

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	South Failsworth Primary
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Michelle Butler (Assistant Headteacher)
Governor / Trustee lead	Sam Wardleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,140
Recovery premium funding allocation this academic year	£8,270
Pupil premium funding carried forward from previous years	£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	£119,410

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children in our setting can be: less support at home, weak speech, language and communication skills, fewer life experiences, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To provide children with opportunities to access trips and experiences which enhance their learning.
- To ensure that all children who are deemed to be disadvantaged, even those who are not eligible for pupil premium, are supported to achieve their full potential.

We aim to do this through

- Ensuring that quality first teaching and learning opportunities meet the needs of all pupils
- Providing staff with regular CPD which ensures adults are confident to meet the needs of all children in their care
- Prioritising the wellbeing of staff and children to ensure that our school is an environment where everyone can thrive
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Allocating pupil premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is continually improved
- Additional TA support where there is highest need
- Additional teaching and learning opportunities provided through interventions and booster groups
- 1:1 maths tutoring in UKS2
- CPD for all staff

- Whole school wellbeing focus and relevant staff training
- Supported payment for activities such as educational trips, in school visitors and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Attendance and punctuality support
- Support for parents to aid learning opportunities at home
- Prioritising attendance at extra-curricular clubs, activities and breakfast/after school club. .
- Specialist TA supporting reading with identified children.

Challenges

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

Challenge number	Detail of challenge
1	Emotional health and wellbeing (enhanced challenge due to Covid-19 pandemic)
2	Children need to know more and remember more
3	Lack of reading opportunities at home and reading for pleasure
4	Poor parental engagement with school life
5	Attendance and punctuality
6	Low uptake of extra-curricular enrichment opportunities.
7	Children's attainment is consistent with targets based on previous key stage attainment (enhanced challenge due to Covid-19 pandemic)
8	Speech and language in the EYFS (long waiting list for SP&L support)

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
Emotional health and wellbeing improve.	<p>Children are happy and enjoy school.</p> <p>Children feel confident to share their thoughts and feelings.</p> <p>Children have strategies to improve their own wellbeing and mental health.</p> <p>Staff have strategies to support children's mental health and wellbeing.</p> <p>1:1 specific support is given promptly where children are identified as having a specific need.</p>

Children apply their previous learning in order to help them know more and remember more.	Children make links between their current and previous learning. Children know key facts from their learning. Children apply their learning across the curriculum.
Children are confident readers	Children read regularly outside of school. Children talk confidently about texts they enjoy.
Parents engage with their child's learning	Parents attend parents' evenings, meet the teacher and year group specific events. Children read regularly at home. Children engage with homework e.g. TTRS, spellings and half termly projects.
Whole school attendance is in line with the national average.	Attendance of disadvantaged children is in line with their peers.
All children have opportunities to access extra-curricular enrichment activities.	Disadvantaged children are supported and encouraged to attend extra-curricular activities. All children take part in trips, school visitors and residential in Year 6 Experiences enhance children's learning in class.
Children make progress in line with their prior key stage attainment.	Children make accelerated progress. Children's attainment is in line with or above previous key stage. Children achieve their full potential.
Children have the speech, language and communication skills needed to succeed in school and in their social life.	Children make accelerated progress with their speech and language. Whole class teaching and EYFS provision offers children opportunities to develop their speech and language. Children receive specialist support and interventions in order to aid their development. Children are able to communicate their needs, access their learning and socialise with their peers.

