



Pupil Premium Statement and Impact: 2020-21

School Context:

Pleasant Street is a diverse, single form entry community primary school - that includes a speech and language unit, of average size, in the heart of inner city Liverpool. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes independence, self-esteem, academic achievement and a desire to learn. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

“Pupils at Pleasant Street Primary School make good, and often significant, progress from their starting points. Disadvantaged pupils make better progress and attain particularly well, due to high-quality teaching and targeted academic, social and emotional support.”

Ofsted, June 2017

| | % of pupils eligible for FSM | % of pupils with EAL | % of pupils from minority ethnic groups | % of pupils with SEN Support | School deprivation indicator |
|----------|------------------------------|----------------------|---|------------------------------|------------------------------|
| School | 37.7 | 71.9 | 88.6 | 14.3 | 0.37 |
| National | 23 | 21.2 | 33.8 | 12.6 | 0.21 |

‘Analyse School Performance’ January 2019 (DfE)

| Pupils on Roll: | |
|----------------------|----------------------|
| Total (Inc. Nursery) | 212 (September 2020) |

| Pupil Premium Grant Funding: | |
|---|---|
| Number of pupils eligible for PPG Funding | 59/200 (Exc. Nursery) |
| % of pupils entitled to PPG Funding | 29.5% |
| Total amount of PPG Funding received | £92,286 (subject to October Census Data) |

| Entitlement by Year Group: | |
|----------------------------|--------------------|
| Nursery | 3/12 Pupils (25%) |
| Reception | 7/31 Pupils (23%) |
| Year 1 | 7/29 Pupils (24%) |
| Year 2 | 8/29 Pupils (28%) |
| Year 3 | 8/29 Pupils (28%) |
| Year 4 | 10/30 Pupils (33%) |
| Year 5 | 5/26 Pupils (19%) |
| Year 6 | 11/25 Pupils (44%) |

Mobility:

Due to the high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. There are also a significant number of pupils who join the school for a short stay period or return to home countries on a regular basis. The table below shows...

- Pupils new to the school during their current key stage

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| New to school during current Key Stage | 43% of pupils | 14% of pupils | 17% of pupils | 21% of pupils | 12% of pupils | 44% of pupils | 32% of pupils |

Data from April 2020 Analysis

Research:

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Explore, Prepare, Deliver and Sustain and believes quality teaching helps every child.

Pleasant Street continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop early career teachers
2. Targeted academic support – close links between intervention support and classroom teaching
3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.

Barriers to Learning:

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. We have categorised this into 5 key areas which remain a focus of a 3-year plan:

- *Low baselines of attainment on entry to school*
- *Limited experiences of life outside immediate environment*
- *Attendance and Punctuality*
- *Language Acquisition*
- *Self-Belief and Confidence.*

| Proposed Spending Plan 2020/2021: | | | | |
|---|---------|-----------------------------|---|--|
| Aim/Proposal: | Cost: | Nature of Support: | Success Criteria: | Impact: (July 2021) |
| Deployment of 1 teacher (20%) to support the teaching of Whole Class Reading / Phonics across the school. | £10,555 | Teaching and the Curriculum | Improved teacher knowledge, understanding and confidence of strategies to develop inference and deduction skills in pupils' reading. | Targeted additional support for children and teaching staff has allowed for effective, accurately pitched support enabling groups of pupils accelerate progress closer to age-related expectations. |
| Deployment of 1 teacher (20%) to support the teaching of Problem-Solving across the school. | £10,555 | Teaching and the Curriculum | Shared and consistent approach across the school in problem-solving. Improved teacher confidence and understanding with improved delivery. | KS1 classes have worked in small groups of pupils using a purchased resource (STOPS). The program will be rolled out wider across school in the next academic year. The practical element to the program has been particularly effective in aiding pupils' sequencing skills in problem-solving. |
| Deployment of 1 teacher (20%) to support pre-teaching activities across all year groups. | £9333 | Teaching and the Curriculum | Progressive curriculum in place. Enhanced analytical and evaluative approach by teaching staff. Pre-teaching allowing improved access for all pupils. | Pupils have completed pre-teaching activities to prepare pupils for English and Foundation subjects with a focus on vocabulary. This has effectively supported targeted pupils when engaging in new class-based learning. |
| Intervention Manager (20%) to support Teaching Assistants in linking interventions to classroom teaching. | £10,555 | Targeted Academic Support | Skilled interventions that allow all pupils to access same curriculum content. Improved delivery and identification of next step planning to accelerate pupil learning. | Interventions have been delivered successfully across the school. Regular assessments have informed next steps, notes on sessions have been fed back and discussed with class teachers, phase leaders and SENDCO's to inform next steps. |
| Booster sessions to raise attainment of vulnerable and under-performing pupils. | £5000 | Targeted Academic Support | Targeted pupils to meet or exceed Age Related Expectations at the end of Years 2 and 6. | Pupils from Reception – Y6 have received targeted booster support in after school and in school sessions that have closed the gap towards age-related expectations. Sessions planned using Question Level |

| | | | | |
|--|-----------------|---|--|--|
| | | | | Analysis data from assessment cycles. |
| Shyloven Stables to deliver inter-personal activities to small groups and individual pupils. | £1,500 | Wider Strategies (Social, Emotional and Family Support) | Children will have opportunities to develop empathetic skills and awareness of needs of those other than themselves (including animals). | Due to Covid-19 restrictions this has not taken place this year. Support for pupils has been provided by the Family Liaison officer in individual, group and family sessions. |
| School Counsellor employed for 2 days per week to support pupils and families to overcome complex social and emotional barriers. | £18,500 | Wider Strategies (Social, Emotional and Family Support) | Opportunity for vulnerable pupils to share their worries and concerns. Family involvement. Improved home/school relationships Identification of more complex needs. | Sessions have ran throughout the school year with individual pupils and families and this continued to take place during school closure via Zoom. Effective feedback from sessions have allowed the school pastoral team to support families effectively – especially during periods of National Lockdown. |
| Recruitment of a Family Liaison Officer to support families in overcoming a range of social and emotional barriers | £27,580 | Wider Strategies (Social, Emotional and Family Support) | Opportunity for vulnerable pupils to share their worries and concerns. Family involvement. Improved home/school relationships. | Family Liaison Officer has supported a number of children and families. Feedback from parents has been very positive. Improved home/school relationships and introduction of a section on the website dedicated to signposting parents to emotional and financial support as well as community events. |
| Attendance initiatives to improve attendance of all pupils; including home / school pick up and subsidy of Breakfast Club | £10,000 | Wider Strategies (Social, Emotional and Family Support) | Reduced Persistent Absenteeism across the school. To push attendance rate over 96% and nearer school target of 97%. Short term rewards / links. | Education Welfare Officer, Pastoral Lead, Safeguarding Lead and Family Liaison Officer have worked with parents on attendance and punctuality issues. Rewards and sanctions have been highlighted with Attendance continually maintained as a high school priority. Attendance for 2020-21 was 96.5% |
| Total Cost: | £103,578 | | | |

- No data available from external testing for this academic year due to the Covid-19 Pandemic.

| Nature of Support: | Cost: |
|---|-----------------|
| Teaching and the Curriculum | £40,998 |
| Targeted Academic Support | £5000 |
| Wider Strategies (Social, Emotional & Family Support) | £57,580 |
| Total Cost: | £103,578 |

- The additional spending will be covered through other budget lines.