

# 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	410
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	School Governors
Pupil premium lead	Michelle Butler (Assistant Headteacher)
Governor / Trustee lead	Luke Baines

## Funding overview

Detail	
Pupil premium funding allocation this academic year	£99,160
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,160

# 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 the resources they need to access daily school life and provide opportunities such as 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 high quality 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 mean 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
- Internally and externally provided CPD for all staff
- Whole school wellbeing focus, for both staff and children

- Supported payments 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 TAs 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	<b>Emotional health and wellbeing</b> In recent years children have started to find it more challenging to understand their own emotions and wellbeing. Children find it difficult to have a toolkit of strategies to manage challenging, emotional situations. Staff need to ensure that they are providing children with strategies which foster a good emotional wellbeing.
2	<b>Reading opportunities at home and reading for pleasure</b> Our monitoring of reading records and feedback from pupil interviews show that many of our disadvantaged children are reading less at home and are unsure what books and genre they prefer if reading for pleasure. School need to support families to know how to provide a wider range of reading opportunities at home, how to be good reading role models and the best ways to help their children read for pleasure.
3	<b>Parental engagement with home learning opportunities</b> From parental feedback we have found that it can be challenging for parents to know how best to support their child's learning at home. Parents also report that challenging behaviour, digital device distractions and busy home lives make it hard to engage with their child's home learning. School must ensure that we are providing a range of opportunities for families to get advice and support which makes it easier for parents to know the most effective way to support their individual child's home learning needs.
4	<b>Attendance and punctuality</b> Attendance of children in receipt of the PPG funding in 2023/24 was 92.3% which was in line with children in this cohort across Oldham (92.2%). This figure in school has dropped slightly from 2022/23 when PPG attendance was 93%. The 2023/24 figure continued to be below non-disadvantaged peers in school who has an attendance figure of 94.7%. Children deemed as persistently absent, who are in receipt of PPG funding, was again in line with the Oldham borough at 28%. However, with was significantly higher than their non-disadvantaged peers in school who had a persistent absence of 11.9%.

