



Pupil Premium Funding Report 2020 - 21

2020-21	
Total no. of pupils on roll (R – Y6)	314
Total no. of pupils entitled to PP funding	157
Ever 6 FSM	157
LAC/Post LAC	12
Service children	2

Summary of PP funding expenditure and outcomes 2020 - 21			
Provision	Cost	Objectives	Outcome
A Quiet Place SLA: <ul style="list-style-type: none"> ➤ Psychotherapist ➤ Body workers 	£9185	To provide emotional and therapeutic support for children and families experiencing stress, low self esteem, lacking in confidence or having behavioural problems. Support children with their mental health and wellbeing following lockdowns and transitions back to school. 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. Children's behaviour, engagement in lessons and positive attitudes to learning are secured. (Peer Review)
School Family Support Service SLA	External funding achieved	To provide 'early help' to families in need particularly during lockdown periods.	Attendance and engagement in remote learning for disadvantaged children improved over lockdown periods.
Learning Mentor	£12 811	To support children and their families experiencing barriers to learning; support return to school following lockdowns; promote habit of good attendance ; monitoring of wellbeing and engagement during lockdown	Barriers to learning reduced which enabled children to engage in learning activities more effectively.
Numbers Count' teacher and Advancing Reader teacher	£23466	To provide personalised learning to support catch up and to secure numeracy and literacy skills and behaviour for learning.	Difference diminishing between pupil outcomes (including behaviour for learning) and age related expectations.
Reading Mentor		To provide personalised reading programme to improve silent reading fluency and stamina; range and breadth of vocabulary and comprehension skills; and confidence and motivation.	Under achieving children catch up. Personalised provision and passports for learning devised and implemented to support inclusion and develop behaviour for learning and positive attitudes; and support
Team of skilled teaching assistants/reading mentors	£164 732	To provide SEND support and deliver catch up and intervention programmes as directed by class teachers.	

		To support engagement in remote learning programmes.	engagement in learning during lockdown at school and remote.
			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	£2885	To ensure instrumental music tuition for all.	Talent promoted, potential fulfilled and opportunities to develop creative talents provided.

Attendance/engagement – COVID 19

During lockdowns, the school prioritised provision for children in school who were vulnerable including SEND and children of key workers.

Monitoring systems were implemented to monitor engagement and wellbeing and target support during lockdowns and to ensure contact had been made with children known to social services plus other potentially vulnerable children and families. A central log ensured that class teachers and welfare staff could monitor interaction between school and home and respond quickly where necessary to support disadvantaged families.

Access to Devices

76% of laptops and internet devices were provided to families of disadvantaged children during lockdowns. Tracking of remote learning engagement over the Lockdown period, showed an increase in engagement in the year groups of our oldest children. This was a result of increased access to devices and older children developing the computer skills to be able to access online learning independently and without requiring support from adults at home.

For example:

YEAR	JANUARY 2021	MARCH 2021
6	65%	95%
5	44%	84%

On return to school, despite uncertainty and periods of self isolation attendance levels in summer term 21 achieved 95.6% for all chn and 94% for disadvantaged chn.

Despite Covid, projects/provision such as 'A Quiet Place' (Educational Therapeutics), Restorative Practice and Life Savers – Financial Education programme continued and we maintained the breadth of our curriculum and continued to provide meaningful opportunities for the children. Thus, our personalised curriculum continued to offer opportunities so that children 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 continued to enjoy participation in a range of sporting activities on return to school including daily mile, fitness and agility activities, tennis, basketball and athletics and much more.

Prior to COVID children were able to enjoy wide ranging experiences and opportunities through our comprehensive programme of visits and visitors. As this was not possible during periods of COVID restrictions we endeavoured to seek other opportunities for the children online instead, such as, on line live music concerts, live events with children's authors and faith encounters with other communities.

