

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Allanson Street Primary School
Number of pupils in school (excluding Nursery children)	408 (2021 - 2022) 411 (2022 – 2023) 415 (2023-2024)
Proportion (%) of pupil premium eligible pupils	51% 52% 52%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	Interim review: December 2022 December 2023 Full review: December 2024
Statement authorised by	Lynsey Dingsdale Headteacher
Pupil Premium lead	Robyn Glynn
Governor / Trustee lead	Shirley Nield Co Vice Chair of Governors

Funding overview

Year 1: 2021-2022	
Detail	Amount
Pupil premium funding allocation this academic year	£267,138
Recovery premium funding allocation this academic year	£15,624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£282,762 NA
Year 2: 2022-2023	
Detail	Amount
Pupil premium funding allocation this academic year	£305,843
Recovery premium funding allocation this academic year	£32,081
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£337,924
Year 3: 2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	£319,440
Recovery premium funding allocation this academic year	£30,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£349,890

Part A: Pupil premium strategy plan

Statement of intent

At Allanson Street Primary School, our intent is to give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter. By doing this, we aim to ensure that children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

We serve a local area that falls within the top 1% most deprived areas nationally (Indices of Deprivation 2019). Many of our children live in economically challenging circumstances and experience daily the pressures of those circumstances.

Unfortunately, this means that our children face a wide range of barriers to their learning and, too often, require early help and social care involvement.

We are committed to providing a highly inclusive, nurturing environment where every child can reach their full potential.

To achieve this, we first ensure that our children's basic needs are met. A strong pastoral team, consisting of designated safeguarding lead teacher, pastoral manager, two pupil mentors and a sports coach, give children and their families the confidence to feel safe and well supported. Family support and nurture provision enables us to develop new relationships with vulnerable children and families. In addition, we provide a free breakfast club and unicycle provision to ensure that all of our children have a positive start to the day. We also work well with external agencies such as children's social care, speech and language teams and specialist teachers to ensure our children receive the very best support available.

We have constructed a curriculum that prioritises rich vocabulary and reading for pleasure, builds progressive knowledge that can be retained and enables children to find their passions and raises aspirations. To ensure the effective delivery of this, we aim to invest in quality, targeted CPD for all staff and support staff through rigorous appraisal to ensure that every child benefits from quality first teaching. In addition, every child has access to a cultural pathway which provides regular opportunities to promote and embed spiritual, moral and cultural development and the development of our school and British values.

We understand that disadvantaged children have been worst affected by partial school closures and that the attainment gap has grown as a result of National Lockdowns (EEF, 2021). We have continued to focus on overcoming any impact on our vulnerable and disadvantaged children, carefully monitoring the progress of groups and individuals.

Our focus is:

- To develop children's metacognitive skills to motivate them as learners, help them to think creatively and increase their resilience when faced with a problem.
- To ensure that feedback is used by teachers to support children's progress, building learning, addressing misconceptions, and thereby closing the gap between where a child is and where we know they can be.
- To develop children's vocabulary and oracy skills as a means to communicate their thoughts and ideas and as an essential building block to improving reading and writing.

The key principles underpinning our approach are:

- That our pupil premium strategy links to all other aspects of our whole school strategic planning.
- Our actions are evidence-based on national research.

- A relentless focus on the development of a high-quality curriculum and teaching and learning is achieved through high quality training and support.
- Our actions are measurable with clear success criteria.
- That all members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play.
- That our plan will be responsive and flexible to meet any changing local and national needs.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Poor speech, language and communication</u></p> <p>Low level language skills have been exacerbated by Lockdown / Partial Lockdowns – Whole School Priority.</p> <p>The high prevalence of speech, language or communication needs among disadvantaged children is thought to contribute to the achievement gap that exists by the time children enter school and continues until they leave.</p> <p>At Allanson Street, we are acutely aware of the 30 million word gap by age 3 (Hart and Risley 2003). Upward of 50% of children starting school have language skills that are underdeveloped for their age. This language delay hampers children’s ability to learn, achieve and make friends. It significantly impacts on their literacy and numeracy development. Children have difficulty listening, paying attention, poor vocabulary, difficulty understanding language, difficulty organising and using language, immature sentences and difficulty taking turns.</p>
2	<p><u>Attendance</u></p> <p>Improving attendance, has historically been a significant challenge and this was exacerbated by Covid 19. Our attendance for 2020-2021 was below national average (93.07%) and the number of persistent absentees was significantly above national average (24%)</p>
3	<p><u>Limited life experiences</u></p> <p>Growing up in poverty means that many children at Allanson Street have a limited experience of cultural capital. Exploring their own town/local area and expanding their horizons to include visits to a range of places and experiences has traditionally been limited. At Allanson Street we recognise the importance of our children acquiring a wealth of knowledge, behaviours and skills which give them the desire to dream big and aim high regardless of their starting points.</p>
4	<p><u>Lack of readiness to learn</u></p>