5	<p><b>Children's attainment is consistent with targets based on previous key stage attainment</b></p> <p>The % of disadvantaged children in EYFS who achieved the GLD was 12.2% below their non-disadvantaged peers in school. Year 1 phonics results in June showed that only 60% of disadvantaged children achieved the expected standard, this was 26.7% below their non-disadvantaged peers. In KS2 the results for disadvantaged children were in line with or above disadvantaged children across Oldham but were, in some cases, significantly below their non-disadvantaged peers. In July 2024 the results for our Year 6 children were, <b>Reading:</b> PPG – 60% Non-PPG – 75.6% <b>Writing:</b> PPG – 60% Non-PPG – 77.8% <b>Maths:</b> PPG – 73.3% Non-PPG – 75.6%. The gap between disadvantaged children and their peers has widened since 2023, in both reading and writing. This will therefore be a focus for us moving forward in 2024/25</p>
6	<p><b>Speech, language and communication needs</b></p> <p>Our assessments and observations show that speech, language and communication needs are increasing with the children when entering school in nursery and reception. Long waiting lists within the local authority often mean that there are delays in children and families receiving the external specialist support needed. It is vital that staff are trained to put support in place within school to close the speech and language gap and support development for children more rapidly.</p>
7	<p><b>Understanding of mathematical concepts especially for those working below age related</b></p> <p>End of KS2 assessment data from July 2024 was <b>Maths:</b> PPG – 73.3% Non-PPG – 75.6%. As seen in these figures, the focus on high quality maths teaching this academic year has closed the gap from 18% in 2023 to just 2% 2024. However assessments across school have shown that children working below the national standard for their age are still struggling to close the gap with their peers. Training and monitoring will continue in school to ensure that high quality teaching and specific interventions focus on rapid progress for our disadvantaged children who are working below the expected standard.</p>
8	<p><b>Behaviour for learning and attitudes across all key stages</b></p> <p>Our senior leadership observations and feedback from the staff team indicate that behaviour for learning and attitudes across school have declined slightly in the past 12 months. It is vital that school review and adapt the behaviour policy and relaunch strategies to ensure that this is addressed in all key stages and a consistent approach is understood and used by all staff and children.</p>
9	<p><b>Writers to apply appropriate age-related features in their writing across the curriculum</b></p> <p>The % of disadvantaged children achieving the expected standard in writing at the end of KS2 fell on the previous year from 66.7% to 60%. The gap between themselves and their non-disadvantaged peers also widened from 2% to 17%. Through monitoring and staff feedback writing has been identified as needing to be a whole school and PPG priority in 2024/25</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
1. 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> <p>Wellbeing champions are trained and well placed to support peers and direct them to help needed.</p>
2. Children are confident, fluent readers who choose to read for pleasure	<p>Children read regularly outside of school.</p> <p>Children talk confidently about texts they enjoy.</p> <p>Children read with fluency and understanding.</p> <p>Children use the texts they have read in school to support and enhance their curriculum knowledge.</p> <p>Children can talk about their favourite texts and authors.</p>
3. Parents engage with their child's home learning	<p>Parents attend parents' evenings, meet the teacher and year group specific events.</p> <p>Children read regularly at home.</p> <p>Children engage with homework e.g. TTRS, spellings and half termly projects.</p> <p>Parents understand how they can support their children at home.</p> <p>Parents feel informed about their child's learning.</p>
4. Whole school attendance is in line with or above the national average.	<p>Attendance figures are improving.</p> <p>Attendance of disadvantaged children is in line with their peers.</p> <p>Number of persistently absent children in school is reduced.</p>
5. Children make progress in line with their prior key stage attainment.	<p>Children make accelerated progress.</p> <p>Children's attainment is in line with or above previous key stage.</p> <p>Children achieve their full potential.</p>
6. Children have the speech, language and communication skills needed to succeed in school and in their social life.	<p>Children with gaps make accelerated progress with their speech and language.</p> <p>Whole class teaching and EYFS provision offers children opportunities to develop their speech and language.</p> <p>Staff know how to support the development of key speech and language needs.</p>

	<p>Children receive specialist support and interventions in order to aid their development.</p> <p>Children are able to communicate their needs, access their learning and socialise appropriately with their peers.</p>
7.Children understand and apply different mathematical concepts in maths and across the curriculum.	<p>Staff are confident with a range of different strategies to support and develop children's mathematical understanding</p> <p>Children use concrete and pictorial resources to support and demonstrate their mathematical understanding</p> <p>Children understand and use age related mathematical concepts</p> <p>Children use their mathematical understanding to solve a range of problems</p> <p>Children know which strategies to use to solve problems.</p>
8.Children's behaviour and attitudes to learning are in line with school expectations and support them to achieve their full potential in school.	<p>Children know and understand the school expectations.</p> <p>Staff have a clear understanding of the behaviour policy and implement it consistently.</p> <p>Parents support staff to ensure their child follows the school expectations.</p> <p>Children model good behaviour for learning in class.</p> <p>Children treat their peers and all staff respectfully.</p>
9.Children are confident writers and apply appropriate age-related features in a range of different writing genres.	<p>Staff confidently plan engaging units of work with a clear reading to writing sequence.</p> <p>Children use appropriate grammar and punctuation in their writing.</p> <p>Children write for a range of different purposes.</p> <p>Children can edit and improve their own work to include the taught features.</p>

## 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: £35,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 phonics CPD £400	<p>EEF Guide – strategy 1</p> <p>Previous impact of training from external provider.</p>	2,5