Activity in this academic year

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: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Know more and remember more' staff CPD – regular reminders in INSETs and Staff Meetings.</p> <p>AFL and PD TLR holders (1 year) (£6,500)</p>	<p>EEF Guide – strategy 1</p> <p>Whole school INSET ensures that all staff are aware of expectations and supports consistency across school.</p> <p>TLR holder with specific responsibility ensures rigorous monitoring and support is in place for all staff.</p>	2,7
<p>EYFS and KS1 phonics CPD (£400)</p>	<p>EEF Guide – strategy 1</p> <p>Previous impact of training from external provider.</p>	2,3,7
<p>KB – phonics coaching for new staff in EYFS and KS1. (£2,500)</p>	<p>EEF Guide – strategy 1</p> <p>Previous coaching from in school phonics lead has ensured that staff are confident with the teaching of phonics and a consistent approach is being used across school.</p>	2,3,7

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

Budgeted cost: £81,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tutor £7,560	EEF Guide – strategy 2 Maths tutoring. 1:1 and 1:3 tuition for children deemed to be vulnerable and disadvantaged. Years 1-6	2,7
<i>Lexia reading intervention – Costing to follow</i>	EEF Guide – strategy 2 Lexia reading and spelling intervention with proven impact from SENDCo's previous experience.	3,7
Third space (£11,040 plus TA support £3,500) Full year	EEF Guide – strategy 2 Previous impact of this 1:1 maths tutoring has shown that children accessing the support make more rapid progress than their peers and have attainment inline with their previous key stage results.	7
TTRS and Numbots to support maths/times tables development £200	EEF Guide – strategy 2 TTRS has show previous impact on the progress and engagement of children with times tables. Numbots intervention used by SENDCo with proven impact.	7
CS – 1:1 and small group reading interventions. (£10,000)	EEF Guide – strategy 2 Previous impact from this specialist reading TA has shown children make rapid progress and become more fluent, confident readers.	3,7
JG – fast track phonics £1,500	EEF Guide – strategy 2 This phonics intervention has been used in school for 4 years and has had proven impact on the progress of lower attaining pupils, supporting them to close the gap with peers.	2,3,7

LKB – intervention teacher for specific support with maths and reading/phonics. 5 x mornings £16,000	EEF Guide – strategy 2 There are a number of children struggling to access the maths learning in class and need specific intervention to fill gaps in their maths understanding in order for them to catch up with their peers. Some children in KS2 need phonics interventions in order to support their reading progress.	1,2,7
Additional TA support. JG, GT, BP, JW – am support in EYFS and £31,747	EEF Guide – strategy 2 Additional adult support will ensure that the children get more 1:1 and small group support to both fill any gaps in their learning and support their emotional wellbeing. This will ensure that the impact of the disrupted learning from the pandemic is reduced.	1,2,7

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

Budgeted cost: £ 30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
JT 1:1 support £7,000 (2 days x wk)	EEF Guide – strategy 2 & 3 Trained, specialist mental health lead has previously shown significant, positive impact on children’s mental health and wellbeing through targeted small group and 1:1 support.	1,5
CB 5 x hrs per week £3,500	EEF Guide – strategy 2 & 3 Trained forest school leader to provide children from across school with the opportunity to attend forest school. In previous years forest school has proven to provide good wellbeing support to both children and staff in school.	1,5
Wellbeing focus in whole school curriculum. (MB time each week £5,000)	EEF Guide – strategy 3 Since 2020 the impact of our new wellbeing curriculum was evidenced from parent and pupil feedback. This will be developed further this year through SLT and TLR holder leadership of wellbeing, weekly assemblies, whole class PSHE sessions and learning	1,5

	shared with families via the Seesaw platform.	
Attendance at breakfast, after school. £2,000	EEF Guide – strategy 3 Previous trials offering free out of hours care for PPG children has shown an improvement in attendance and pupil wellbeing. Children who come from unsettled homes have sound safety in regular attendance at before and after school clubs.	1,5
Funding for enrichment and extra-curricular activities. £3,000 Funding for Robinwood £2,550 Funding for Castleshaw residential £1,250	EEF Guide – strategy 3 Through attendance at enrichment activities children create stronger links between their learning and are supported to know more and remember more When attending extra-curricular activities children are supported to build stronger relationships with peers and are given a wider range of life experiences to support the emotional wellbeing.	1,2,3
Wider range of extra-curricular clubs provided for children in years 1-6 Staff TOIL (£2,000)	EEF Guide – strategy 3 A wider range of clubs on offer will ensure that all children have the opportunity to access a club they would choose to attend.	6
TH daily attendance monitoring TH salary 1hr per day (£1,700)	EEF Guide – strategy 3 Families are supported to get their children to school. In previous years this has been proven to improve the attendance of key children.	4,5
AM Attendance support for families and admin staff to ensure increased attendance for key children. AM salary 1hr per week £2,500	EEF Guide – strategy 3 Families are monitored and offered support when attendance becomes a concern. Attendance officers in admin team feel supported by SLT. Previous impact from this support has shown an increase in attendance for key children.	4,5