	<p>We recognise that some of our children have reduced self-regard of themselves as learners and therefore do not enter school physically, mentally or emotionally ready to learn. This significantly impacts the progress they make and, in some cases, their enjoyment of school life and willingness to attend. At Allanson Street we aim to provide a wealth of opportunities to engage children, improve their general knowledge and boost their self-regulation and metacognitive skills therefore equipping them with lifelong skills and developing their self-esteem and aspirations.</p>
5	<p><u>Low aspirations of both parents and children – academically, personally and behaviourally.</u></p> <p>Living in poverty means that low expectations and aspirations of parents / carers, particularly in terms of behaviour and educational achievement, are not unusual. The ratio of parents who attended higher education is extremely low and, for many children, they would be the first to aim for higher education. At Allanson Street we aim to provide our children with a stable, secure, nurturing, aspirational environment which equips them with the skills and confidence to be able to overcome difficulties in adult life and strive to make a positive contribution to their workplace and community.</p>

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.

Intended outcome	Success criteria
<p>To ensure all children, particularly those who are disadvantaged, achieve at least 96% attendance. To reduce persistent absenteeism to 10%. Getting children into school regularly will ensure that children receive a full education including any planned interventions and cultural experiences. This will ensure further gaps in learning are avoided and prepare children for the world of work.</p>	<p>Adults and children will understand the impact of good attendance and punctuality has on children achieving their full potential.</p> <p>The attendance of disadvantaged children will be in line with national and school data for attendance and punctuality at 96%.</p> <p>A significantly reduced number of pupil premium children will be persistent absentees.</p> <p>Children's good attendance will reflect in improved attainment across the curriculum. For some children, we would also expect to see improved self-regulation and personal, social skills.</p>
<p>Feedback used effectively to enable children to develop a greater independent awareness of strategies for improving.</p> <p>Feedback will focus on the task, subject and self-regulation strategies providing the</p>	<p>All staff will have a clear understanding of how to deliver effective, targeted, appropriate feedback.</p> <p>Children will use feedback to develop their knowledge, understanding and application of key concepts therefore</p>

<p>children with specific information on how to improve.</p>	<p>improving their attainment across the curriculum.</p>
<p>Children will be able to understand and use a wider, richer vocabulary which includes increasingly complex subject specific vocabulary within each topic.</p>	<p>All staff have a strong grasp of standard English and subject specific vocabulary for their year group.</p> <p>Gaps in children’s spoken language are identified and the ‘vocabulary gap’ is reduced.</p> <p>Children are able to use ambitious, subject specific vocabulary when answering questions and participating in discussions.</p> <p>Children have an increased capacity to speak, read and write like the artists, scientists, tradespeople and historians they aspire to become.</p> <p>Children will have good communication skills enabling them to:</p> <ul style="list-style-type: none"> work well as a team make a confident, age- appropriate class/assembly presentation listen properly to others and respond <p>Children will develop their love of reading and improve their ability to talk richly about books.</p>
<p>Children to develop metacognitive skills to motivate them as learners, help them to think creatively and increase their resilience when faced with a problem.</p>	<p>Pupil premium children with limited learning to learn skills will be identified early and receive the appropriate level of support to develop their ability to fully access and enjoy the curriculum.</p>
<p>The bedrock of our curriculum design will be the cultural capital children need to build upon and develop their existing knowledge base.</p>	<p>Children will take part in a free annual experience which will enhance and develop their learning, language and understanding of the wider world.</p> <p>Cultural capital will be an integral part of our curriculum design.</p>