We look forward to participating in the Liverpool Schools' Parliament at Liverpool Town Hall again and Liverpool University's Widening Participation project with Professor Fluffy now that restrictions are easing as we are very proud that over the years

members of our school have been 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 intervention programmes 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 2021 - 22

Total no. of pupils on roll (R – Y6)	333
Total no. of pupils entitled to PP funding	145
Ever 6 FSM	145
LAC/Post LAC	1
Service children	1
Total PP funding received 2021 - 22	£189 645

Barriers for learning and attainment

Mental health and emotional wellbeing:

Children and families within our community experience stress, low self - esteem, lack confidence or have behavioural difficulties which cause barriers to learning. In addition, experiences during COVID have affected children and families' mental health and wellbeing. Addressing such barriers and securing the children's emotional wellbeing and promoting behaviour for learning is a priority for our school community.

Keeping Safe/remote learning

Whilst ensuring children have access to devices and support for remote learning supporting their wellbeing and keeping children safe on line continues to be a priority.

Attendance

Restoring the habit of attendance and 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 developmental delay has been exacerbated by periods of lockdown particularly in areas such as PSED and CL.

Attainment KS1/2

Fewer disadvantaged children are 'ready to progress' in Reading, Writing and Maths when compared to 'Other' children.

Summary of PP funding expenditure and outcomes 2021 - 22

Provision	Cost	Objectives	Outcome
A Quiet Place SLA: ➤ Psychotherapist ➤ Body workers	£9734.12	To provide emotional and therapeutic support for children and families experiencing stress, low self esteem, lacking in confidence or having behavioural problems. Support children with their mental health and wellbeing in response to pandemic. 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. Children's behaviour, engagement in lessons and positive attitudes to learning are secured. (Peer Review)
School Family Support Service SLA	External funding achieved	To provide 'early help' to families in need.	Attendance for disadvantaged children achieved in line with all.
Learning Mentor	£12 811	To support children and their families experiencing barriers to learning , promote good attendance and coordinate mental health support through school Mental Health Support Team.	Emotional wellbeing secure and barriers to learning reduced which enable children to engage in learning activities more effectively.
KS2 Breakfast club' and 'Nurture' breakfast club for FS/KS1 children experiencing barriers to learning.	LM	To provide a positive start to the day which enables children to achieve better	

		concentration and behaviour in school.	
MGL Computing teacher	£4840	To support remote learning and secure children's understanding to stay safe online.	Promote wellbeing and safety on line.
Numbers Count' teacher and Advancing Reading teacher	£23466	To provide personalised learning to support catch up for lost teaching and learning and to secure numeracy and literacy skills and behaviour for learning.	Difference diminishing between pupil outcomes (including behaviour for learning) and age related expectations.
Tutor 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.		Under achieving children catch up. Children make good progress.
Team of skilled teaching assistants/reading mentors	£151 043.69	To provide SEND support and deliver catch up and 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)
			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	£2539.24	To ensure instrumental music tuition for all.	Talent promoted, potential fulfilled and opportunities to develop creative talents provided.

School Developments Priorities 2021 - 22

Embed Blended Learning Strategy and contingency plan to ensure children receive access to remote education that is high quality and in line with the school curriculum in the event they cannot attend school due to Coronavirus.

Develop a tiered response to support pupils to catch up for lost teaching and learning due to coronavirus: QFT, targeted academic support (catch-up premium and the National Tutoring Programme) and wider strategies (SEMH)

Embed creative curriculum (intent), implementation and impact to secure rigour of curriculum and to secure mastery of curriculum by pupils (so that they remember more) and raise attainment.

Develop Early Reading Strategy to secure proficiency in reading, writing and spoken language:

Develop whole school approach to mental health and wellbeing by drawing layers of school provision under one umbrella policy and embedding restorative practice to lead children to build strong relationships, develop empathy and resolve conflict and enhance SMSC development.

Measuring impact and outcomes

Pupil progress reviews will be undertaken - discussion with teachers about individual children's progress and attainment about:

- Progress/attainment
- Engagement in remote learning/access
- Impact of provision and intervention programmes upon children's progress and attainment and emotional wellbeing
- Attendance

Action research and collaborative practice 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'

