Mark Gold Award
Liverpool Counts Reading Quality Mark Gold Award
School Games Mark
Investors in Pupils Award
Health and Wellbeing Award

Proposed Expenditure for 2019 - 2020

Total no. of pupils on roll (R – Y6)	304
Total no. of pupils entitled to PP funding	135
Ever 6 FSM	135
LAC/Post LAC	6
Service children	2
Total PP funding received 2019 - 20	£280 289

Barriers for learning and attainment

Mental health and emotional wellbeing:

Many children and families experience stress, low self - esteem, lack confidence or have behavioural difficulties which cause barriers to learning. Addressing such barriers and securing the children's emotional wellbeing and promoting behaviour for learning is a priority for our school community.

Attendance

Securing good attendance must remain a priority with a continued focus upon persistent absence.

Attainment EYFS

A minority of children on entry to Nursery are in line with age related expectations and despite good progress there is a significant gap between NPP and PP children achieving GLD by the end of Reception.

Attainment KS1/2

Generally, fewer disadvantaged children achieve age related expectations in Reading, Writing and Maths when compared to 'Other' children.

Provision	Cost	Objectives	Outcome
A Quiet Place SLA: Psychotherapist Body workers	£18 700	To provide emotional and therapeutic support for children and families experiencing stress, low self esteem, lacking in confidence or having behavioural problems. Support delivered by psycho therapists and body workers.	Increase emotional wellbeing, self-confidence and social interaction so that children manage feelings and the children focus on their work hence barriers to learning are broken down.
School Family Support Service SLA.	£3089	To provide 'early help' to families in need.	Secure children's behaviour, engagement in lessons and attitudes to learning.
Learning Mentor	£17 524	To support children and their families experiencing barriers to learning, promote good attendance and provide	Increase attendance (97%)

		targeted programmes of work for English and maths.	Reduce barriers to learning.
FS and KS2 Breakfast club ' and ' Nuture ' breakfast club for KS1 children experiencing barriers to learning.	£2 681	To provide a positive start to the day which enables children to achieve better concentration and behaviour in school.	
Numbers Count' teacher and Reading Recovery teacher	£19 978 £28 821	To provide personalised learning for securing numeracy and literacy skills and behaviour for learning.	Diminish difference between pupil outcomes and ARE
Reading Mentor and Reading Plus programme	£4163	To provide personalised reading programme to improve silent reading fluency and stamina; range and breadth of vocabulary and comprehension skills and confidence and motivation.	Accelerate progress of under achieving chn.
Team of skilled teaching assistants	£157 289	To provide emotional wellbeing and SEND support; deliver intervention programmes as directed by class teachers and support restorative practice and graduated approach for behaviour for learning.	Raise attainment.
Tutoring sessions after school	£16 870	To secure English and Mathematics skills.	
Awards and prizes for the annual prize giving	£2000	To acknowledge achievement and attainment and create a sense of pride.	Promote aspiration.
Access to the Widening Opportunities Music Project	£2134	To ensure instrumental music tuition for all.	Fulfil potential and have opportunities to develop creative talents.
Subsidised school visits to places of interest and residential trips.	£7 040	To provide opportunity/experience for all school trips and educational visits to	Wide range of experiences/opportunity for all and provision of a

			broad and balanced curriculum.
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School Developments Priorities 2019 - 20			
Develop whole school strategic approach to raising boys' attainment:			
➤	Early Years	– Support Personal, Social, Emotional Development/Physical Development (Outdoor environment) and Oracy	
➤	Enhance Culture/Emotional Intelligence	through 'A Quiet Place'/School ethos/Restorative Practice	
➤	Adjust teaching and learning styles/strategies	(based on research and links with T4W strategies)	
➤	Drive Parental Engagement/Expectations	(Link with Restorative Practice)	
➤	Evaluate through Collaborative Practice	– action research@Stockton Wood – communication/teaching and learning strategies	
Reading – raise attainment (KS2/Boys attainment/LA) : EEF Improving Literacy			
➤	Develop pupils' language capability	to support their reading and writing	
➤	Support pupils to develop	fluent reading capabilities	
➤	Teach reading comprehension strategies	through modelling and supported practice	
Launch NW Hub Teaching for Mastery Work Project to further develop our curriculum and lesson design to develop the mastery approach across the school by:			
➤	promoting whole-class interactive teaching	(Boys' achievement)	
➤	further developing differentiation through the support and intervention	provided to different pupils (Raising attainment)	
➤	developing the questioning and scaffolding individual pupils receive in class	as they work through problems and challenging higher attainers through more demanding problems which deepen their knowledge of the same content. (More able)	
Review creative curriculum (intent), implementation and impact to secure delivery of curriculum and to secure mastery of curriculum by pupils and raise attainment.			
➤	Infuse vocab across curriculum	to enhance impact (Chris Quigley CPD)	
➤	Enrich cultural capital	across curriculum	
➤	Explore learning styles to embed learning within long term memory	(engagement, peer to peer/audience, application through problem based learning etc)	
➤	Ensure sequential teaching embeds concepts,	knowledge and understanding.	
Implement Restorative Practice toolkit to lead children to build strong relationships, develop empathy and resolve conflict and enhance Social, Moral, Social and Cultural development.			

Measuring impact and outcomes			
Half termly and termly pupil progress reviews will be undertaken - discussion with teachers about individual children's progress and attainment about:			
➤	Progress/attainment		
➤	Impact of provision and intervention programmes upon children's progress and attainment and emotional wellbeing		
➤	Attendance		
Action research will evaluate the effectiveness of teaching and learning strategies. Impact Studies will be completed to evaluate effectiveness of Restorative Practice and A Quiet Place.			

Please contact school for any further information.

Stockton Wood Primary School

'Laying Foundations for Life'