Activity in this academic year

Year 3: 2023 - 2024

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 £144,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Development</p> <p>To ensure each subject leader continues to have the opportunity to work with experts from SIL to develop their curriculum area. Following these training sessions subject leaders will be released, on a rolling programme, to support other staff and further drive development of their subject.</p>	<p>Ofsted research defined a 'knowledge-rich' approach as one in which curriculum leaders are clear on the 'invaluable knowledge they want their pupils to know'. Through engaging in targeted CPD staff will develop their ability to plan and support each other in the delivery of a progressive, successful curriculum which supports pupils in essential vocabulary development and retention, remembering what they have been taught and encourages them to aspire to learn, know and do more both at school and in adult life.</p>	1, 3, 4, 5.
<p>Feedback (CPD)</p> <p>To continue to develop our use of effective, targeted feedback which will enable children to make progress.</p>	<p>EEF research suggests the average impact of effective feedback strategies is an additional 6 months' progress over the year. Staff will develop their skills in delivering high quality feedback which focuses children's attention on the task, subject and self-regulation strategies both when work is correct and incorrect.</p>	1, 4, 5.
<p>Embed the whole school approach to the teaching of comprehension using the 'SHINE' (Are you really reading?) programme which is</p>	<p>EEF research suggests that reading comprehension strategies add an additional 6 months' progress over the year. Studies have shown that children eligible for FSM may receive additional benefits from being taught how to</p>	1, 4.

<p>aimed at supporting all children, especially our most vulnerable, in developing their comprehension skills and understanding how to answer standard assessment questions.</p>	<p>use a variety of reading comprehension strategies effectively.</p>	
	<p>EEF evidence suggests that children from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills which may affect their school experience and learning later in their new lives. Embedding WellComm language and activities from Early Years upwards and throughout school as needed will develop children's essential communication and vocabulary skills.</p>	

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

Budgeted cost £104,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Intervention team to provide monitored intervention to ensure support is targeted on the specific areas needed to improve.</p>	<p>Evidence indicates that teaching phonics is the best way to enable children to read with effective phonics teaching adding an additional 5 months' progress. The EEF guidance recommends that all schools use a systematic approach to teaching it.</p> <p>Rigorous monitoring by designated lead teachers ensures that intervention is purposeful, timely and effective in moving children on to the next stage of their reading journey thus ensuring they develop the early</p>	<p>1, 3.</p>

	skills necessary to read widely and for enjoyment.	
Comprehension Intervention team to provide targeted academic support to explicitly link structured 1:1/small group tasks to the principals.	EEF research suggests that reading comprehension strategies add an additional 6 months' progress over the year. Studies have shown that children eligible for FSM may receive additional benefits from being taught how to use a variety of reading comprehension strategies effectively.	1, 4.
Tutoring for children in reading and maths from Years 3 – 6 to enable them to keep up and progress with their learning. Tutoring to be provided by school staff and tutors from Tutor Trust.	EEF research suggests tuition targeted at specific needs and knowledge gaps can be an effective way of supporting children who are at risk of falling behind.	1, 4, 5.
WellComm Language purchase/assessments will focus interventions directly on those children who need them most to progress.	EEF evidence suggests that children from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills which may affect their school experience and learning later in their new lives. Embedding WellComm language and activities from Early Years upwards and throughout school as needed will develop children's essential communication and vocabulary skills.	1.
Whole staff training, through Barnardos, focussed on teaching approaches to support children's SEL.	EEF research suggests that interventions focused on social and emotional learning encourage improvements in children's decision-making skills, interactions with others and their emotional self-regulation. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of a year.	3,4,5

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

Budgeted cost: £101,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team led by RG will provide targeted support for children for whom attendance becomes a concern, who are classed as persistently absent and ensure rates of attendance are raised.	Centre for social justice research highlights the impact of Covid 19 on school attendance with the phrase- 'kids can't catch up if they don't show up'. If children miss school, they are deprived of the opportunity to form relationships with their peers and the chance to make vital links between their learning.	2.
Extra- curricular activities provided to ensure pupil premium children have access to a range of activities and opportunities. 'Steps to Success' programme will also provide an extra, added opportunity for children and their families to work together to aspire to 'graduate' from Edge Hill university in the summer term.	EEF research suggests that physical activity has a wealth of benefits in terms of supporting physical health, mental health and overall wellbeing. Children from disadvantaged backgrounds may be less likely to attend after school clubs within the local community due to financial and travel restrictions therefore by offering sporting clubs and activities free of charge we are bridging the gap and offering our children an important experience that otherwise might not be available to them. Steps to Success aims to further capitalise on this by introducing our most disadvantaged children to the opportunities available for further education and careers in a wide range of areas they might not previously have been aware of and motivating them to aspire to achieve these.	3, 4, 5.
First Steps family club will provide pre-school children and families with the opportunity to engage and model good 'ready to learn' strategies/basic	EEF research suggests that beginning early years education at a younger age appears to have a high positive impact on learning outcomes. Running a low- cost weekly family club for pre-school	1, 3, 4, 5.