Total budgeted cost: £121,447

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.

Emotional health and wellbeing

Pupil surveys show that pupils are happy, they feel safe and enjoy coming to school. Due to the whole school focus on the continued importance of emotional health and wellbeing through weekly picture news assemblies; specific weekly PSHE lessons in ALL year groups and whole school assemblies with a clear coverage plan; children in school feel confident to share their thoughts and feelings and are building strategies to improve their own mental health and wellbeing. The implementation of a specific Pastoral Lead role in school has had a positive impact on the children needing additional, specialist support to deal with challenging life events and emotional needs. Many children have worked through support plans with the Pastoral Team and have developed personal strategies to build resilience and wellbeing, which mean they no longer need the intensive 1:1 or small group support. Through the appointment of a new SENDCo in school and the delivery of specific training, staff have been supported to develop their understanding of supporting children through quality teaching. This has included Team Teach training, Behaviour as Communication and 5 a day strategies. Due to the vital importance of mental health and wellbeing for both staff and children. this will continue to be a whole school priority in 2023/24 through SLT member trained on building staff resilience; further consolidation of the role of the Personal Development team; the implementation of wellbeing champions; specific mental health workshops in school delivered by external experts; mental health celebration days and pupil wellbeing survey completed with KS2 children.

Children need to know more and remember more

The appointment of a temporary TLR for AFL and further staff support/training, has continued to consolidate the importance of knowing more and remembering more. Drip feeding at the start of lessons has continued to ensure that children revisit prior skills and knowledge and feel more confident when explaining their learning from earlier units and previous years. The use of the whole school acronym ROCKS (remembering our curriculum knowledge and skills) is embedded across the curriculum and used by both staff and children to link their learning. Due to a high number of new staff appointed in school and reviewed strategies being implemented, this will remain a priority for school in 2023/24. This will include whole staff training in INSETs and CDP sessions; further implementation and development on the use of AFL strategies; the use of link it/learn it/check it/ show it/ know it across the curriculum and the implementation of Maths Rocks time in KS2.

Lack of reading opportunities at home and reading for pleasure

A rigorous whole school process to review and change the children's reading curriculum has led to a new team approach to the teaching of reading enjoyment and fluency. All teachers and

TAs have a much clearer understanding of the different elements included in the teaching of reading and are clearer about the strategies we use as a whole school team to teach this key area of the curriculum. A new reading overview has been researched and implemented in each year group to ensure that all children are accessing a wider range of texts to support their emotional development and build on their learning across the foundation subjects. Changes to class timetables have ensured that all children have daily access to reading through a mix of reading for pleasure, shared, guided, whole class and 1:1 reading time. Rigorous support from the early reading leader has ensured continued high-quality teaching of phonics in KS1 and EYFS, evidenced in the Phonics results at the end of Year 1 (88%). The implementation of the Lexia reading intervention has supported children reading below the age-related expectation to close the gap with their peers and provided them with tools and strategies to support them to read for pleasure. Further parent open mornings in KS1 and EYFS parent events have continued to raise the status and importance of reading with parents and have been hugely successful with other 80% of families being represented at all of these events. During these sessions parents have had opportunities to see staff model the sharing of a high-quality texts and also have time to read for pleasure with their children. Feedback from parents has been extremely positive after each of these events and as a result these will continue in 2023/24 with further open mornings introduced in KS2.