KB – phonics and reading coaching for new staff in EYFS and KS1 1 hour weekly £2,625	EEF Guide – strategy 1  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.	2,3,5,9
AM, KB, MB, AF & GH coaching, mentoring and induction tutor of ECT 1 hour weekly (per mentor) £8,500	EEF Guide – strategy 1  Previous impact of MB coaching ECT (LS). EG trained as ECT facilitator working with local authority.	All
MB & AM coaching and mentoring of staff working in new year groups and those new to school ½ day weekly (per leader) £2,660	EEF Guide – strategy 1  Previous impact of AM and MB working as mentors for staff in school.	All
Lancashire talk 2, 5 & 6 training  £1,800	EEF Guide – strategy 1  Previous impact of Lancashire training in school.	2,5,9
Whole staff CPD – reading, writing and maths. Internal training supported by AM (10 days) and led by CB (10 days), KB (10 days), ZC (10 days)  £13,100	EEF Guide – strategy 1  Previous impact of internal training and support from AM and subject leaders.	2,5,7,8,9
Teachers opportunities to observe best practise across school  ½ day cover per week £4,095	EEF Guide – strategy 1  Previous impact of peer support and observations.	1,2,5,6,7,8,9
Louise Baker Talk for writing training (all staff)  2x twilights Unit planning training/support with	EEF guide strategy 1  Previous impact of consultants support in school.	2,5,9

new staff and staff new to specific year groups.  £2,500		
Staff training on the use of manipulatives to support mathematical understanding  Training (see cost above) Resources – cost TBC	EEF guide strategy 1  Feedback from staff around the impact of headteacher and maths lead coaching and training in previous academic years.	5,7

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

Budgeted cost: £62,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia reading intervention £2,070	EEF Guide – strategy 2  Lexia reading and spelling intervention with proven impact from SENDCo's previous experience.	2,3,5
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.	5,7
EK (70%) & CS (30%) – 1:1 and small group reading and phonics support  £27,000	EEF Guide – strategy 2  Previous impact from this specialist reading TA has shown children make rapid progress and become more fluent, confident readers.	2,5,8
Additional TA support. JR – Year 6 CH/SD – Year 2  £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	All



	emotional wellbeing. This will ensure that the impact of the disrupted learning from the pandemic is reduced.	
Learning by questions  Year 5 and 6 £1,444	EEF Guide – strategy 2  Feedback from other schools using the intervention.	2,5,7

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

Budgeted cost: £52,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
MB attend exclusion to inclusion training and cascade ideas to staff through CPD and in class support.  £400	EEF Guide – strategy 1  Impact of previous whole staff training from MB	1.4.8
JT 1:1 and small group support for specific children. Parental support for specific families.  £9,660 (2.5 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.	1,3,4
CB 10 x hrs per week at forest school  £7,900	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.	1,4
Attendance at breakfast, after school & holiday club.	EEF Guide – strategy 3 Previous trials offering free out of hours care for PPG children has shown an	All

£5,000	improvement in attendance and pupil wellbeing. Children who come from unsettled homes have sound safety in regular attendance at before and after school clubs.	
Funding for enrichment and extra-curricular activities. £5,000 Funding for Robinwood £5,000 Funding for Castleshaw residential £2,000	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.	1,2,4,5
Wider range of extra-curricular clubs provided for children in Years 1-6  Staff TOIL £3,165	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.	1,4
TH daily attendance monitoring TH salary 1.5hr per day £950	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 1.5 hr per week £4,000	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
JT support parenting workshops  4 days  £400	EEF Guide – strategy 3  Impact of previous support from JT. Families struggling with parenting skills at home need support to ensure they are supporting children's development and attendance is in line with peers.	1,2,3,4
CITC support in school  Thrive programme Years 4-6 Winter Wonderland experience 1:1 mentoring £800	EEF Guide – strategy 3  Impact of previous CITC workshops to support wellbeing and mental health.	1

Spider app Parental communication tool £550	EEF Guide – strategy 3  Feedback from other schools around improved parental communication methods.	3
AM & MB Parent focus group sessions  3 days per year £2,278	EEF Guide – strategy 3  Feedback from previous parent groups and impact in other schools.	3

**Total budgeted cost: £150,244**

# 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 2024 to 2025 academic year.

## 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