skills before entry to Nursery.	encourages parents who may be wary of school to engage with staff in a non-threatening way, building relationships and accessing support they may need. Staff model high quality interactions, simple, free games and activities to boost early vocabulary, literacy, numeracy and PHSE while ensuring parents feel safe and comfortable enough to talk and explore new ideas.	
Education enriching experiences provide children with greater access to cultural and events beyond the classroom thus broadening their horizons, raising aspirations and developing their speech and language.	OFSTED research on the importance of cultural capital opportunities discusses the importance of raising individuals who are knowledgeable about a wide range of culture, comfortable discussing its value and merits, and have been given a vast array of experiences and access to skill development.	1, 3, 4, 5.
SDQ assessments and intervention will support targeted children with developing strategies to deal with social, emotional and behavioural issues which impact on their ability to learn.	EEF research indicates that social and emotional learning approaches have a positive impact on average of 4 months' additional progress over the course of a year. Equipping children with the skills and strategies to effectively understand and regulate their own emotions will have a significant impact on both their overall wellbeing and attitudes to learning. Completing SDQ questionnaires with targeted children and their families before and after targeted support from our pastoral team will ensure that we are delivering the best quality, most relevant support which will make a difference both in the short and long term.	1, 4.
Pastoral team will work with socially and emotionally vulnerable children and families to ensure they receive specialist support and are signposted to appropriate	EEF research suggests that interventions focused on social and emotional learning encourage improvements in children's decision- making skills, interactions with others and their emotional self- regulation. Social	3, 4, 5.

<p>outside agencies as and when necessary.</p>	<p>and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of a year.</p> <p>Employing a variety of specialist intervention courses ensures that children have the tools to deal with their emotions and regulate their own behaviour more effectively.</p>	
<p>Breakfast Club will provide the most vulnerable/disadvantaged children with a safe and healthy start to the day.</p>	<p>Carmel McConnell, MBE, the founder of Magic Breakfast, stated, "A hungry pupil cannot learn, simple as that."</p> <p>Providing our children with a positive start to the day and better nourishment/nutrition sets out the stall for their readiness to learn and engagement with/ enjoyment of school as they are able to focus on the experiences offered rather than worrying about feeling hungry.</p>	<p>4.</p>

Total budgeted cost: £282,762

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.

Our assessment of the impact of our previous pupil premium strategic plan is outlined below:

We continue to have an above average percentage of pupils eligible for Pupil Premium funding (52%).

Although it has been some time now since “normality” has resumed, unfortunately the legacy of Covid 19 continues to be evident in our assessment and attendance data and the social and emotional literacy of a significant number of our children.

During the January 2021 lockdown, approximately 25% of our children were invited into school. Of those remaining at home, only 66% engaged in remote learning on a regular basis despite the provision of over 100 laptops, home resource packs, tailored learning opportunities, daily phone calls home and home visits.

This resulted in children returning to school with huge gaps in their learning right across the curriculum, particularly in maths. In addition to this, many children returned to school with a wide range of social, emotional and behavioural issues. In order to close these personal and academic gaps, a recovery curriculum was created and implemented which took into account evidence-based research from EEF and was built upon accurate formative and summative assessment and an awareness of the children’s needs.

Following on from this picture, the development of a high-quality curriculum across all key stages and subjects has been a high priority for us this year. Intensive work with School Improvement Liverpool (SIL), through subject leader workshops and teaching staff meetings, has further facilitated this. The great improvements we have made with this are evidenced in our newly implemented knowledge organisers, progression documents and the positive impacts have been seen in lesson observations, book scrutiny and pupil voice. The further embedment of these changes will remain a priority for the following year.