Poor parental engagement with school life

Attendance at parent evenings increased again in 2022/23 with all events now taking place face to face and not over the phone. At these evenings, additional appointments with the SENDCo were implemented and available for all families. This ensured that families received specific support and have gained a better understanding of their child's needs, learning and how to support at home. Families are beginning to offer more support to their children to read regularly at home, with a larger number of children achieving awards for 100, 200, 300 and 400 read and more children achieving Rock Hero status on TTRS. The implementation of parent forum sessions has ensured that parents now have another avenue to share their thoughts and ideas with school. In these sessions parents have reviewed new school policies including Child Friendly Anti-Bullying and RSE. Their feedback was used to adapt the policies before sharing with staff, children and governors. We aim to further develop these sessions in 2023/24 by offering a mix of both morning and evening sessions to ensure all parents have opportunity to attend during the course of the year.

Attendance and punctuality

Attendance in 2022/23 was above national for children receiving PP funding, 93% school, 91% national. However this figure was below non-disadvantaged pupils in school who has an attendance figure of 94.3%. Due to the current attendance % and the increase in unauthorised absences due to holidays in term time, this will remain a priority in 2023/24. This will include new strategies for monitoring and sharing attendance concerns with staff; attendance at local network meetings and new procedures for the attendance team.

Low uptake of extra-curricular enrichment opportunities.

The implementation of a Personal Development lead and a temporary TLR role ensured that extra-curricular opportunities increased considerably in 2022/23 and a higher % of PPG children (84%) attended at least 1 club out of school hours. A wider range of clubs were made

available including arts, sports, environmental, technology, music and performance. PPG children continued to be given priority to attend these extra-curricular clubs where a request was made.

Children's attainment is consistent with targets based on previous key stage attainment

Year 1 phonics results in June showed that 88% of PPG children achieved the expected standard, this was in line with 89% of non-disadvantaged peers.

End of key stage data showed that in KS1, PPG children did not perform as well as their peers in reading and writing. Results for July 2023; disadvantaged - reading 67%, Writing 53% and maths 80%. Non-disadvantaged - reading 75%, Writing 64% and maths 82%. Although PPG children did not achieve in line with their peers the gap has closed significantly since July 2022. Increasing by 7% in reading, 13% in writing and 40% in maths. Changes to the delivery of maths in EYFS and KS1 have shown a significant positive impact in maths attainment in the last year.

In KS2 the results for disadvantaged children again improved significantly from 2021 to 2022 increasing by 22% in reading, 34% in writing and 13% in maths. In July 2023 disadvantaged children achieved in-line with their peers in reading and writing but results showed that only 75% of PPG children achieved the expected standard in maths compared with 93% of the peers. As a result, maths will be a whole school and PPG strategy priority in 2023/24.

Speech and language in the EYFS (long waiting list for SP&L support)

At the start of the year, EYFS used the WellComm baseline toolkit to strategically plan interventions for children with a speech, language and communication need. Interventions used have included; BLAST1 for supporting understanding and communication, Rhyme Time, and colourful semantics to improve sentence structure. Where children have an identified SCLN SEND need provision maps are put in place to ensure that focused targets are put in place with clear, smart outcomes.

In addition to this, staff are well trained in the use of EIKlan and consistently use strategies throughout the day, both in focused teaching and when supporting children in the provision. When working with children staff have a key emphasis on *repeat, expand and emphasise*, in order to support children to develop sentence structures.

As a result of this focus in EYFS, children have made excellent progress with their speech and language and where there are concerns for some children a clear handover has taken place with the Year 1 team to ensure that intervention and support continues as needed.

Next steps – staff are confident with teaching and supporting the development of sentence structures but would now benefit from training on how to teach speech sounds due to the long waiting list for external, specialist SP&L support.

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