



## St Margaret's Anfield CE Primary School

### Pupil Premium Summary Impact report 2019/20

**Context:** Due to the impact of the Coronavirus Pandemic and the subsequent partial closure of all schools in England from March 2020 the impact of the Pupil Premium Plan of 2019-20 can only be partially measured. This is particularly the case in terms of the use of NFER and SATs data to show the effect in terms of pupil progress over the full school year.

#### **Purpose:**

The aim of this summary report is to indicate where possible:

- the impact of the Pupil Premium plan over the first term and a half up to March 2020
- the ongoing support provided both in school and through distance learning provided by the school from March through to the end of the summer term
- the aspects of the 2019-20 plan which will be carried forward and built upon to ensure there is no long term disadvantage to all pupils as a result of the impact of Coronavirus.

## **Evidence of impact - prior to March 2020**

### ***Improvement in pupils' learning dispositions and progress in core subjects***

We have secured additional funding to facilitate an extra day per week for half a term to help assess and support our new EAL pupils.

AfA project enabled our teachers to engage in structured conversations with parents of our vulnerable pupils, to identify needs and agree on support both in school and at home.

PLC continues to provide invaluable support for pupils with a variety of needs in order to help them to become ready to learn and engage in learning activities.

Our Reading Ambassador supports vulnerable pupils in reading in Y2&6, with a view to roll out to Y5 in T2.

Additional teachers in Reception, Y2 and Y6 are invaluable in helping us endeavour to meet the needs of our pupils and improve outcomes in terms of behaviour, readiness to learn, progress and attainment.

### ***Further Development of pupil resilience and self-worth***

Rice Lane Farm has been a huge success in providing vulnerable pupils with a nurturing, caring life experience.

We are a Pilot Trailblazer school and have an EMHP based here at SMA. This has been a huge support for the work of the Welfare team and class teachers.

SLT have made links with L6 in order to gain support in many ways for our vulnerable families.

Pastoral AHT, Pupil Support Officer, Learning Mentor, DSL, SENDCo create the main base of our Welfare Team which provides a stable and supportive network of provision for both our pupils and their families through our 'open door policy'.

SLT and teaching staff are visible at the start and end of the day on the yard to ensure that a high level of staff presence welcomes our pupils and their families and are available to deal with any low level anxieties that may present and allay any fears about coming in to school. This all alleviates concerns and promotes a prompt, calm start or end to the day.

***Improving Attendance –***

Initial analysis did indicate some improvements up to March – and this will remain an important part of the recovery curriculum moving forward into the new school year.

We are currently working with the North Liverpool Learning Network in trialing a network approach to improving our attendance via the sharing of procedures in the different schools.

***Improving vocabulary and oral skills.***

A member of staff is leading an Oracy project, which is just underway, and we look forward to seeing the results in terms of writing for all and specifically, for our boys.

The Phonics lead ensures that this is high profile through working with the DHT who is responsible for English, and also M Harrison from SIL. Learning Walks, data scrutiny, streaming (which has been reviewed in order to play to staff strength), should see an improvement in our Phonics outcomes.

***Providing enriching experiences***

No child is excluded from trips and additional events due to any genuine financial need or difficulty.

Whole school staff 'Dress down Fridays' see our staff contributing to School Fund to further ensure we give our pupils the best experiences possible

## **Support and progress during school closure.**

Throughout partial closure the school and remained open for vulnerable pupils in the area.

Approved activities were maintained in light of public health restrictions

Where appropriate provision was made of laptops for vulnerable pupils.

A comprehensive programme of home learning was established following LA and DFE guidance.

A series of public health approved contacts were sustained.

Access to Free School Meals provision was sustained

Staff maintained contact with classes and a comprehensive programme of home learning was provided.

All appropriate Safeguarding measures were in place and all relevant documents updated to meet changing requirements.

Awareness of the mental health implications for all members of the school community were sustained and enhanced to meet needs.

Emotional support was provided for all vulnerable families and appropriate contact sustained.

Staff worked to further update curriculum resources for all pupils and plan for a Recovery Curriculum

We received extremely positive feedback from many families across the school community.

## **Summary**

Contact was maintained with all pupils and staff ensured a wide range of learning materials was available.

The focus has been on building pupil confidence, preparing them for the return to normal school life.

We shall carry forward the key areas for development into the 2020-21 Strategic plan which will focus on three areas:

- Quality of teaching for all.
- Targeted interventions
- Other approaches to provide enriching opportunities building capital of culture.

## **Areas to be carried forward to Pupil Premium Strategic Plan for 2020-2021**

- Further develop quality of teaching in core areas – improving reading with specific focus on greater depth – extending writing skills in all areas – building mathematical skills with a focus on problem solving approaches. There will be a focus on connected learning across all subject areas to reinforce knowledge and skills and developing metacognition.
- Continuing to improve breadth of vocabulary and spoken English skills
- Ensure targeted interventions based on identification of knowledge and skill gaps – making used of assessment data and 6 week monitoring form to focus on identified needs
- To continue to focus on improving levels of attendance
- Other approaches – within the constraints of the Covid situation to provide enriching cultural and sporting opportunities to build confidence – strengthen self –regulation and further extend capital of culture.