During the academic year 2022-23, as a staff, we continued to ensure that pupils had a good grasp of a core range of learning to learn strategies through a review and refresh of high-quality basic pedagogy. This followed on from previous work with the Thinking Schools programme, staff engaged in high-quality in-house training.

Delivering effective feedback again remained, as it will this year, a priority and further training was undertaken across school separately and as part of our work with SIL. As a result of this work an

improved picture has been evidenced across school, with all staff demonstrating a better understanding of the power of formative assessment in supporting learning.

Alongside high- quality feedback and metacognitive strategies, we continued to run specific, targeted English and Maths intervention programmes to ensure that all children were able to make progress.

Effective use of formative and summative assessments meant we were able to track progress on a termly basis and use the knowledge gained to plan next steps for each pupil depending on their needs. The recent introduction of the Arbor system should further enhance our practice in the coming year.

Recovery and School Led funding was fully utilised in 22/23 to provide individual and small group tutoring for children in Years 3 – 6. This was undertaken by in-house staff as well as tutors from our tuition partner, Tutor Trust.

An effective self-evaluation strategy is in place and effective monitoring procedures ensure that identified priorities lead to new initiatives and improved provision: the introduction of Read Write Inc and Fresh Start together with the purchase of ISHA, Wellcomm, Reading Plus and Tutor Trust programmes were all direct outcomes of monitoring and self-evaluation.

In 2022-2023 our attendance fell in line with national average for state funded primary schools (94%) and the number of persistent absentees was below national average (15%). In comparison to our 2021/22 figures, this was a slight increase in attendance (+0.7%) and a significant decrease in persistent absenteeism (- 11%). Although we are pleased with the improvements made as a result of intensive work from the improving attendance team, improving attendance for all children, and in particular those who are disadvantaged, remains a priority.

During the past academic year, we reviewed and adapted the plan of trips and activities designed to promote wider life experiences and develop pupils' cultural capital. All children, from Nursery upwards received a free annual experience which is designed to enhance their understanding of our newly redesigned curriculum and their future aspirations. Whole school/key stage experiences have also been planned and carried out to support our pupils understanding of the world and culture.

We were proud to hold our first "Steps to Success" graduation ceremony at Edge Hill University, with the aim of promoting a love of lifelong learning and encouraging higher future aspirations for our children. The extensive range of free extra- curricular activities which take place at lunchtime and after school to ensure that no pupil is unable to attend and that they are all able to select something they would like to do throughout the school year all awarded credits towards the children's graduation and as such.... Children graduated in July.

As the cost of living crisis tightens its grip on our most disadvantaged families we continue to provide a comprehensive package of support for our children. This includes access to our free Rise and Shine breakfast club to ensure all children have a warm and nutritious start to the day, free uniform provision via our unicycle programme, free homework kits, access to our school food

bank and a family club for those with children below Nursery age to access high quality pre-school provision for a fraction of the cost they would pay in the community. Our pastoral team also continue to support our most socially and emotionally vulnerable children and families offering specialist support and signposting to outside specialists where necessary, including our own designated school mental health specialist. Feedback from parents indicates that many feel their children, and families as a whole, are very well supported by school and that staff care deeply about the children and their welfare. As a result, many of our disadvantaged families feel confident to ask for support if/when it is needed.

We will continue to build on all of the approaches outlined above and refocus on key priority areas to drive forward the progress, attainment and well-being of all of our pupils, especially those who experience significant disadvantage.

End of EYFS Outcomes 2023

ASSESSMENTS

Item	Allanson Street Primary School (2001)		Local Authority - St Helens	
	Value		Value	Gap
Good Level of Development	55.4%		64.7%	-9.3%
Average no. ELGs at expected	12.3		13.5	-1.2
All Goals, Exp+	55.4%		62.7%	-7.3%
Prime Goals, Exp+	69.6%		73.1%	-3.5%
Com. & Lang. Goals, Exp+	73.2%		77.2%	-4.0%
PSE Goals, Exp+	75.0%		80.8%	-5.8%
Phys. Dev. Goals, Exp+	78.6%		82.4%	-3.8%
Specific Goals, Exp+	55.4%		63.6%	-8.2%
Literacy Goals, Exp+	55.4%		66.3%	-10.9%
Maths Goals, Exp+	66.1%		73.6%	-7.5%
Und. The World Goals, Exp+	64.3%		75.5%	-11.2%
Exp. Arts & Des. Goals, Exp+	75.0%		80.4%	-5.4%

CONTEXT

Item	Allanson Street Primary School (2001)		Local Authority - St Helens		
	Value	Cov.	Value	Gap	Cov.
Cohort	56	-	1,972	n/a	-
Gender (Boys)	57.1%	100.0%	50.7%	+6.4%	100.0%
SEN Support	19.6%	100.0%	9.4%	+10.2%	98.6%
EHCP/Statement	1.8%	100.0%	2.0%	-0.2%	98.6%
Ethnicity (BME)	7.1%	100.0%	7.6%	-0.5%	98.6%
Language (EAL)	12.5%	100.0%	6.5%	+6.0%	100.0%
Disadvantaged	23.2%	100.0%	15.3%	+7.9%	100.0%

Year 1 Phonics 2023

72% of our Year 1 children achieved the pass mark of 32 out of 40 in the Phonics Screening Check. This is in comparison to 77.7% across the LA. National phonics data is yet to be released.

Allanson Street Data 3-year trend	2019	2022	2023
% of children achieving 32/40	82%	52%	72%

Whilst we are pleased with the 20% improvement since 2022, we still have much work to do to both reach our target of 80% and to close the gender and disadvantaged gaps that continue to prevail.

In 2023, girls outperformed boys by 8% whilst non-disadvantaged children outperformed disadvantaged children by 15%. Staff have a good awareness of these gaps and are mindful of these groups when planning and delivering RWI sessions and further intervention.

This data shows that 55.4% of our Reception children achieved what is considered to be a Good Level of Development at the end of the 2022/23 academic year. This is in comparison to 64.7% of

children across the Local Authority (comparisons against national figures will be drawn when this data is available).

The table below shows this data set in comparison to the last 3 years of published data although it is worth bearing in mind that the curriculum framework has changed quite considerably since 2019.

Unfortunately, both the disadvantaged and gender gaps have increased significantly in comparison to the 21/22 cohort with girls outperforming boys by 20% and non-disadvantaged children outperforming disadvantaged children by 22%.

Whilst this data is disappointing, to add some context, this particular cohort has twice the number of children with SEND, almost double the number of children with EAL and nearly 8% more children considered disadvantaged than the LA average. It is also worth noting that many of our families felt the effects of the pandemic, and continue to feel the effects of the economic crisis, even more keenly than most.

During the pandemic, most children will not have been able to access nursery provision and toddler groups with the same regularity that they may otherwise have done. This is known to have had a significant impact on most children of this age but the effect of this was compounded further still for many of our children when their living conditions are taken into account together with the fact that many of our parents are younger than the average yet, due to isolation rules, they were unable to take advantage of advice and support from family members and external organisations. This is one of the many reasons that we place such a high level of importance on effective home school partnerships and the support offered to families via the pastoral team and First Steps Family Group.

However, there are some positives to take from this data set when compared to our 21/22 data. As well as the 5.4% increase in GLD, we saw a 4.6% increase in the Prime goals and 5.4% increase in the Specific goals being achieved. The improved Specifics outcomes reflected an increase of 5.4% in Literacy and 6.1% in maths.

In addition, we know that many of our children join us with poor communication and language skills. Therefore, the fact that 73% of our children leave Reception having achieved the communication and language goal is a real success and a huge achievement both for the children and staff.

That being said, it is clear that there is much to do both in enabling our current Year 1 children to 'close the gap' and in continuing to raise standards in EYFS in 23/24.

Action plans have already been drawn up and are currently being implemented in EYFS which include the development of quality continuous provision alongside following the EEF guidance - closing the attainment gap in a bid to reduce the disadvantaged gap for our children as early as possible.

End of KS1 Outcomes 2023

Pupils reaching the expected standard: Reading 54% Writing 44% Mathematics 51% Combined RWM 35%. These figures have, on the whole, continued to decline from the figures for 2019 and remain below local and national averages. Pupils attaining greater depth: Reading 12% Writing 2% Mathematics 11% RWM combined 2%. These figures are broadly in line with those of 2022.

ASSESSMENTS

Subject	Level	Allanson Street Primary School (2001)		Local Authority - St Helens	
		Value		Value	Gap
Reading	≥EXS	54.4%		69.0%	-14.6%
	GDS	12.3%		17.1%	-4.8%
Writing	≥EXS	43.9%		61.9%	-18.0%
	GDS	1.8%		7.1%	-5.3%
Maths	≥EXS	50.9%		70.8%	-19.9%
	GDS	10.5%		13.9%	-3.4%

Although these figures are disappointing it is worth noting that these children had the majority of their formative EYFS years disrupted by Covid and, as such, were unable to attend school during the years in which the foundations of learning are set down.

Despite the continuing impact of Covid, the obstacles associated with financial hardship and the higher than average numbers of disadvantaged and SEND children in the cohort, we maintain the highest expectations and aspirations for our children and, as such, the highest quality teaching, intense intervention, focused work on attendance and strategies to boost parental engagement will all continue to be implemented for these children in Year 3 and beyond.

End of KS2 Outcomes 2023

Key Stage 2

CONTEXT	Allanson Street Primary School (2001)		Local Authority - St Helens		
	Value	Cov.	Value	Gap	Cov.
Cohort	57	-	2,231	n/a	-
Gender (Boys)	56.1%	100.0%	50.6%	+5.5%	100.0%
SEN Support	38.6%	98.2%	21.6%	+17.0%	99.8%
EHCP/Statement	5.3%	98.2%	4.6%	+0.7%	99.8%
Ethnicity (BME)	5.3%	98.2%	6.0%	-0.7%	99.8%
Language (EAL)	8.8%	98.2%	5.2%	+3.6%	98.2%
Disadvantaged	57.9%	100.0%	35.4%	+22.5%	100.0%

ATTAINMENT & ASSESSMENTS

Subject	Level	Allanson Street Primary School (2001)		Local Authority - St Helens	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	66.7%		61.0%	+5.7%
	GDS/High Score	3.5%		7.3%	-3.8%
Reading	≥Exp.Std.	75.4%		73.6%	+1.8%
	High Score	24.6%		27.6%	-3.0%
Writing (TA)	≥EXS	71.9%		72.3%	-0.4%
	GDS	5.3%		13.1%	-7.8%
Maths (test)	≥Exp.Std.	71.9%		72.4%	-0.5%
	High Score	17.5%		21.4%	-3.9%

Pupils reaching the expected standard: Reading 75% Writing 72% Mathematics 72% are broadly in line with those achieved at the end of 2022 and those achieved across the LA. Combined RWM at the expected standard (67%) was at its highest since 2016 and above the LA average by 5.7%. Given the high number of children with SEND (+21.6% on LA figures) and children who are disadvantaged (+22.5% on LA figures), these outcomes would be quite pleasing (comparisons with national data will be undertaken once this data is available) where it not for the attainment gaps which prevail between disadvantaged and non-disadvantaged children. Across all areas, 21% - 27% less disadvantaged children achieved age expectation in comparison to non-disadvantaged children. When looking at the RWM combined, the gap widened further still to 36%. Equally as worrying is the fact that there continues to be a significant gender gap in writing outcomes with 29% more girls achieving age expectation than boys.

Conversely, when analysing progress measures, it is apparent that almost all groups of pupils achieved slightly better at KS2 than those with similar prior attainment nationally. Boys made particularly good progress in reading and maths, surpassing girls in both areas. Disadvantaged and non-disadvantaged children made similar rates of progress in reading and writing yet our non-disadvantaged children made better progress in maths.

This is evidence of the work undertaken across the school to close these gaps but is also evidence that there continues to be much work to do.

This is particularly the case for our children with SEND. Progress of SEND pupils is close to that of other pupils by the end of Key Stage 2. [End of Key Stage 2 data](#) shows that our pupils with SEND have made good progress in reading and mathematics from their starting points although their progress in writing is slower. This trend, however, is not reflected in our Key Stage 1 and internal data. Whilst the national data is not yet available to offer a comparison, using the 2022 figure, it would appear that nationally, SEND children are out-performing children with SEND at Allanson Street. Whilst children with SEND are all unique and thus comparisons can be difficult to make, the provision offered to our children with SEND will be a priority focus for us this year.

Narrowing these attainment gaps remains a priority and a specific action plan is already in place to ensure that no stone is left unturned in ensuring the greatest success possible for all children.

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

Programme	Provider